TOLWORTH GIRLS' SCHOOL & SIXTH FORM

**Keeping Children Safe in Education
(Safeguarding policy)**

1 Introduction

- This policy has been developed in accordance with the principles established by the Children's Act 1989 and 2014; the Education Act 2002 and in line with government publications 'Keeping Children Safe in Education' (September 2021) 'Working together to Safeguard Children' July 2018), The Safeguarding Vulnerable Groups Act 2006, The Teacher Standards 2012, Safeguarding Disabled Children (July 2009) and Information Sharing Guidance for practitioners and managers What to do if you're worried a child is being abused 2015

- The Governors and staff of Tolworth Girls' School & Sixth Form (TGS) fully recognise the contribution they make to *Keeping Children Safe in Education.* We recognise that all staff, including volunteers, have a full and active part to play in protecting our students from harm. We have a duty to protect our students and our staff.

- All staff and Governors believe that our academy should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

- All staff are aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns raised at academy.

- Our policy applies to all staff, Governors and volunteers working in the academy.

- There are 5 main elements to our policy:

  1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with our students.
  2. Raising awareness of safeguarding issues and equipping students with the skills needed to keep them safe.
  3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
  4. Working with other agencies to provide effective and timely support for students at risk of harm.
  5. Establishing a safe environment in which students can learn and develop safely and without discrimination. Safeguarding is

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everyone's responsibility and the academy's responsibility to safeguard and promote the welfare of children is of paramount importance.

2 Aims

- To support the student's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible safeguarding incidents.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the academy which will be followed by all members of the academy community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our academy who have access to children have been checked as to their suitability to work with children.
- Ensure all students, staff and parents are aware of ICT Acceptable Usage policy.

3 Procedures

- Our academy procedures for safeguarding children will be in line with Local Authority (LA) and the local safeguarding partner arrangements procedures. We will ensure that:

  - We have a designated member of staff who undertakes regular training - Charlotte Clements, Student Welfare Officer/Child Protection Officer (CPO) and Siobhan Lowe – Headteacher, Designated Safeguarding Lead (DSL) or Robyn Munro, Head of Inclusion.
  - We have a designated Governor responsible for Safeguarding – Sarah Moya who is on the Student Welfare & Behaviour committee.
  - We have a member of Senior Leadership staff who will act in the DSL's absence - (Caroline Ramsden, Deputy Head).
  - All members of staff develop their understanding of the signs and indicators of students being at risk.
  - All members of staff know how to respond to a student who has been identified a safeguarding concern.
  - All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding procedures.
  - All members of staff are aware of the need to protect themselves and their colleagues.
  - Our procedures will be regularly reviewed and up-dated and the start of every academic year. In addition, our safeguarding policy and

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practice will be reviewed in light of new legislation being introduced.

- All new members of staff will be given a copy of our safeguarding procedures as part of their induction into the academy.
- All staff are made aware of any amendments or additions to such guidance as it arises.

4 Responsibilities

- The DSLs are responsible for:

  - Adhering to the local safeguarding partner arrangements, London Safeguarding Board (LSB) and academy's procedures with regard to referring a child if there are concerns about possible abuse.

5 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.
We give special consideration to children who:

- o Have special educational needs or disabilities
- o Are young carers
- o May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- o Have English as an additional language
- o Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- o Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- o   Are asylum seekers
- o Children Missing Education. Those children that maybe described as particularly vulnerable.

The Child Protection Officer (CPO)

The academy will ensure that the CPO
- Is appropriately trained.
- Acts as a source of support and expertise in the academy community
- Has an understanding of local safeguarding partner arrangement procedures.
- Keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance but kept separately from the child's academy file.
- Will refer cases of suspected neglect and/or abuse to the relevant authority - Single Point Access (SPA).

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- Keeps relevant staff and outside agencies informed of student absence who are deemed to be 'at risk'.
- Ensures all data and information on students with plans is passed quickly to the new academy/college.
- Attends and /or contributes to conferences as needed.
- Works with relevant agencies and staff to coordinate the relevant plans.
- Develops links with appropriate external agencies.
- Liaises with the Heateacher as appropriate.
- Keeps records of staff attendance at Child Protection/Safeguarding (CP) training or ensures training takes place on a regular basis.
- Keeps written records of concerns about a child even if there is no need to make an immediate referral.

6 Supporting Children

- We recognise that a child who is at risk may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

- We recognise that the academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.

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

- Our academy will support all students by:
  - Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
  - Promoting a caring, safe and positive environment within the academy.
  - Liaising and working together with all other support services and those agencies involved in the safeguarding and wellbeing of children.
  - Notifying Social Services as soon as there is a significant concern.

- Providing continuing support to a student about whom there have been concerns.

- The academy has a Designated Teacher with responsibility for promoting educational outcomes of Looked After Children (Assistant Headteacher i/c Inclusion) and to ensure appropriate staff have the relevant information needed to safeguard the individual child.

- Staff will undertake risk assessments and appropriate precautions when taking student off site i.e. students travelling in pairs when using public toilets (of particular relevance to TGS given our use of Tolworth Recreation Centre (TRC).

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7 Confidentiality

- We recognise that all matters relating to CP are confidential.

- The Headteacher or Designated Teacher will disclose any information about a student to other members of staff on a need to know basis only.

- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

- All staff must be aware that they cannot promise a child to keep secrets.

- All staff have a duty to ensure all information is passed to the CPO or DSL in CPO's absence. This must be followed up with a written report, once a conversation has taken place.

- All Staff have a duty to protect each other as well as themselves. We can never make assumptions.

8 Training and Support

- The Headteacher and all other staff who work with children will undertake appropriate CP awareness training to equip them to carry out their responsibilities for CP effectively. This will be kept up to date by refresher training at two yearly intervals as set out in Keeping Children Safe in Education 2021

- The academy will ensure that the DSL and CPO undertake refresher courses or other local safeguarding partner arrangements recognised training at two yearly intervals to keep knowledge and skills up to date.

- All staff members will undertake safeguarding and child protection   training at induction, including on whistleblowing procedures, to ensure they understand the academy's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

- All staff will have training on the government's antiradicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

- Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

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- Temporary staff and volunteers who work with children in the academy will be made aware of the academy's arrangements for CP and their responsibilities (Ref: Ref: DfE-00140-2016, DFE-00129-2015, DFE-00585-2014)

9 Safe Recruitment

Our academy complies with the requirements of Keeping Children Safe in Education (DfE 2021) and the local safeguarding partner arrangements by carrying out the required checks and verifying the applicant's identity, qualifications and work history when appointing staff appropriate to the role and duty of the applicant. At least one member of each recruitment panel will have attended safer recruitment training.

- Trainee teachers will be checked either by the academy or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.
- The academy will keep a single central record as per national guidelines
- Appropriate staff will undertake safer recruitment training
- All volunteers who work for an extended period of time within academy will have a full Disclosure and Barring Service (DBS) (formerly CRB) undertaken
- All Governors and staff and will have a full DBS. In addition, Section 128 checks, and right to work in England checks will be carried out where relevant.
- All other volunteers, visiting speakers etc. will not be required to have a DBS. Individuals who do not have a DBS will not be left unsupervised with Children

10 Supporting Staff

- We recognise that staff working in the academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

- We will support such staff by providing an opportunity to talk through their anxieties with the CPO and to seek further support as appropriate.

- All staff have the responsibility to raise any safeguarding concerns regarding adults in the academy directly to the CPO or the DSL, in CPO's absence.

11 Allegations against Staff

- We have a duty to report all incidents to protect our students and our colleagues.

- We understand that a student may make an allegation against a member of staff.

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the CPO or the DSL, in CPO's absence.

- The DSL on all such occasions will discuss the content of the allegation with the LADO (Local Authority Designated Officer for Managing Allegations) – LADO@achievingforchildren.org.uk

- If the allegation made to a member of staff concerns the Headteacher, the CPO will immediately inform the Chair of the Student Welfare & Behaviour Committee & Chair of Governors who will consult with the LADO@achievingforchildren.org.uk

- The academy will follow the Local Authority (LA) procedures for managing allegations against staff, a copy of which will be readily available in the academy.

12   Whistle Blowing (refer to Whistle Blowing Procedure)

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. We must never make assumptions that information is passed on.

13   Bullying (refer to Behaviour policy)

We are a telling academy and as such have very low incidences of bullying.

- Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may prompt the LA to consider the action under child protection procedures.

14   Racist Incidents (Relationship and Sex Education policy)

- Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may prompt the LA to consider the action under CP procedures.

15   Prevention

- We recognise that the academy plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

- The academy community will therefore:
  - Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
  - Ensure that all children know there is an adult in the academy whom they can approach if they are worried or in difficult.
  - Provide curriculum opportunities, through the Tutorial programme, to develop knowledge and skills which will equip children to stay safe from harm and to know to whom they should turn for help.

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- Include teaching about E-safety and the safe use of the internet, social network sites etc. This will inform and equip students with the knowledge they need to stay safe.
- Include education on FGM and Prevent Agenda.

Preventing Radicalisation

This Preventing Radicalisation Policy is part of our commitment to keeping our students safe. Since the Education and Inspections Act 2006 Academies have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Academies have an important part to play in both educating children and young people about extremism and recognising when students start to become radicalised. In March 2015, new statutory duties were placed on Academies by the Counter Terrorism and Security Act 2015 which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of an academy's work and protecting them from extremism is one aspect of that.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education 2021 Prevent Duty Guidance 2015
- Working Together to Safeguard Children 2015

Non-statutory Guidance

Promoting fundamental British values as part of SMSC in Academies:

- ☐ DfE Departmental advice: *Promoting fundamental British values as part of SMSC in schools Nov 2014*

Extremism is defined in the 2015 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Roles and Responsibilities:

Role of the Governing Body

It is the role of the Governing Body to ensure that the academy meets its statutory duties with regard to preventing radicalisation. The Governing Body has a nominated person, Mr Paul Macdonald (Designated Governor with responsibility for safeguarding children) who will liaise with the Headteacher and other staff about issues to do with protecting students from radicalisation.

Role of the Headteacher

It is the role of the Headteacher to:

- ensure that the academy and its staff respond to preventing radicalisation on a day-to-day basis.
- ensure that the academy's curriculum addresses the issues involved in radicalisation.
- ensure that staff conduct is consistent with preventing radicalisation.

Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of
- vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about students who may be vulnerable to the risk of radicalisation or are
- showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the Governing Body on these matters

Role of staff

It is the role of staff to understand the issues of radicalisation and that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Curriculum

Tolworth Girls' School & Sixth Form is committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our students to be inquisitive learners who are open to new experiences and are tolerant of others.

Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the academy's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Internet Safety

The internet provides students with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at TGS blocks inappropriate content, including extremist content. Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff (See ICT Acceptable Use Policy).

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Sexting

Sexting is a child protection issue. Even if explicit material is sent or elicited without malicious intent, the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also an offence for those under 18. Students are taught about sexting as part of their e-safety education. The academy takes incidences of sexting extremely seriously, and deals with them in accordance with child protection procedures, including reporting to the police. Tolworth Girls' School & Sixth Form will adhere to the guidance issued by the UK Council for Child Internet Safety 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (September 2016)

Click this link for - Sexting in schools and Colleges - responding to incidents and safeguarding young people

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The UKCCIS advice document refers to this as 'youth produced sexual imagery'.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded, and the police will investigate. This may include seizure of devices and interviews with the young people involved.

Staff Training

Staff will be given training as part of their initial safeguarding training and refresher training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. The Designated Safeguarding Officer will undertake the most appropriate training to ensure they are completely aware of issues.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion

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- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism
Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside academy
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Children Missing Education
Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation or mental health problems. The CPO will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Mental Health
Mental Health and Behaviour in Schools. This non-statutory advice clarifies the responsibility of the academy, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.

Referral Process
Staff and visitors to TGS **must** refer all concerns about students who show signs of vulnerability or radicalisation to the **Designated Safeguarding Officer or the Headteacher** using the usual methods for reporting other safeguarding concerns.

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When there are significant concerns about a student, the Designated Safeguarding Officer in liaison with the Headteacher will make a referral to the appropriate body.

16 Health & Safety

- Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the academy environment and when away from the academy when undertaking academy trips and visits

- Our Supporting Students with Medical Conditions policy, found on the academy website, outlines the commitment the academy has to supporting students with medical conditions to appropriately and safely access education

- Educating students on safety and the monitoring of students' use of the internet within academy environment is outlined in separate 'Acceptable ICT Use policy'

- Staff will activate local safeguarding procedures regarding concerns for student's health and safety including concerns regarding child sexual exploitation and warning signs of female genital mutilation (FGM)

17 Academy Usage

- We do allow our community to hire our academy facilities and we do have a number of groups who work with young people

- We therefore expect the following:
    - That all users will have a 'Safeguarding' Policy
    - That all users will have staff who have up to date DBS checks
    - That all users will have up-to date CP training
    - That all users have a named person for contact regarding CP
    - That all users are aware of our CP and related policies and have contact details of our designated member of staff

    This information is overseen by the Site Manager and reflected in the Letting agreement

18. Application and Review of the Policy

- The policy applies to all staff, Governors and visitors to the academy. We recognise that CP is the responsibility of all staff within our academy

- We will ensure that all parents and other working partners are aware of our Keeping Children Safe in Education policy by mentioning it in our academy prospectus, displaying appropriate information in our reception and by raising awareness at initial meetings with parents of new students as well as regular parent teacher meetings

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- Where the Governing Body provides services or activities directly under the supervision or management of academy staff, the academy's arrangements for Safeguarding will apply

- Where services or activities are provided separately by another body, the Governing Body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the academy on these matters where appropriate

- This policy will be reviewed and updated on a yearly basis and we will respond and update as appropriate to any changes in national legislation.

19. This Policy Is Linked to the Following Policies:
- Confidentiality policy
- Whistle Blowing procedure
- Visiting Speakers procedure
- Single Equality policy
- SEND (Special Educational Needs & Disability policy)
- Supporting Students with Medical Conditions policy
- Relationships and Sex Education policy
- Acceptable Use of ICT policy
- e-Safety policy

Useful links for any young person or parents at any stage:

NSPCC: www.nspcc.org.uk

Young Minds: youngminds.gov.org

The Child Exploitation and Online Protection Command:(CEOP; formerly the Child Exploitation and Online Protection Centre) http://ceop.police.uk

Female Genital Mutilation:
http://www.who.int/mediacentre/factsheets/fs241/en/

Enforced marriage: https://www.gov.uk/forced-marriage

Domestic Violence: http://www.thehotline.org/ Or
http://www.nationaldomesticviolencehelpline.org.uk/

Alcohol abuse: http://www.helpguide.org/articles/addiction/alcoholism-and-alcohol- abuse.htm

Drug abuse: http://www.helpguide.org/articles/addiction/drug-abuse-and-addiction.htm

Sexual health: www.kingstonhospital.nhs.uk or www.sexualhealthkingston.co.uk. or email: ku19@kpct.nhs.uk

Children of parent with Mental Health Difficulties
http://www.mentalhealth.org.uk/help-information/mental-health-a-z/P/parents/

The following contacts are useful if you need any help:
Relate: www.relatelondonsw.org
Islamic resource centre: 02085495499 or http://www.irckingston.co.uk/
SPA (Single Point of Access): 02085475008
General advice and support: www.younglivin.org.uk
Prevent Agenda help with radicalisation
NSPCC Whistle Blowing Advice Line: 0800 028 0285

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Appendix 1

Physical Abuse
Any form of non-accidental injury or failure to protect a child from injury. This can involve hitting, shaking, throwing, poisoning, burning, scalding, drowning and suffocating. It is against the law to discipline a child by deliberately doing any of these things. Physical abuse can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention; this is called Fabricated or Induced Illness or Munchhausen's Syndrome by Proxy.

Symptoms that indicate physical abuse include:

- Bruising, which reflect hand marks or fingertips from slapping or pinching
- Injuries that cannot be explained (or that an explanation does not fit with the injury)
- Finger mark bruising or grasp marks on the limbs or chest of a small child
- Bite marks, broken bones
- Burn and scald marks; small round burns that could be caused by a cigarette
- Depression, withdrawn behaviour
- Large numbers of scars of different sizes or ages
- Children who have been physically hurt can be fearful of others. They may also wear inappropriate clothes in order to cover their injuries and be resistant to explaining how the injury happened. Running away from home and reluctance to get changed

Emotional Abuse
Emotional abuse happens when a child's need for love, security, praise and recognition is not met. Some level of emotional abuse is involved in all types of ill treatment of a child. Emotionally abusive behaviour occurs if a parent, carer or authority figure is severely or persistently hostile, rejecting, threatening or undermining. It can also result when children are prevented from social contact with others, or if developmentally inappropriate expectations are imposed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention-seeking behaviour
- Very low self-esteem or excessive self-criticism
- Excessively withdrawn behaviour or fearfulness
- Anxious behaviour, such as rocking, hair twisting or self-harm
- Lack of appropriate boundaries with strangers; too eager to please
- Eating disorders and failure to thrive and grow
- Exhibiting self-harm behaviour
- Sudden speech disorders

Honour Based Violence

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.
FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.
Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a student about being taken abroad and not be allowed to return to England.
A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses.

Peer on Peer Abuse

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the academy's Behaviour Policy. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature.

Staff should recognise that children are capable of abusing their peers. Staff should follow safeguarding procedures if there is an allegation of peer on peer abuse, this will be investigated by the CPO.

Peer on peer abuse can manifest itself in many ways including:

- Bullying and online bullying
- **physical abuse** such as biting, hitting, kicking or hair pulling
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault or rape
- **sexting** including pressuring another person to send a sexual imagery or video content

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- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- **upskirting (now a criminal offence)** – taking a picture under a person's clothing without their knowledge
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Staff must recognise these different forms peer on peer abuse and should never be tolerated or passed off as "banter" or "part of growing up". Staff will also recognise that different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Staff should follow child protection procedures if there is an allegation of peer on peer abuse, this will be investigated by the CPO.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).
In some cases, it may be appropriate to exclude the student being complained about for a period of time according to the Academy's behaviour policy and procedures. The Academy will also follow searching screening and confiscation advice for schools and the [UK Council for Child Internet Safety (UKCCIS) Education Group](#), sexting advice for schools and colleges when dealing with sexting incidents or concerns.

Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, causing damage to their health and development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from harm or danger, or failing to access appropriate medical care and treatment when necessary. It can exist in isolation or in combination with other forms of abuse. Symptoms of physical and emotional neglect can include:

- Inadequate supervision; being left alone for long periods of time
- Constantly hungry, may look too thin, too fat and/or undernourished
- Lack of stimulation, social contact or education
- Inadequate nutrition, leading to ill-health – a child may look too thin, too fat and/or undernourished
- Failure to seek or to follow medical advice such that a child's life or development is endangered
- Repeated wearing of inappropriate clothing for the weather

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Sexual Abuse

Of the child by any person, whether or not that child is aware of what is happening, the actually or likely sexual exploitation.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities. This may include physical contact, both penetrative and non-penetrative, or involve no contact, such as watching sexual activities, harassment or looking at pornographic material. Encouraging children to act in sexually inappropriate ways is also abusive. Under the Sexual Offences Act 2003, any sexual activity - contact or non-contact with a child under the age of 13, is a crime.

Symptoms of sexual abuse include:

- Allegations or disclosure
- Genital soreness, injuries or discomfort
- Sexually transmitted diseases; urinary infections
- Excessive preoccupation with sex; inappropriately sexualised play, words or drawing
- A child who is sexually provocative or seductive with adults
- Older children and young people may additionally exhibit:
    - Depression
    - Drug and/or alcohol abuse
    - Eating disorders; obsessive behaviours
    - Self-mutilation; suicide attempts
- Academy / peer / relationship problems
- Some members of our communities hold beliefs that may be common with particular cultures but which are against the law in England, such as forced marriage or female genital mutilation

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

The Department for Education's 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".

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?
- FGM is internationally recognised as a violation of human rights of girls and women
- 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 other member of staff who discovers that an act of FGM appears to have been carried out on a student under 18 must speak to the DSL and follow safeguarding procedures.
- Any member of staff who suspects a student is at risk of FGM must speak to the DSL and follow safeguarding procedures.

Circumstances and occurrences that may point to FGM happening:
- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:
- Prolonged absence from academy and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Child Sexual Exploitation

Definition of Child Sexual Exploitation
Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Link to full document: https://www.gov.uk/government/publications/child-sexual-exploitation-definitionand-guide-for-practitioners

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with academy, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime

- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Online Safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.
We have ensured that appropriate filters and monitoring systems are in place to manage the content available to students, who can contact our students and the personal conduct of our students online. (Teaching Online Safety in Schools June 2019)

Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a student may be in a private fostering arrangement, they will raise this with the DSL and the Academy should notify the local authority of the circumstances.

Special Circumstances

Looked After Children

The most common reason for children becoming looked after is as a result of abuse or neglect. The Academy ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Work Experience

The Academy has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2021).*

Children staying with host families

The school may arrange for students to stay with a host family during a foreign exchange trip or sports tour. Some overseas students may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

It is not possible for schools to obtain criminal record information from the DBS about adults abroad. Where students stay with families abroad, we will agree with partner schools a shared understanding of the arrangements in place. Staff will use their professional judgement to satisfy themselves that the arrangements are appropriate

to safeguard the students, which will include ensuring students understand who to contact should an emergency occur, or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

The school follows the guidance in Annex E of *Keeping Children Safe in Education (2021)* to ensure that hosting arrangements are as safe as possible.
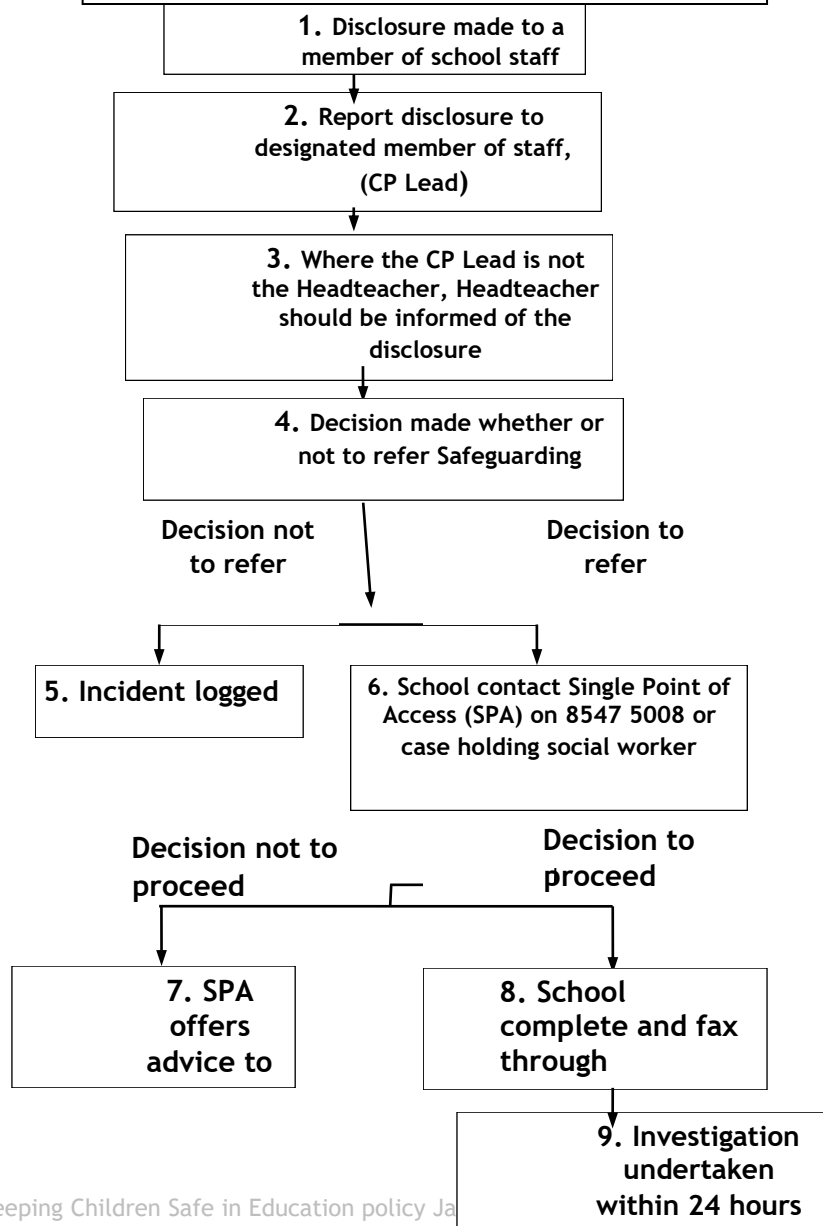
Appendix 2 - Levels of training for staff universal (All staff)

Staff who have contact or work with children/young people and/or families/carers who may be in a position to identify concerns regarding the safeguarding of those children/young people and/or families/carers
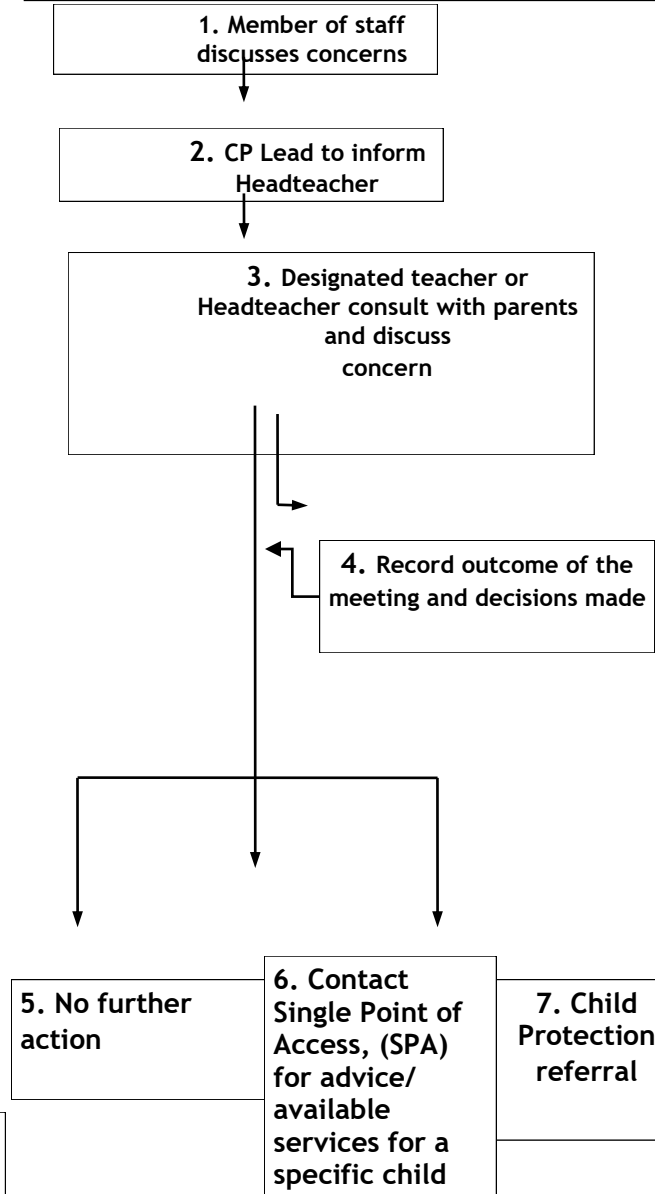
Targeted (Headteacher, Designated Safeguarding Officer and Deputy Designated Safeguarding Officer)

Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially be involved in the assessing, planning, intervening and taking part in multi-agency processes where there are safeguarding concerns.

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Action to be taken when a child or young person discloses abuse to a member of school staff:

1. Disclosure made to a member of school staff

2. Report disclosure to designated member of staff, (CP Lead)

3. Where the CP Lead is not the Headteacher, Headteacher should be informed of the disclosure

4. Decision made whether or not to refer Safeguarding

Decision not to refer → Decision to refer

5. Incident logged

6. School contact Single Point of Access (SPA) on 8547 5008 or case holding social worker

Decision not to proceed → Decision to proceed

7. SPA offers advice to

8. School complete and fax through

9. Investigation undertaken within 24 hours

When there are serious concerns about a child's welfare but no specific evidence of abuse:

1. Member of staff discusses concerns

2. CP Lead to inform Headteacher

3. Designated teacher or Headteacher consult with parents and discuss concern

4. Record outcome of the meeting and decisions made

5. No further action

6. Contact Single Point of Access, (SPA) for advice/ available services for a specific child

7. Child Protection referral

The Designated Teacher for Child Protection in this school is:

Charlotte Clements - ext: 178

USEFUL CONTACT NUMBERS

If you worried a child is being hurt or abused, contact: SPA, (Single Point of Access) on 020 8547 6587
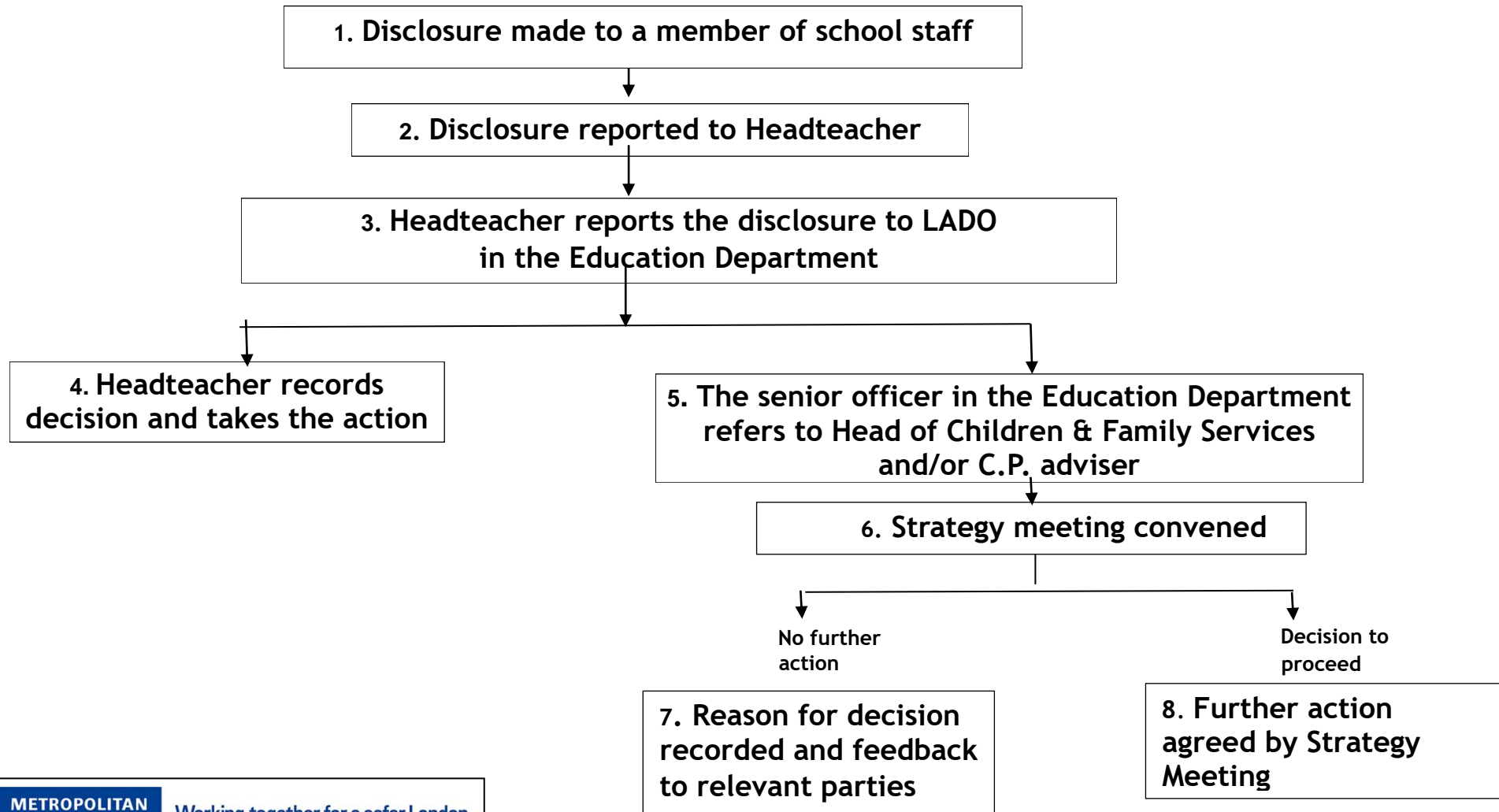
Out-Of Hour Duty Team Contact: 020 8770 5000

For information and advice about services for Disabled Children contact **SERVICES FOR DISABLED CHILDREN** on: 020 8547 6523

Police 101, non-emergency 999 in an emergency

NOTE
ANY member of staff can contact Children's Social Services if they feel that the school has not acted upon their concerns.

Allegation of physical or sexual abuse against a member of staff (teaching or non-teaching)

1. **Disclosure made to a member of school staff**

↓

2. **Disclosure reported to Headteacher**

↓

3. **Headteacher reports the disclosure to LADO in the Education Department**

↓

4. **Headteacher records decision and takes the action**

5. **The senior officer in the Education Department refers to Head of Children & Family Services and/or C.P. adviser**

↓

6. **Strategy meeting convened**

No further action

Decision to proceed

7. **Reason for decision recorded and feedback to relevant parties**

8. **Further action agreed by Strategy Meeting**

METROPOLITAN POLICE — Working together for a safer London

KINGSTON LSCB

Child protection and safeguarding: COVID-19 addendum

Contents

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Siobhan Lowe/Charlotte Clements	Siobhan.lowe@tolworthgirlsschool.co.uk Charlotte.clements@tolworthgirlsschool.co.uk
Deputy DSL	Robyn Munro	Robyn.Munro@tolworthgirlsschool.co.uk
Headteacher	Siobhan Lowe	As above
Local Authority Designated Officer (LADO)		Call the relevant Borough's Single Point of Access (SPA) Team and ask to speak to the LADO. Kingston: 020 8547 5008 (020 8770 5000 out of office hours)
Chair of Governors	Andrew Perks	contactthechair@tolworthgirlsschool.co.uk

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners AFC and local authority (LA Royal Borough of Kingston upon Thames)

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

> Have a social worker, including children:

  • With a child protection plan

  • Assessed as being in need

  • Looked after by the local authority

> Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#). Although we are operating in a different way to normal, we are still following these important safeguarding principles:

> The best interests of children must come first

> If anyone has a safeguarding concern about any child, they should continue to act on it immediately

> A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)

> It's essential that unsuitable people don't enter the school workforce or gain access to children

> Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home.

Please contact the CPO, Charlotte Clements in the first instance or Siobhan Lowe, there is a new form on the school website that can be completed and this will reach the designated person.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL available to all staff wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

The first point of call is Charlotte Clements and or Siobhan Lowe – please email them or contact them via phone if there are concerns. They are available during the day

We will keep all school staff and volunteers informed on the rota as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be the member of Leadership team on the Mini School Rota and they can be contacted via phone as follows:

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

> Identify the most vulnerable children in school

> Update and manage access to child protection files, where necessary

> Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

> Our 3 local safeguarding partners

> The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place:

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.
The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases, we will:

> Follow up on their absence with their parents or carers, by telephone and will notify their social worker, where they have one.

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse. Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education. Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.
We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).
We will continue to refer potential cases of teacher misconduct to the Teaching and Regulation Agency. We will do this using the email address: Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. If these children will not be attending school, we will put a contact plan in place, as explained in section 10 below.

10. Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

> They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or

> They would usually attend but have to self-isolate

Each child has an individual plan which sets out

> How often the school will make contact – this will be at least once a week

> Which staff member(s) will make contact – as far as possible, this will be staff who know the family well

> How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

> We have agreed these plans with children's social care where relevant, and will review them in line with dates or timelines agreed and set at the end of professionals meeting e.g. 2 or 4 weeks. Reviews will take place in line with all professionals at present using online platforms and conference calls.

If we can't make contact, we will contact children's social care or the police or make referral to SPA.

11. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.
Staff and volunteers will continue to be alert to any signs of abuse, or effects on students' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.
For children at home, they will look out for signs like:

> Not completing assigned work or logging on to school systems

> No contact from children or families

> Seeming more withdrawn during any class check-ins or video calls

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support students' mental health.

12. Online safety

12.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school. IT staff are available by remote access to report any concerns around filtering. If IT staff are unavailable, any immediate concerns can be raised to the Director of Resources who can investigate; in his absence the other nominated contacts can be contacted. (These are the Headteacher and Deputy Headteacher) who can log concerns with LGFL who maintain our filtering systems. We use safeguarding software at the school and Student Support Workers (SSWs) are able to monitor the activities of students of key workers who are still attending school during Covid-19 closure.

12.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy

Guidance has been shared with staff, parents and students on the new IT acceptable use policy whilst ONLINE teaching is taking place.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

12.3 Working with parents and carers

We will make sure parents and carers:

> Are aware of the potential risks to children online and the importance of staying safe online
> Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
> Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
> Know where else they can go for support to keep their children safe online
> Know that any concerns can be raised using the referral form on the Website.

13. Mental health

Where possible, we will continue to offer our current support for student mental health for all students: Online support, parental conversations and support packages and referrals to CAMHs or Emotional Health Service.

We will also signpost all students, parents and staff to other resources to support good mental health at this time.

When setting expectations for students learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

14. Staff recruitment, training and induction

14.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

14.2 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

> A safeguarding induction
> A copy of our children protection policy (and this addendum)
> Keeping Children Safe in Education part 1

14.3 Staff 'on loan' from other schools

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

> A copy of our child protection policy and this addendum

> Confirmation of local processes

> Confirmation of DSL arrangements

14.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

> Everyone working or volunteering in our school each day, including staff 'on loan'

> Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

15. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.
Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

> The reason(s) why the child is considered vulnerable and any arrangements in place to support them

> The child's EHC plan, child in need plan, child protection plan or personal education plan

> Details of the child's social worker

> Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

16. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum reviewed on a monthly basis by Siobhan Lowe/Charlotte Clements. At every review, it will be approved by the full governing board.

17. Links with other policies

This policy links to the following policies and procedures:

> Child protection policy

> Staff Code of Conduct

> IT acceptable use policy

> Health and safety policy

> Online e-safety policy

> Whistle Blowing

> Anti-Bullying