



Parkgate House School

Safeguarding & Child Protection Policy

Designated Safeguarding Lead: Mr Malcolm McKinlay (Headmaster)
Deputy Designated Safeguarding Lead: Miss Fiona Mangion (Deputy Head)

CONTENTS

Title	page no
Important notice	3
Introduction	4
Project Tearose	5
Aims	6
Definitions	7
Key Principles	10
Procedures	11
Early Intervention and Help	12
Roles and Responsibilities	14
Children with SEN / disabilities	14
Curriculum	15
Looked after Children	15
Mental Health and Behaviour	15
Communication with parents / carers	16
Confidentiality	16
Support for Children	16
Support for Staff	17
Allegations against staff	17
Safe Recruitment	18
Proprietor responsibilities	18
Positive Handling / Physical intervention	18
Specific safeguarding issues	19
Anti-radicalisation	19
Children who abuse others	20
Staff Induction	20
Other related policies	21
Equality Statement	21
Appendix 1 (guidance documents)	23
Appendix 2 (model school report)	25
Appendix 3 recognising abuse guidance	27
Appendix 4 basic protocol for staff	31
Appendix 5 Referral Flow Chart	32
Appendix 6 Role of Designated Safeguarding Lead	33
Appendix 7 Children who abuse / cause harm to others	35
Appendix 8 Children Missing From Education	37
Appendix 9 Useful contact numbers	39

IMPORTANT NOTICE

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

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

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

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

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

An Early Help assessment is not immediately required in these circumstances but should be provided within 48 hours.

**Referrals to MASH can be made by:
Telephone: 020 8871 6622
e-mail: MASH@wandsworth.gov.uk**

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

Safeguarding and Child Protection Policy

Introduction

Parkgate House aims to provide an educational environment in which safeguarding and promoting the welfare of pupils in our care is of paramount importance. The Proprietor, Principal, Headmaster and staff fully recognise the responsibilities and duty placed upon them to have arrangements in order to effectively safeguard and promote the welfare of all pupils at the school. We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

Safeguarding

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes

Child protection

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This policy includes child protection procedures which detail how to respond to concerns about a child.

This policy adheres to the safeguarding requirements laid down in the following laws, guidance and procedures list below:

DfE statutory guidance 'Keeping Children Safe in Education (September 2016)

DfE statutory guidance 'Children missing education' (September 2016)

NSPCC Briefing on statutory guidance for schools in England (KCSIE) 2016

DfE 'The Prevent Duty' (June 2015) from The Counter-Terrorism and Security Act (2015)

HM Gov 'What to do if you're worried a child is being abused' (March 2015) DfE

statutory guidance 'Disqualification under the Childcare Act 2006' (February 2015)

HM Gov guidance 'Working Together to Safeguard Children' (March 2015)

London Child Protection Procedures 2017 (5th edition amended 31st March 2017)

The Children Act 2004

Every Child Matters

Information Sharing: Guidance for Practitioners 2015

Safeguarding Children Policy and Guidance for Wandsworth Early Years 2010

Common inspection framework: education, skills and early years from September (2015)

Health and safety: advice on legal duties and powers (2014)

All documents are available at the Department for Education's website: www.education.gov.uk/ and/ or www.wandsworth.gov.uk

It is the intention of the procedures within this policy to ensure that the appropriate action

is taken immediately where it is alleged that a pupil is suspected of being abused. The prime concern at all times must be the interests and safety of the pupil(s).



The school recognises its responsibilities and duties to report Child Protection concerns to the social work service within Children’s Specialist Services in Child Protection enquiries and in supporting Children in Need. The school will raise Child Protection concerns with parents/carers at the earliest appropriate opportunity, and work in partnership with them and other agencies to improve outcomes.

The school will ensure that all staff are provided with the appropriate training in Child Protection and safeguarding issues, including Early Help processes, as recommended in the guidance. In particular the designated safeguarding leads will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively. Designated leads will also ensure that all staff are provided with Part One of Keeping Children Safe in Education 2016 guidance and assisted to understand and discharge their roles and responsibilities as set out in this guidance.

Project Tearose

Project Tearose is an information sharing agreement between the Metropolitan Police and Wandsworth Borough Schools. Parkgate has signed up to this agreement. If police have responded to a domestic incident and there are children in the family, the officers working on project Tearose will disclose this incident to the child’s school the following morning (Monday to Friday). The actual content of the information shared is kept to the minimum, i.e. outlining the offence, but without specific details. At each school the information is shared securely with the Designated Safeguarding Leads, and is treated as sensitive and confidential. Research shows that children who are involved or who have witnessed domestic abuse are more at risk of emotional harm and potentially physical harm. The information is shared in order to ensure the safety and wellbeing of the child,

and so that support can be offered to the child if necessary. The school is part of the network available to support the family and child.

All staff are required to read this policy carefully and to be aware of their role in these processes. All new staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process. This policy applies to all staff, parents, volunteers, visitors and to pupils on and off the school site whilst they are the responsibility of the School.

Aims

We follow the procedures set out by the LSCB and take into account the guidance ‘Working Together to Safeguard Children’ (2015) in order to:

- ensure that we have a Designated Safeguarding Lead (DSL) and Deputy DSL for child protection who has received appropriate training and support for the role
- ensure that every member of staff and volunteer knows the name of the designated teacher and their role
- ensure that every member of staff and volunteer understand their responsibilities in being alert to signs of abuse and responsibility for referring any concerns to the designated teacher
- develop links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- keep written records of concerns about children, even where there is no need to refer the matter immediately
- ensure all written records are kept securely, separate from the main pupil file, and in a locked location
- develop and follow procedures where an allegation is made against a member of staff or volunteer
- ensure safe recruitment practices are always followed
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection
- ensure that pupils who have been abused are supported in line with the child protection plan
- ensure that the child welfare office of the appropriate Local Authority is informed of any unexplained absence of two days for pupils on the CP register and ten consecutive days for others
- ensure that information is passed to relevant bodies, especially when a pupil moves school.
- ensure that staff working with Early Years, Reception and Year 1 pupils or at before and after school clubs attended by children under eight years of age are aware of the requirement to confirm that they are not disqualified from working in those settings.
- ensure staff are aware of the relevant legislation relating to Disqualification by Association and that they must advise the head teacher if they are concerned that they may be disqualified

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and resilience
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting cases of abuse
- To provide an environment where staff and pupils can talk freely about concerns and know they will be listened to and appropriate action will be taken
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for these children
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils
- To develop a structured procedure within the school; this will be followed by all members of the school community in cases of suspected abuse
- To develop effective working relationships with all other agencies involved in safeguarding children
- To ensure that all adults within the school who have access to children have been checked as to their suitability, in line with current guidance
- To integrate opportunities into the curriculum for children to develop the skills they need to recognize and stay safe from abuse, allowing for continuity and progression through the key stages
- To take account of and inform policy in related areas, such as anti-bullying; e-safety; discipline; health and safety; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice

Definitions

- Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm
- Abuse is broadly divided into four categories:- Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. Brief definitions are given below. Guidance for recognising the indicators of possible abuse are attached as Appendix 3.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access

to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously Munchausen Syndrome by Proxy).
- **Sexual abuse** involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.
- **Emotional abuse** is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child although it may occur alone.

It is important to recognise that many children will be living (or may have lived) in families where **Domestic Abuse** is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic abuse is below

*Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those **aged 16 or over** who are or have been intimate partners or family members regardless of gender or sexuality.*

Child sexual exploitation (CSE) 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. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying

degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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

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

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

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

Longer-term risks include:

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

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

when considering the risks of potential concerns such as **travelling to war zones, FGM and forced marriage**.

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

KEY PRINCIPLES

- We believe that all children have a right to be protected from harm and /or abuse
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background when dealing with CP issues. However we also recognise that the needs of the child are paramount and any concerns will be referred on appropriately whatever the family background of the child concerned.
- We recognise that because of the day to day contact with children school staff are extremely well placed to observe outward signs of abuse
- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- We acknowledge that (although all designated / key staff have the skills and experience to respond to a variety of situations and issues) there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, a pupil can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate.

The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of

the child must be paramount.

WHEN TO BE CONCERNED

- When a child has frequent or unusual injuries, not normally associated with the explanation offered
- When a child exhibits unusual behavior, his or her progress at school alters dramatically or attitude changes
- When a child indulges in sexual behavior, either verbal or non verbal, that is unusually explicit or inappropriate to his or her age.

PROCEDURES

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

We will therefore ensure that

- We have a designated member of staff who has received appropriate training and support for this role, in accordance with mandatory requirements.
- We have a minimum of one additional member of staff who will act in the absence of the designated member of staff and has also received appropriate training for this role.
- We will ensure designated staff attend training every two years and all staff are provided with training every three years as a minimum
- Every member of staff, volunteer and governor knows the name of the Designated Safeguarding Lead (DSL) and their role and what the back up arrangements are if the DSL is unavailable.
- All staff are familiar with the school's Safeguarding and Child Protection Policy as well as the staff code of conduct and these issues are included in the induction for each new staff member
- All staff develop their understanding of signs and indicators of abuse and report any concerns to the designated lead but know that they can also refer direct to Children's Services (LADO) if needed – **See Appendix 4 for contact numbers**
- We will ensure that all staff are aware that it is important to identify any concerns about children at as early a stage as possible so that their needs can be identified and monitored and appropriate support put in place
- When considering referrals to support agencies the school will act in accordance with WSCB Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds
- All staff are aware that they should raise any concerns about colleagues or other adults with the DSL
- All staff know how to respond to a child who discloses abuse.

- All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures, (for example by including this information in the school prospectus).
- We will refer any child believed to have suffered or to be likely to suffer significant harm to Children's Social care without delay, and will follow up any such referral in writing within 48 hours
- We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course (model format attached as appendix 2). We will contribute to multi – agency assessments of children's needs where appropriate and work in a fully integrated way with other relevant services as appropriate.
- If a child's situation does not appear to be improving, the school will take responsibility for finding out what is happening and keep pressing for action to be taken
- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main pupil file, and in locked locations
- The child's social worker is notified of any pupil subject to a Child Protection Plan who is absent from school without explanation for more than 2 days
- Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child's allocated social worker without delay
- If a child subject to a Child Protection Plan leaves the school, records will be transferred to the new school without delay and the child's social worker informed of the change
- If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Education Safeguarding Advisor or directly from the Safeguarding Standards Service. (useful numbers listed in Appendix 5)

EARLY INTERVENTION AND HELP

- All staff recognise that when a child or family may be experiencing difficulties, support is most effective if it is provided at as early a stage as possible
- This involves identifying emerging problems; liaising with the designated lead or other relevant colleagues; sharing information with other professionals to support early identification and acting as lead professional in undertaking an Early Help Assessment (EHA)
- Any concerns will be identified by staff, discussed with relevant colleagues and parents and support put in place. Effective monitoring systems will be used to assess the effectiveness of interventions and outcomes.

- If appropriate support is not available within school's own resources, an Early Help Assessment will be completed to identify the child's needs and enable additional support to be sought from other agencies
- A Team Around the Child will be established where appropriate and a Lead Professional identified
- If Early Help is in place the situation will be kept under constant review and consideration given to additional referrals (eg to social care) if the child's situation does not appear to be improving
- Early Help Assessments will follow the Signs of Safety and Wellbeing model

Safeguarding / Child Protection protocol / procedures

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

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

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

If a pupil discloses abuse please note the following key points

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

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

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

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

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

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

Roles and Responsibilities

Designated Safeguarding Lead:

The Designated Safeguarding Lead at Parkgate House School is the Headmaster, Mr Malcolm Mckinlay (Tel: 0207-350-2452, mmckinlay@parkgate-school.co.uk).

The Designated Deputy Safeguarding Lead is the Deputy Head, Miss Fiona Mangion (Tel: 0207-350-2452, fmangion@parkgate-school.co.uk) Miss Mangion will act in the absence of the Headmaster.

The Designated Safeguarding Lead has ultimate lead responsibility for all child protection matters in the school and is generally the person to whom anyone working in the school is required to report instances of actual or suspected child abuse or neglect. Their responsibilities include:

- acting as source of support and expertise for staff on matters of safety and safe-guarding
- ensuring that the school's relevant policies are known and used appropriately
- raising awareness and discussion of safeguarding issues and concerns amongst staff and pupils
- co-ordinating safeguarding planning and action within the school and liaising with other agencies.

During term time the DSL or deputy will be available during normal school hours, either in school, or contactable by telephone, for staff, pupils or parents to discuss any safeguarding concerns. During the holidays there is no guarantee of immediate availability but the DSLs would be accessing emails fairly regularly. See appendix 6 for further details on DSL responsibilities.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITIES

- We recognise that children with SEN / Disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.
- We will ensure assumptions are not made that indicators of abuse (such as behaviour, mood and injury) relate to the child's disability without further exploration
- We will provide a school environment in which all pupils, including those with SEN, can feel confident and able to discuss their concerns.

- The designated member of staff will work with the SEN co-ordinator, where necessary, to ensure that the needs of SEN pupils in relation to child protection issues are responded to appropriately (eg for a child with particular communication needs).

CURRICULUM

- We ensure that children are taught about safeguarding, including how to keep themselves safe online, through teaching and learning opportunities within our curriculum. This is differentiated according to age and understanding of the pupil cohort.

LOOKED AFTER CHILDREN

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

MENTAL HEALTH AND BEHAVIOUR

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

COMMUNICATION WITH PARENTS / CARERS

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

CONFIDENTIALITY AND INFORMATION SHARING

- We recognise that matters related to Child Protection are of a confidential nature. The designated member of staff and / or headmaster will therefore share detailed information about a pupil with other staff members on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.
- The Seven Golden Rules for Information Sharing (Information Sharing, 2008)
 1. Remember that the Data Protection Act is not a barrier to sharing information
 2. Be open and honest with families about what information can be shared and in what circumstances
 3. Seek advice if you are in any doubt
 4. Share information with consent, where appropriate and where possible
 5. Consider safety and well-being and who may be affected by your sharing this information
 6. Necessary, proportionate, relevant, accurate, timely & secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is only shared with people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is securely shared
 7. Keep a record of your decision and reasons for sharing information. When a child leaves your setting, you should send any Child Protection records to the new setting, addressed to their Nominated Safeguarding Children Adviser.
- All staff must be aware that they cannot promise a child that they will keep certain information secret.

SUPPORT FOR CHILDREN

We recognize that a child who is abused, who witnesses violence, or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth.

We recognize that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that the behavior of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will support all pupils by:

- Encouraging the development of self esteem and resilience in every aspect of school life including through the curriculum
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children

SUPPORT FOR STAFF

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

ALLEGATIONS AGAINST STAFF

- We recognise that there may be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff. The term allegations refers to concerns reported or raised that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. This means it has been alleged that a teacher or member of staff (including volunteers) has:
 - behaved in a way that has, or may have, harmed a child;
 - possibly committed a criminal offence against or related to a child; or

- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
- In this event the Headmaster (or The Proprietor, if the allegation is against the Head) must be informed and the Procedures for Managing Allegations against Staff followed. This will always involve a discussion with LA officers and a referral to the Local Authority Designated Officer (LADO) where appropriate – **see Appendix 4 for contact number.**
- All staff are expected to recognise the need for absolute confidentiality in these situations.

SAFE RECRUITMENT

- The school will ensure that it operates a safe recruitment policy to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- Senior Leaders and any other staff involved in selection procedures will attend Safer Recruitment training
- Appropriate checks (ie enhanced DBS checks and checks against the barred list will be carried out on all potential employees and volunteers, and all references will be taken up and verified. The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity
- Interview panels will follow recommendations from the HR section in relation to practice. One member of each interview panel must have completed Safer Recruitment training
- At interview, candidates will be asked to account for any gaps in their employment history.
- Before starting at Parkgate, all new members of staff are required to sign to confirm they have read, understood and agree to comply with the requirements outlined in:
 - Parkgate’s Safeguarding and Child Protection policy and procedures,
 - Part 1 of Keeping Children Safe in Education
 - The Disclosure by Association briefing paper

PROPRIETOR RESPONSIBILITIES

- The Proprietor will ensure that they comply with their duties under legislation. They will ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times and take into account the procedures and practice of the WSCB.

- The Proprietor will remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to their attention without delay
- The Proprietor will liaise with the LA and/or partner agencies on issues of Child Protection in the event of an allegation of abuse being made against the Headteacher

POSITIVE HANDLING and PHYSICAL INTERVENTION

- Our policy on positive handling and physical intervention by staff is set out in a separate document and acknowledges that staff should only use physical intervention in particular circumstances, and that even when necessary the minimum force should be used to prevent harm to the child or another child or adult.
- Risk assessments will be carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required and individual plans will be developed and shared/agreed with the parents/carers
- Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

SPECIFIC SAFEGUARDING ISSUES

- Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary
- The DSL will attend relevant training and ensure that staff are aware of issues such as Child Sexual Exploitation, Female Genital Mutilation, Illness Fabricated and Induced, Domestic Abuse, Honour based Violence etc, understand the indicators and recognise the complexities of these issues for young people

ANTI - RADICALISATION

The school supports the Prevent Strategy, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions. Extremism is defined as the holding of extreme political or religious views which may deny rights to any group or individual.

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

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

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

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

CHILDREN WHO ABUSE OTHER CHILDREN

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

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

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

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

STAFF INDUCTION, TRAINING AND DEVELOPMENT

- All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, Keeping Children Safe in Education 2015 and other related policies.
- The DSL and Deputy DSL will undergo updated child protection training (Level 3) every two years.

- All staff members of the school, who may at any time be left alone with children, will undergo safeguarding and child protection training (Level 2) which is regularly updated and undertaken at least every two years.
- The Proprietor will undergo safeguarding and child protection training (Level 2) at least every two years.
- We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work.
- The school will maintain accurate records of staff induction and training.
- The school also use an online training programme called 'Educare' which offers training in safeguarding and child protection as well as specific modules to increase awareness and understanding of specific issues such as FGM, Prevent and certain types of abuse.

OTHER RELATED POLICIES

- This policy has clear links to other policies in our school, in particular to any policies concerned with the protection of all children in the school from various kinds of harm. These policies are listed below:
 - Anti-Bullying
 - Online-Safety
 - Discipline
 - Positive Handling and Physical Intervention
 - Equal Opportunities
 - Health and Safety
 - Missing Children
 - Recruitment Selection and Disclosure
 - Domestic Violence
 - Missing Children
 - Private Fostering
 - ICT Acceptable Use
 - Staff Code of Conduct, including acceptable use of technologies, staff/pupil relationships, communications including use of social media
 - Whistleblowing
 - Confidentiality
 - Pupil Information (DCSF guidance)

This policy has been informed by and complies with:

DfE statutory guidance ‘Keeping Children Safe in Education (September 2016)

DfE statutory guidance ‘Children missing education’ (September 2016)

NSPCC Briefing on key updates to statutory guidance for schools in England (KCSIE) 2016

DfE advice ‘The Prevent Duty’ (June 2015) from The Counter-Terrorism and Security Act (2015)

HM Gov advice ‘What to do if you’re worried a child is being abused’ (March 2015) DfE statutory guidance ‘Disqualification under the Childcare Act 2006’ (February 2015)

HM Gov guidance ‘Working Together to Safeguard Children’ (March 2015)

London Child Protection Procedures 2017 (5th edition amended 31st March 2017)

The Children Act 2004

Every Child Matters

Information Sharing: Guidance for Practitioners 2015

Safeguarding Children Policy and Guidance for Wandsworth Early Years 2010

Common inspection framework: education, skills and early years from September (2015)

Health and safety: advice on legal duties and powers (2014)

Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for persons with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Name of Policy Reviewer:	Malcolm McKinlay
Date of Policy Review:	September 2017
Signature:	<i>M Mckinlay</i>
Next Policy Review	March 2018 (Malcolm McKinlay)

London Child Protection Procedures, 5th edition

available as hard copy in each school, also available electronically via Wandsworth Safeguarding Board website www.wscb.org.uk and London SC website – www.londonscb.gov.uk

London Safeguarding Children Board supplementary procedures

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

Keeping Children Safe in Education

DfES statutory guidance issued Sept 2016
Keeping Children Safe in Education 2016
Or via www.gov.uk/government/publications

Working Together to Safeguard Children 2015

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

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

Dept of Health publication - 31815
Available in summary version also - multiple copies distributed to schools
[What to do if you are worried – revised guidance for all professionals to use if they are worried a child may be being abused](#)

Information Sharing Guidance

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

Managing Allegations Against Staff

WSCB guidance, available on WSCB website. www.wscb.org.uk

Children Missing from Home and Care

WSCB procedures, available on WSCB website www.wscb.org.uk

Positive Handling

WSCB guidance, available on WSCB website www.wscb.org.uk

Sexual exploitation

WSCB protocol and guidance, available on WSCB website www.wscb.org.uk

Domestic Violence – guide for schools

Wandsworth guidance issued June 2012

Thresholds for Intervention – Multi-Agency guidance

Wandsworth Guidance issued 2014, available on WSCB website www.wscb.org.uk

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

DfE guidance, issued June 2014

DFE-00435-2014 www.gov.uk/government/publications

The Prevent Duty – departmental advice for schools and childcare providers

DfE Guidance, issued June 2015

DFE-00174-2015 www.gov.uk/government/publications

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

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

Appendix 2

School report to Child Protection Conference or Looked After Child Review

School	
Name of child	
Date of birth Year group	
Name of classteacher / tutor / HOY	

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

What is working well?
What are we worried about?

<p>What needs to happen?</p>

Signature	
Print name	
Date	

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

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Bruising

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

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

Bite Marks

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

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

Burns and Scalds

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

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

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

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Behavioural Indications

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

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

- Aggression towards others

Recognising Emotional Abuse

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

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

The following may be indicators of emotional abuse:

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

Recognising Neglect

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

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

Recognising Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

Safeguarding / Child Protection protocol / procedures

Parkgate House school

The designated members of staff in our school are

Designated Safeguarding Lead: Mr Malcolm McKinlay (Headmaster)

Deputy Designated Safeguarding Lead: Miss Fiona Mangion (Deputy Head)

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

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

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

If a pupil discloses abuse please note the following key points

- Listen carefully to what the pupil is telling you without interrupting
- Do not promise confidentiality
- Remain non judgemental and keep an open mind
- Do not ask leading questions, or more questions than you have to – just establish what the pupil is telling you
- Be honest with the pupil and explain what you will happen next
- Record the information fully
- Pass on to the designated safeguarding lead (DSL) or deputy in their absence

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

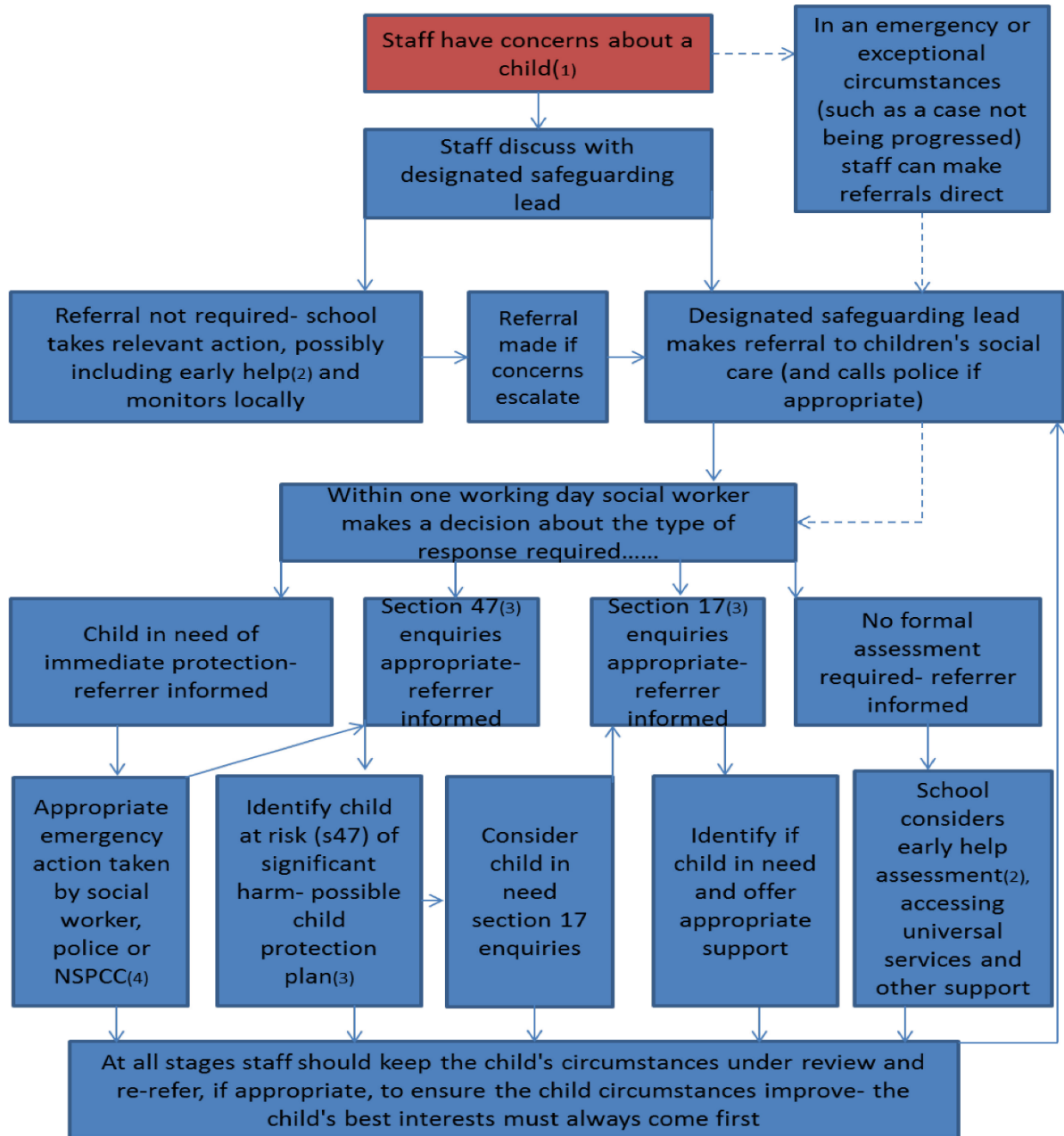
If the information you have indicates that the pupil has suffered harm or there is a high level of risk, ensure this is passed to the DSL immediately.

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

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

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

Referral flow chart



Role of Designated Safeguarding Lead (DSL)

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

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

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

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

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

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

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

Key responsibilities include

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

Training

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

They must also attend Prevent training.

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

Policy and procedures

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

Recording

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

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

Guidance for schools re children who abuse other children

Introduction

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

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

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

There is also significant research evidence which indicates that abuse is likely to be repeated without appropriate intervention and treatment. This must be considered throughout the planning stages of managing cases of abuse perpetrated by children. Where an allegation is made regarding alleged abuse perpetrated by another child, the age and understanding of the alleged perpetrator must be considered throughout decision making.

The circumstances of the alleged perpetrator must be assessed separately from those of the alleged victim and must include exploration of why this behaviour has occurred. The focus of involvement with the alleged perpetrator and their family will be both to determine risks to and from the child concerned within the parameters of the Children Act 1989, and to manage allegations against them within the criminal justice framework. Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

Process

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

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

- Keep the involved children separate during the school day while the investigation is taking place to avoid collusion or intimidation
- Having established what is alleged to have taken place, avoid talking to the children any further about the incident (s)
- Keep a detailed log of actions, discussions and decisions
- Carry out a risk assessment and put a risk management plan in place if necessary – ensure that non teaching times are considered, especially times when pupils are

moving around the school as the child who has been harmed may feel very vulnerable at such times

- Be aware that whether the incident(s) happened in school or elsewhere, other pupils may know what has happened (or is alleged to have happened). Other pupils may have been involved, either directly or indirectly. Other pupils may be judgemental or make unkind, or even threatening, comments
- Contact parents where possible (unless advised otherwise, or serious concern re further risk to child or in particularly complex situations eg sexual exploitation – in these instances seek advice)
- Consider whether the situation warrants information being shared with other parents in the school (eg where press coverage is likely) and seek advice

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

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

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

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

Once initial actions have been taken and processes are in place consideration should be given to the provision of ongoing support / counselling for the children involved, where appropriate / necessary.

Additional guidance is available via the London Child Protection procedures
http://www.londoncp.co.uk/chapters/ch_harm_others.html

Appendix 8

Children Missing from Education

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

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

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

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

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

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

The notification will include:

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

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

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

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

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

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

Appendix 9

Useful contacts

Stella Macaulay **0208 871 7961 office**
Safeguarding In Education Advisor **07775 417475 b'berry**
07931 325 665 mobile

MASH / referral and assessment service **020 8871 6622**
(duty SW)

Out of hours duty service **020 8871 6000**

Safeguarding Standards Service (manager: Ruth Lacey)
Principal Administrator Jackie Reynolds **020 8871 7208**
WSCB development manager **020 8871 8610**

LADO **020 8871 7226**
Tony Bird, Deputy manager, safeguarding standards service
Designated Officer (day to day LADO work)
Chantel Langenhoven **020 8871 7440**

Wandsworth safety net **0207 801 1777**
(for Independent Domestic Abuse advisors)

London Safeguarding Children Board www.londonscb.gov.uk
National Society for the Protection of Children www.nspcc.org.uk Tel: 0800 800 500
Child Line www.childline.org.uk Tel: 800 1111
Kidscape www.kidscape.org.uk
Stonewall www.stonewall.org.uk
The Safe Network www.safenetwork.org.uk
Barnado's www.barnados.org.uk
'Educate against Hate' DfE Website (launched January 2016) educateagainsthate.com