



SAFEGUARDING AND CHILD PROTECTION POLICY

POLICY OWNER	MATDSL	MONITORING & EVALUATION BY	Strategic Safeguarding Team
EXECUTIVE TEAM APPROVAL	N/A	DATE APPROVED	N/A
RESPONSIBLE BODY	Board of Trustees	DATE APPROVED	
UNION CONSULTATION	No	DATE CONSULTED	N/A
PERIOD FOR REVIEW	1 year	DATE OF NEXT REVIEW	Summer 2024
POLICY TYPE	Public	PUBLICATION	GLF Website

Contents

Safeguarding Statement

Important contacts

1. [Aims](#)
2. [Legislation and statutory guidance](#)
3. [Definitions](#)
4. [Equality statement](#)
5. [School Context](#)
6. [Online Safety](#)
7. [Roles and responsibilities](#)
8. [Confidentiality](#)
9. [Recognising abuse and taking action](#)
10. [Notifying parents](#)
11. [Pupils with special educational needs and disabilities](#)
12. [Pupils with a social worker](#)
13. [Looked-after and previously looked-after children](#)
14. [Mobile phones and cameras](#)
15. [Complaints and concerns about school safeguarding policies](#)
16. [Record-keeping](#)
17. [Training](#)
18. [Monitoring arrangements](#)
19. [Links with other policies](#)

Appendix 1: [Local Safeguarding Partners](#)

Appendix 2: [Further legislation/ Guidance](#)

Appendix 3: [Types of abuse](#)

Appendix 4: [Online Safety - internet filtering](#)

Appendix 5: [Faith and Cultural Safeguarding Checklist](#)

Appendix 6: [Procedures for reporting concerns](#)

Appendix 7: [Role of the DSL / DDSL](#)

Appendix 8: [SSB member with Safeguarding responsibility](#)

Appendix 9: [Allegations of abuse made against staff](#)

Appendix 10: [Safer Recruitment, Safe School, Safe Staff](#)

Appendix 11: [Local Safeguarding Partner procedures and escalation policy](#)

Appendix 12: [Children Missing in Education](#)

Appendix 13: [Well-being and Support plan](#)

Appendix 14: [Procedures following an incident of Sexting](#)

Appendix 15: Guidance Posters (X3) for Internal Display Use

Appendix 16: Central Safeguarding Record Template

Appendix 17: Record of Concern Form

Appendix 18: Intimate Care and Toileting

Appendix 19: Code of Conduct for School Volunteers

Safeguarding Statement

GLF Schools recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of our safeguarding responsibilities.

Contacts

Headteacher	Name: MATTHEW CUSTANCE Email: office@wandsworth.floreat.org.uk
Designated Safeguarding Lead	Name: MATTHEW CUSTANCE Email: office@wandsworth.floreat.org.uk
Deputy Designated Safeguarding Lead	Name: ANNABEL STYLES Email: office@wandsworth.floreat.org.uk
Deputy Designated Safeguarding Lead	Name: REBECCA FRY Email: office@wandsworth.floreat.org.uk
Deputy Designated Safeguarding Lead	Name: REBEKAH DAVIES Email: office@wandsworth.floreat.org.uk
School Standards Board Safeguarding Link	Name: CAMILLA BROUGH Email: governors@wandsworth.floreat.org.uk
Multi- Academy Trust Designated Safeguarding Lead (MAT DSL)	Name: Fiona Jarman Email: f.jarman@glfschools.org
People Director Maria Sept - Dec Zoe Dec onwards	Name: Zoe Turnes Email: z.turnes@glfschools.org
Trustee with responsibility for safeguarding	Name: Gaby O'Meara Email: go'meara1@glfschools.org

For Local Safeguarding Partner contacts see [appendix 1](#)

1. Aims

Our school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding concerns
- A vigilant attitude of "it could happen" is maintained by all staff

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education 2023](#) and [Working Together to Safeguard Children \(2018\)](#), [What to do if You are Worried a Child is Being Abused 2015](#) and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the further legislation detailed in appendix 2.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others which is particularly relevant in relation to all forms of domestic abuse. [Appendix 3](#) explains the different types of abuse.

Neglect is a form of abuse and 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. [Appendix 3](#) defines neglect in more detail.

Children includes everyone under the age of 18. Young People aged 18 or above who attend a sixth form in GLF will be safeguarded according to the principles of this policy recognising that in some instances they may need to be signposted to adult services.

Wherever the word "**staff**" is used, it covers all staff on site, including Trust and Regional teams, ancillary, supply and self-employed staff, contractors and School Strategy Board members.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for the area within the LA

4. Equality statement

The welfare of the child is paramount. 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 recognise that certain factors may indicate that a child could benefit from Early Help and they may be more susceptible to all forms of abuse and exploitation. All staff have knowledge of their role in the Early Help process and give special consideration to children who:

- May experience discrimination due to their sex, race, ethnicity, religion, gender identification or sexuality
- Have special educational needs (SEN) or disabilities (see section 12)
- Are looked after or previously looked after (see section 14)
- Are known to be living in difficult situations - for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, forced marriage, so-called honour-based abuse
- Are at risk of radicalisation or exploitation
- Are asylum seekers or refugees
- Are at risk due to either their own or a family member's mental health needs
- Are young carers
- Have a family member in prison or are affected by parental offending.
- Have English as an additional language
- Have health conditions such as diabetes
- Are showing signs of being drawn into antisocial or criminal behaviour
- Are frequently missing from care or home
- Are persistently absent from education (including absences for part of the school day)

5. School Contexts

We recognise that in order for safeguarding to be effective in our schools their local context must be understood in terms of families, the wider community, and its location.

The main safeguarding issues at relate to:

- **Domestic issues at home** (e.g. domestic violence) - our relationships between the school and parents, pupils and outside agencies are key in addressing any relevant DV issues.
- The **potential for neglect** is relevant to this area so our team engage in annual training to ensure they are aware of the signs of abuse and how to engage with professionals if required.
- The school is located one of the busiest roads in the area and **road safety** is a high priority during our Character and Assembly sessions.
- There is a sharp **increase in the number of non-verbal EYFS pupils** coming into school since 2020 (particularly relevant since opening to 2 year olds in 2022). Staff receive extra training and remain vigilant as a result.
- **Mental health issues** are also an area of focus and our Senior Leadership Team work with parents and staff to ensure any mental health issues are addressed in a timely manner. Outside agencies will support the school when required.
- **Online safety** is key part of our curriculum offer due to the rise in online safety issues as more pupils access online material (both age appropriate and non-age appropriate).

- The school is becoming increasingly **transient** with pupils arriving from other school and from overseas on a more frequent basis. Safeguarding monitoring and outreach work must be robust as a result.

Staff know how to react quickly to any issues which may cause harm to our pupils. These issues can sometimes emerge overnight such as **different social media trends** or **changes within the family home**.

We recognise the impact of Adverse Childhood Experiences on the mental and physical health of their children and provide targeted support usually through the use of specialist Thrive Practitioners who have been trained to assess and promote children's good emotional development and therefore good mental health and well-being.

DSLs will ensure the staff at each school receive training appropriate to their context e.g. if there is a County Line or other gangs operating in the community training will be given on recognising the signs that children are being groomed for criminal exploitation.

We recognise the wider societal issues and potential harms that our children are facing. We understand that downplaying some behaviours related to harassment and abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Therefore, all staff will receive training to recognise the effects of child-on-child abuse in its many forms including sexual harassment and sexual violence, online sexual abuse and identifying early signs of child-on-child sexual abuse. Staff will be expected to consistently uphold standards in their responses to sexual harassment and online sexual abuse in partnership with parents and carers.

Additionally, all GLF schools have an age-appropriate Personal, Social and Health Education which includes anti-bullying lessons alongside Relationships, Sex and Health Education to promote healthy, respectful relationships. Opportunities to teach about specific safeguarding issues are taken through lessons for example about the concepts and laws relating to sexual consent and sexual exploitation as outlined in Keeping Children Safe in Education 2022 pages 33-34

We recognise that risks of harm can be compounded where children with protected characteristics, particularly those who are LGBT, lack a trusted adult with whom they can be open. Therefore we encourage the provision of safe spaces and forums in schools where their voices and concerns can be heard.

6. Online Safety

All GLF schools are aware that technology is a significant component in many safeguarding and wellbeing issues, and that online abuse often occurs alongside face-to-face abuse. All schools are aware of the dangers of online grooming and that children and young people can abuse other children and young people online (see 10.9) Our schools are vigilant for the signs and effects of online abuse. We recognise that online abuse can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

GLF Schools recognise the importance of meeting the DfE's [Digital and Technology Standards](#) in ensuring students are provided a safe environment to learn and work online. See [Appendix 4](#) for further details./ At (Insert school) we use the (Insert filtering system) which draws on government lists of search terms which should be filtered. In addition, we monitor individual student use of school devices using (insert system). The DSL has lead responsibility for online safety which includes reviewing and acting on information from the monitoring systems.

Age-appropriate lessons on Online safety and respectful relationships are taught regularly in all our schools and we recognise that education, understanding risks and making responsible choices is the

best way to stay safe online. Additionally, ensuring robust security to protect users and their data is a key role for the GLF Schools I.T. team, as well as monitoring school owned devices and remote learning. Systems for filtering and monitoring content are regularly reviewed to ensure they remain up to date, acknowledging the multiple languages in use in our schools as well as slang terminology. See [Appendix 4](#).

Parents and carers are given advice via individual school's websites and newsletters on how to be their child's key protective factor against online abuse on their own devices at home.

7. Roles and responsibilities

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

7.1 All staff

Staff* and volunteers will read and understand part 1 and Annex B of the Department for Education's statutory safeguarding guidance [Keeping Children Safe in Education](#) 2023 and review this guidance at least annually.

*Staff who are employed by GLF schools but who do not come into contact with children during their working day may read the condensed version of KCSIE part 1 (Annex A)

All staff will be aware of:

- Our systems which support safeguarding, including this safeguarding and child protection policy, GLF's code of conduct for staff, the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour policy, and the safeguarding response to children who go missing from education
- The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- Maintaining vigilance as multiple safeguarding issues will overlap with one another
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation (KCSiE Annex B)
- Their duty to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- Their role in monitoring children's safety online, reporting to the DSL:
if they identify or suspect that unacceptable or age-inappropriate content has been accessed in school.
Reporting safeguarding concerns with the filtering system e.g. new slang terminology,
Reporting perceived unreasonable restrictions for discussion.

Section 10 and appendix 6 of this policy outline in more detail how staff are supported to do this.

7.2 The Designated Safeguarding Lead (DSL)

The DSL in each school is a member of the senior leadership team. They take lead responsibility for child protection, online safety and wider safeguarding.

During term time, the DSL or a deputy DSL will be available during school hours for staff to discuss any safeguarding concerns. Arrangements to cover this role must be made for out of hours and offsite activities.

The DSL will be given time, funding, training, resources and support to:

- Enable a strategic, context driven, informed approach to Child Protection and Safeguarding within the school. This could include updates on specific children and families, identifying multiple vulnerabilities, training needs, group supervision, planning updates and newsletters, reporting back from local and MAT led network meetings.
- Provide advice, training and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children's needs
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Promote supportive engagement with parents and carers
- Ensure that there are appropriate safeguards and welfare checks in place for children placed with Alternative Providers
- Complete an annual review of the school's IT filtering and monitoring systems.
- Work in partnership with IT teams to consider any changes in the filtering system.

The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and DDSLs are set out in Appendix 7 which should be added to their job description.

7.3 GLF Board of Trustees and The School Standards Board (SSB)

The GLF Board of Trustees will approve a Safeguarding and Child Protection Policy annually. Individual schools will adapt this policy to their local context and their SSB will approve the school's policy, ensuring it is relevant to the school's local context and complies with the law and holding the headteacher to account for its implementation.

The SSB will appoint a link member to monitor the effectiveness of this policy in conjunction with the full SSB. This is always a different person from the DSL and cannot be a member of GLF staff. See appendix 8

The People Director will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, working with the LADO as appropriate (see appendix 9). The Trustee with responsibility for Safeguarding must also be informed.

All Trust Board members and SSB members will read Keeping Children Safe in Education 2022 and confirm they have done so to the clerk.

Section 18 of this policy has information on how SSBs are supported to fulfil their role.

7.4 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of the systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring there is time for the school's safeguarding team to meet on a regular basis.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly

- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 9)
- Carrying out basic enquiries to establish facts before contacting the Local Authority Designated Officer (LADO) when there has been an allegation of abuse against a member of staff
- Ensuring the relevant staffing ratios are met, where applicable in an Early Years setting
- Making sure each child in the Early Years Foundation Stage settings is assigned a key person
- Seeking evidence that any external agencies using the premises for non-school activities have appropriate safeguarding and child protection policies and procedures in place, whether or not children who attend any of these activities are on the school’s roll.

8. Confidentiality and Information Sharing

GLF Schools’ policy for Data Protection gives further detail about information sharing but the following principles apply:

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests
- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.
- Where a referral to a local safeguarding partner is made without consent, the reason for not gaining consent should be recorded.
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- The [government’s information sharing advice](#) for safeguarding practitioners includes 7 ‘golden rules’ for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

Confidentiality is also addressed in this policy with respect to record-keeping in section 17, and allegations of abuse against staff in appendix 9

9. Recognising abuse and taking action

Staff, volunteers and SSB members must follow the procedures set out below in the event of a safeguarding issue. Please note - in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

We recognise that changes in behaviour and demeanour as well as visual signs can indicate that a child is experiencing abuse or neglect. We also recognise that a child may not realise that they are being harmed. For multiple reasons they may not be ready or know how to tell someone that they are being harmed and so our staff maintain a stance of professional curiosity and any cause for concern should be flagged with the DSL.

A child or young person should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child or young person ever be made to feel ashamed for making a report.

9.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children’s social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral.

Refer to [When to Call the Police](#) if necessary.

Tell the DSL (see section 8.2) as soon as possible if you make a referral directly. See Appendix 6 for how referrals are to be made.

9.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them.
- Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL.

Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 10.1) and tell the DSL as soon as possible that you have done so.

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

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".

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'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 3.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and they will face disciplinary sanctions for failing to meet it.

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

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

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

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out or discovers that a pupil aged 18 or over appears to have been a victim of FGM] must speak to the DSL and follow our local safeguarding procedures. See Appendix 6

9.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 on page 13 illustrates the procedure to follow if you have any concerns about a child's welfare. Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 8005000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate.

Early help

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed. See Appendix 9 for local procedures

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. If you make a referral directly (see section 10.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves. See Appendix 11 for local procedures for referral and escalation.

9.5 If you have concerns about extremism

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

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

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

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

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

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

9.6 If you have a mental health concern

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

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. These may include panic attacks, self-harm and difficulties with eating.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 10.4.

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

The Department for Education guidance on [mental health and behaviour in schools](#) gives more information.

If a child makes a disclosure of self-harm or expresses thoughts about self-harm or suicide they will be taken seriously. Parents or carers will be informed as soon as possible by the DSL or by an adult trusted by the child. The family will be signposted to appropriate help and intervention and where appropriate a Mental Health Support Team or CAMHs referral will be made. A well-being plan, agreed with the child, parent(s) or carer will be used to support the child in school and regularly reviewed, (appendix 13)

9.7 Children Absent or Missing From Education

Attendance, absence and exclusions are closely monitored. Absence from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children are absent on repeat occasions and/or are absent for periods during the school day. If the whereabouts of a child is unknown and they are deemed missing from education, the local authority will be informed according to their local procedures in Appendix 12 and [‘Children Missing Education: Statutory Guidance for Local Authorities .](#)

We are alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Where reasonably possible the school should hold more than one emergency contact number for each pupil.

See Appendices 11 and 12 for further information and local procedures.

9.8 Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the headteacher.

If you are made aware of concerns about a member of staff or volunteer working with children in an out-of-school setting using the school premises, the school’s normal safeguarding procedures should be followed including informing the LADO.

If the concerns/allegations are about the headteacher, speak to the GLF Schools People Director and inform the Trustee with responsibility for Safeguarding.

The headteacher/trustee will then follow the procedures set out in appendix 9 if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

9.9 Allegations of abuse made against other pupils

We recognise that children are capable of abusing other children and that there can be abuse within teenage relationships. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our schools’ behaviour policy, but this policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being sold or forced to use drugs or alcohol

- Involves criminal exploitation or criminal gang membership such as County Lines or money laundering
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nude or semi-nude images - see 10.10)

Sexual Harassment or sexual violence

We will follow the guidance in section 5 of Keeping Children Safe in Education when a pupil makes an allegation of Sexual Harassment or sexual violence against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- If the allegation involves a potential criminal offence, the DSL will contact the local authority children's social care team and the police, following their advice
- An appropriate adult will be present during any police interviews in school
- Parents of both the victim and alleged perpetrator(s) will be informed of the disclosure without sharing names.
- The DSL will ensure that an in-school risk assessment or well-being & support plan is in place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others significantly affected) with a named person they can talk to if needed. This should be done with the parents or carers and child. See Appendix 13
- The risk assessment and well-being plans will take into account the risk of intra familial harm e.g. protecting other siblings
- The location of alleged and proven incidents will be noted on risk assessments and well-being plans.
- Early Help should be offered

In responding to an initial disclosure, it will be recognised that:

- It may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse
- Certain children may face additional barriers to telling someone because of their disability, ethnicity, sex, gender identification, and/or sexual orientation
- The child's own language must be reflected back and used to report the disclosure.

In following up the initial response it will be recognised that:

- The victim's wishes will be balanced against staff's responsibility to protect other children
- Sexual violence and sexual harassment can take place within intimate personal relationships between teenagers
- There may be links to child sexual exploitation and child criminal exploitation within intimate personal relationships
- Victims and alleged perpetrator(s) must be kept a reasonable distance apart on school premises includes at before and after-school activities

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different sexes, gender identification and sexuality- for example, sexualised or aggressive touching or grabbing towards female pupils and initiation or hazing type violence with respect to male pupils.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent Ensuring pupils know they can talk to staff confidentially and highlighting helpline numbers
- Ensuring staff are trained to understand that a pupil harming a child could be a sign that they are being abused themselves, and that this would fall under the scope of this policy

9.10 Sexting

Sexting means sharing nude and semi-nude images and/or videos. We follow guidance from the UK Council for Child Internet Safety for [all staff](#) and for [DSLs and senior leaders](#).

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’) you must report it to the DSL immediately.

You must **NOT**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the children that they will receive support and help from the DSL.

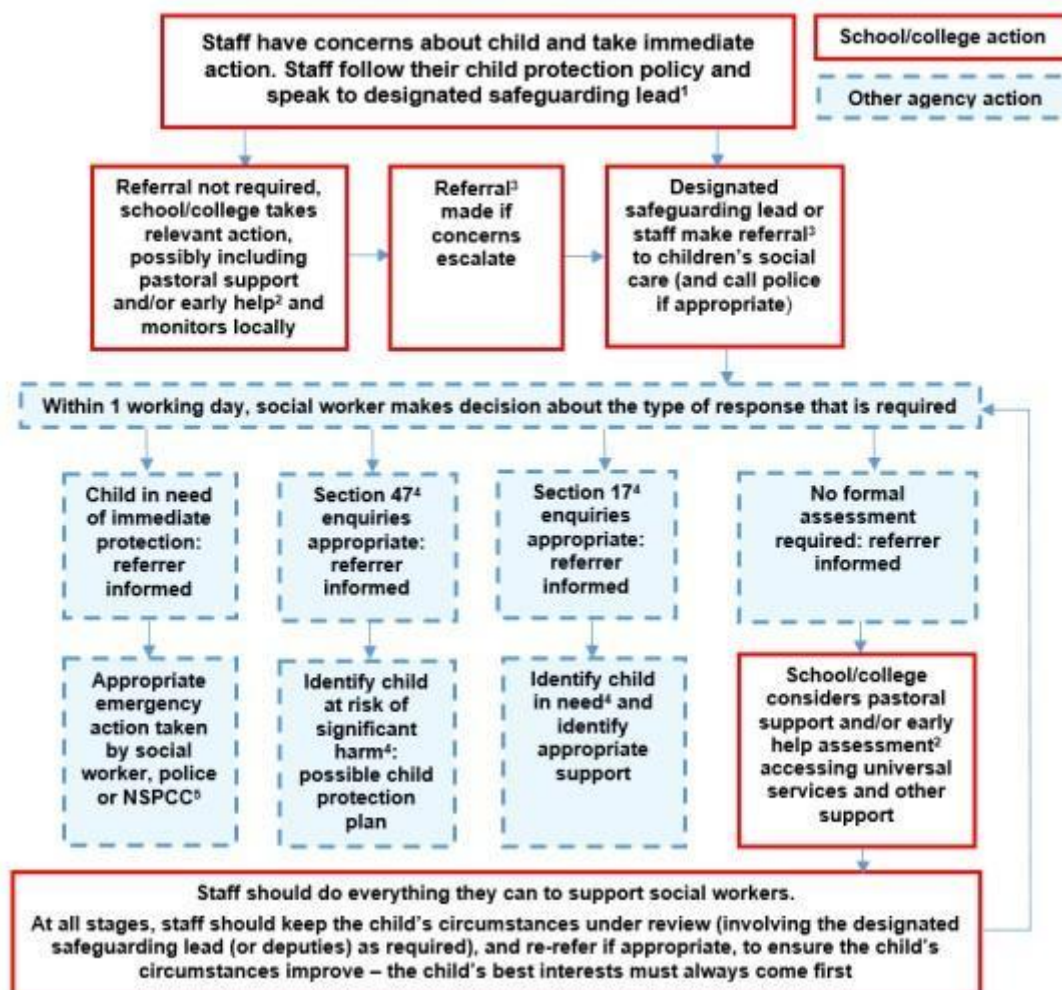
See Appendix 14 for our procedures following an incident.

The policy on sexting should be shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Figure 1: procedure if you have concerns about a child’s welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

Note - if the DSL is unavailable, this should not delay action. See section 10.4 for what to do.

Actions where there are concerns about a child



10. Notifying parents

Where appropriate, schools will discuss any concerns about a child with the child’s parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

At times advice may be sought from Local Safeguarding Partners through a no-names referral or we believe that notifying the parents could increase the risk to the child. In both cases we would follow Children’s Services advice as to when and if to notify parents of a safeguarding concern.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

11. Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

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

Our schools offer a variety of extra pastoral support for pupils with SEN and disabilities.

12. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that Adverse Childhood Experiences and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

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

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

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

13. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads
- Each school have appointed a designated teacher, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

14. Mobile phones, Smart devices and cameras

Staff are allowed to bring their personal devices (e.g. phones and smart watches) to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff are allowed to keep their phones on them if they are required to raise the alarm for any reason e.g. working in a room without a landline phone or out on the playground. The use of a mobile phone in this context is for the sole purpose of keeping a child or group of children safe. Examples could include a staff member in the garden needs to raise the alarm via their phone because there is a fox close to the children or a staff member calls for assistance because a child's behaviour has become dysregulated.

Staff will not take pictures or recordings of pupils on their personal devices or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Please see the GLF staff code of conduct and the acceptable use policy for further details.

15. Complaints and concerns about school safeguarding policies

15.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff and in line with section 4 of Keeping Children Staff in Education

15.2 Other complaints

Complaints about e.g. bullying should be taken seriously and where possible resolved by the class teacher or a member of leadership. If this is not possible the GLF Complaints Policy should be followed

15.3 Whistle-blowing

GLF Schools' whistle-blowing policy covers how staff report concerns regarding the way the school safeguards pupils, including poor or unsafe practice, or potential failures.

16. Record-keeping

The school will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing and dated. If you are in any doubt about whether to record something, discuss it with the DSL. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. This must happen within 5 days for an in-year transfer or within first 5 days of start of new term in order for the receiving school to have support in place for the child. A signed receipt will be required from the receiving school or establishment. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In the event that the child does not go to another school or college upon leaving secondary school we will retain their Safeguarding file until their 26th birthday.

In addition our Recruitment policy includes record-keeping specifically with respect to recruitment and pre-employment checks

17. Training

17.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety to ensure they understand the school'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 the 3 local safeguarding partners.

Annual Safeguarding Refresher training for all staff should be completed every September, preferably during Inset Days.

All staff will be expected to complete the relevant National College modules following GLF's guidelines. We recognise that live training from the DSL team through regular "hot topics" and quizzes in staff meetings is an effective way to heighten awareness of the contextual safeguarding issues in our locality. Schools will keep a training log to ensure relevant topics are covered by all staff.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. This should happen every three years as a minimum.

School staff will also receive regular safeguarding and child protection updates for example, through emails, e-bulletins and staff meetings

Volunteers will receive appropriate training, if applicable.

17.2 The DSL and DDSLs

The DSL and deputies will undertake DSL training at least every 2 years, this would usually be through the Local Authority where possible or recognised external agencies such as the NSPCC if local training is unavailable.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

17.3 GLF Trustees and School Standards Boards

All Trustees and SSB members receive annually updated training about safeguarding to make sure they have the knowledge needed to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in their schools are effective and support the delivery of a robust whole school approach to safeguarding.

17.4 Recruitment - interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures. See GLF Recruitment policy for details of our Safer Recruitment procedures including how and when we might look at a shortlisted candidate's public online presence.

18. Monitoring arrangements

GLF's Safeguarding and Child Protection Policy will be reviewed annually in June by the MAT DSL and Strategic Safeguarding Team. At every review, it will be approved by the Board of Trustees.

GLF's policy will be used as the basis for their schools' Safeguarding and Child Protection Policy with local context and procedures added. This will be approved by the SSB at their first meeting of the academic year.

19. Links with other policies

This policy links to the following policies and procedures:

GLF Schools Central Policies:

- Acceptable Use
- Complaints
- Data Protection
- Health and safety
- Managing Children at Crisis Point
- Physical Intervention
- Recruitment
- Staff Code of Conduct
- Whistle-blowing

Individual Schools' Policies and Procedures:

- Anti-bullying
- Attendance
- Behaviour
- Curriculum
- First aid
- Online safety
- Relationships and Sex Education
- SEND offer

Appendix 1: Local Safeguarding Partners

If a child is in immediate danger of harm call the police on 999

Wandsworth

Initial Point Of Contact (IPOC)

Availability: Monday - Friday 9 a.m. - 5 p.m.

Phone: 020 8871 6622

Out of hours phone: 020 8871 6000 for emergency duty team.

Email: IPOC@wandsworth.gov.uk For referrals / enquiries Online

Referral Forms [here](#)

LADO Local Authority Designated Officer

Phone: 020 8871 7440

Email: LADO@richmondandwandsworth.gov.uk.

Wandsworth Safeguarding Children Partnership Website: <http://www.wscb.org.uk/>

Looked After Children

Head of Virtual School: Nova Levine

Phone: 020 8871 7348

Appendix 2: Further Legislation / Guidance

- [Relationships, Sex and Health Education Guidance](#) July 2020 (updated September 2021)
- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 74 of the [Serious Crime Act 2015](#), places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [The Prevent duty Departmental advice for schools and childcare providers](#), which provides schools with advice in relation to the statutory [Prevent Duty 2021](#) placed on organisations under the Counter Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- [Meeting Digital and Technology Standards](#) Informs the filtering and monitoring aspects of keeping students safe online.
- [Working Together to Improve School Attendance 2022](#) provides guidance for maintained schools, academies, independent schools, and local authorities on how they should work together to remove barriers to school attendance
- [Out of School Settings Guidance](#) sets out safeguarding requirements for organisations or individuals who provide community activities, tuition or after-school clubs for children.

Appendix 3: Types of Abuse

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

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

Physical, emotional and sexual abuse can also occur in intimate personal relationships between peers as a type of child-on-child abuse.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Annex A of Keeping Children Safe in Education 2021 details what these four main types of abuse may look like in practice e.g. County Lines, Serious Violence, Sexually Harmful Behaviours and should also be used in conjunction with this policy for information, identification and training. Where prevalent in a community they should be detailed in Section 5 of this policy - School's local context.

Appendix 4: Online Safety - Internet Filtering

GLF Schools implements a range of systems to support the delivery of online learning in a safe and secure manner.

Technology in the form of automated systems such as filtering and monitoring are not 100% accurate at all times and as such, schools are to ensure that access to devices with internet access is always carried out in a supervised environment. In line with NCSC guidance, supervision remains the strongest and most reliable level of monitoring and safeguarding possible.

All GLF Schools have a managed filtering system that blocks access to systems based on known content, these systems have a feed of data from government filtering lists to block specific addresses as well as proactively scanning the internet for new content.

The systems in place do sometimes vary depending on the schools' internet provider and this appendix is not an exhaustive list of what is in place. Schools should engage with their Regional IT Partner if they are unsure as to the specific systems in use at their school.

Across our schools, the following systems are in place: Netsweeper (Talk Straight Schools Broadband), RM SafetyNet, Smoothwall and LGfL SafetyNet.

Filtering systems provide a log of websites visited as well as search terms used in search engines and have a range of reporting options including Prevent reporting.

Where some schools do not have individual student logins, filtering reports will not be able to identify an individual but will instead identify the shared user account.

Access to the internet for learning in school, should always be conducted on school operated devices using the school WiFi, use of mobile devices with mobile connectivity will not have any of the trust monitoring or filtering systems in place.

Some schools have additional monitoring in place where access to portable devices such as Chromebooks or laptops is increased within the school, these systems are not centrally managed but form part of the individual school's approach to safeguarding students where direct supervision cannot always be in place.

Appendix 5: Faith and Cultural Safeguarding Checklist

Culturally competent practice acknowledges and aims to understand the meaning of cultural identity within each individual's and family's lives.

Although some cultural practices are subjective as to whether they constitute abuse, there are a number which can be definitely classified as significant harm and must be referred to the relevant local safeguarding partner: Female Genital Mutilation (FGM), Breast Ironing, Forced Marriage, 'Honour' based violence and abuse, abuse linked to a belief in witchcraft or spirit possession. There are other cultural abuses that originate from traditional practices, including traditional medicines and rights of passage. Some of these may not always constitute 'significant harm' to a child or adult.

Families from minority groups can live with circumstances that could reduce their ability to do the things they need to do to keep their children safe. When considering a referral to children's services ask yourself the following questions:

If this parent...

1. Cannot speak, read or write English, will they be able to e.g. get a job, arrange suitable childcare, register with a GP, pursue a legitimate asylum claim, understand the law etc.?
2. Fears that the 'State' is authoritarian, will they be able to register with a GP, engage with the local services, talk to the school about their child's progress/difficulties, call social services or the police if necessary e.g. for help with domestic violence?
3. Lacks strong social networks; will they be able to cope with the stresses of child rearing and the tensions and emergencies of everyday living?
4. Lives in temporary housing, e.g. B&B, will they be unsettled, moving at [irregular] intervals to new and unfamiliar areas, not able to begin building a supportive social network, needing constantly to engage with a new GP, children's centre, school etc.?
5. Is living below the poverty line, will they have the added burden of not being able to buy enough food and clothing, keep warm enough, travel as needed or give things to their child as they would like, to add to the stresses of child rearing and the tensions and emergencies of everyday living?
6. Has a child who is of a different appearance and culture to them, e.g. a single mother whose child has inherited their father's appearance (and as a young person chooses their father's culture), will the mother's skills and the child's identity and self-esteem be sufficiently resilient?
7. Is living in a close-knit community, will they be too scared or ashamed to engage with statutory and other services for herself e.g. domestic abuse, sexual abuse/rape, repudiating female genital mutilation or spirit possession, or for their child e.g. honour-based violence or sexual promiscuity?
8. Has a perspective on parenting practices underpinned by culture or faith which are not in line with UK law and cultural norms, will they put their child at risk of harm through e.g. leaving young children at home alone, exercising robust physical punishment, forcing a child into marriage etc.?
9. Recognises their faith or community leader as all powerful, will they put their child at risk of harm rather than questioning the leader?
10. Puts a very high value on preserving family honour, will they put their child at risk of harm rather than 'exposing the family to shame' in their community?

and, if this young person...

11. Is compromised in relation to their community, through being 'westernised' e.g. sexually active (incl. teenage motherhood), having a girl/boyfriend not from the same community; or by having a stigmatising experience e.g. sexual abuse, mental ill health or a disability, will they be able to seek help to keep safe from the community or statutory and other services?

12. Has strong allegiance to a group or gang, e.g. radicalised, will this stop them from seeking help from the community or statutory and other services, to stay safe?

Appendix 6: Reporting concerns

All GLF schools have a Designated Safeguarding Lead (DSL) and one or more Deputy DSLs. Every school should prominently display their named photos and safeguarding procedures so that parents, SSB members, Trustees, Trust and Regional Teams and any other visitor can easily identify who to inform of any safeguarding concerns.

If an employee of GLF has a safeguarding concern it should be reported to the DSL or a member of senior leadership as soon as possible and definitely on the same day as their visit. They should follow the reporting protocols of the school they are in as directed by the DSL.

If a Trustee or Trust and Regional team member is unsure about a safeguarding matter they should contact the MATDSL or a deputy MATDSL via email.

Appendix 7: Role of the Designated Safeguarding Lead (DSL)

Based upon Annex C KCSiE 2023

School Standards Boards should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the 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 on child welfare and child protection matters, to take part in strategy discussions and inter agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads (DDSL)

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners

- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school’s or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings,
- are aware of the need to have an appropriate adult present during police interviews
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The designated safeguarding lead should:

- ensure the school’s safeguarding and child protection policies are known, understood and used appropriately;
- ensure the school’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.

Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children. Child protection file Where children leave the school or college (including for in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available during school hours for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone, Teams or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Understanding the views of children

Designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a school-wide culture of listening to children and taking account of their wishes and feelings
- understand the difficulties that children may have in approaching staff about their circumstances
- consider how to build trusted relationships which facilitate communication.

Appendix 8: Role of the SSB and Safeguarding Link Member

The role of the Trustee with responsibility for safeguarding is set out in their terms of references.

The School Strategy Board (SSB) has a duty to ensure that the school meets its statutory responsibilities and ensure that the children and young people attending the school are safe. They must have arrangements in place to ensure that they carry out their functions with a view to safeguarding and promoting the welfare of children and have regard to the statutory guidance issued by the Secretary of State. They must appoint a member as the Safeguarding Link.

Safeguarding Link Role

The role of the Safeguarding Link is key to understanding the effectiveness of safeguarding for everyone in the school.

The SSB member should understand the requirements of safeguarding guidance and legislation and be 'confident in their challenge to executive leaders on strategies for monitoring and improving the behaviour and safety of pupils.' (Competency Framework for Governance (DfE 2017)).

The safeguarding link member should receive regular safeguarding updates through the GLF Schools Update newsletter and through GLF training events or webinars.

Key aspects of the safeguarding link's role include:

- Understand the safeguarding requirements
- Support the work of the Designated Safeguarding Lead by supporting the Local Authority audit and action plan
- Report back to the School Standards Board about how effective safeguarding is
- Check that the school is compliant with statutory guidance
- Check out whether there is a consistency in safeguarding across the whole school
- Make sure that there are effective systems in place to keep vulnerable children safe by ensuring the school audit action plan is implemented along with any external audit recommendations

The role of the safeguarding link is to help ensure that safeguarding is effective and not to carry out the work of the Designated Safeguarding Lead. The role is specifically around strategic issues. This means that it is not appropriate that decisions about individual cases should be reviewed by the safeguarding SSB member.

A role description for the safeguarding SSB member is detailed below, and although it uses the word 'ensure' this does not mean that the person is tasked with the doing the work, but that these are areas for scrutiny. This role description is simply a starting point and may be adapted to meet local circumstance.

The Role of the Link SSB member

- Be the lead person who understands the safeguarding requirements
- Support the work of the designated safeguarding lead
- Participate in the school's Local Authority safeguarding audit
- Meet regularly, at least termly, with the designated safeguarding lead and any other relevant staff
- Report back to the SSB about his/her activities to inform them in order to facilitate scrutiny and impact of safeguarding; and ensure compliance with statutory duties
- Ensure that safeguarding deficiencies are brought to the SSB
- Ensure that the safeguarding and child protection policy is being followed in practice; and to be involved in any policy review
- Report to the SSB so that they can ensure resources are effectively allocated or where changes might be required
- Ensure that the training programme for staff reflects the needs of the school and statutory regulations.
- Ensure that the SSB are kept aware of the safeguarding risks to children and young people in the school
- Ensure that records are kept securely and in one place
- Ensure that there is appropriate monitoring and tracking in place for vulnerable students
- Ensure that there are appropriate safeguards in place for students placed with Alternative Providers
- Ensure that there is a consistent approach to safeguarding and child protection across the school.
- Ensure that the curriculum for safeguarding reflects the risks for the young people in the area
- Ensure that safer recruitment processes are in place
- Ensure that the Single Central Record is compliant

- Ensure that there is a clear policy and procedures for managing allegations against staff including cases that involve the Headteacher.
- Ensure that cases are referred to the NCTL and the Disclosure Barring Service (DBS) where relevant.

Appendix 9: Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All Staff should be aware of the school's own Behaviour policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher will follow the guidance on whether allegations meet the harms threshold in section 4 of Keeping Children Safe in Education. If the allegation meets the harms threshold the headteacher will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and before taking any further action.

Low level concerns which do not individually meet the harms threshold include: being over friendly with children; having favourites; taking photographs of children on a mobile phone; engaging with a child on a one-to-one basis in a secluded area; using inappropriate sexualised, intimidating or offensive language. These may be inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances. However, in some instances they may indicate an intent to groom or abuse. Low level concerns should be reported to the Headteacher and dealt with appropriately to address unprofessional behaviour and any weaknesses in the staff code of conduct or other policies.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform GLF School's People Director and the Trustee with responsibility for Safeguarding. The People Director will consult the LADO as above, without notifying the Headteacher first.

The school will follow the GLF Schools policy for managing allegations against staff.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and GLF Schools People Director in making this decision.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of the Trustees Board with advice as above.

Staff, parents and SSB members are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

Appendix 10: Safer Recruitment, Safe School, Safe Staff

GLF Schools Recruitment Policy will be followed to ensure Safer Recruitment procedures are adhered to when appointing new staff.

The Single Central Record will be monitored regularly by the school's headteacher or DSL, SSB Safeguarding Link and Regional People Partner. Monitoring of the SCR may also form part of a School Effectiveness Review or a Safeguarding Review.

All staff receive information and copies about the school's safeguarding arrangements, the school's safeguarding policy, staff code of conduct, behaviour policy, online safety policy, the role and names of the Designated Safeguarding Lead and their deputy(ies), the safeguarding response to children who go missing in education and Keeping Children Safe in Education Part 1 and Annex A on induction. All staff will be asked to sign that they have read and understood these documents.

All staff receive safeguarding and child protection training at induction in line with advice from the Local Safeguarding Partners and the MAT DSL which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually.

All members of staff are trained in and receive regular updates in online safety and reporting concerns.

All staff and School Strategy Board members have regular child protection awareness training, including online National College training, updated and monitored by the MAT DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

The child protection and safeguarding policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding and Child Protection Policy and reference to it in the school's handbook.

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

Community users organising activities for children are aware of the school's Safeguarding and Child Protection Policy, guidelines and procedures.

The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

All staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2021 and will sign to say they have read and understood it. This applies to the SSB in relation to Part 2 of the same guidance.

Appendix 11: Local Safeguarding Partners Procedures and Escalation Policy

Wandsworth

Local Procedures: <https://wscp.org.uk/about-the-partnership/policies-and-procedures/local-multi-agency-policies-and-procedures/>

Children Missing in Education <https://wscp.org.uk/find-help/professionals-and-volunteers/missing-children-guidance-for-professionals>

Escalation of concerns: https://wscp.org.uk/media/02jdu33k/inter_agency_escalation_policy.pdf

Appendix 12: Children Missing in Education

Definition.

Missing in Education is defined by the Department for Education (DfE) as "a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)."

Most of our Local Authorities ask schools to report children after ten days of missed education and no family contact following reasonable checks. The exceptions are Oxfordshire which does not specify a time limit and Wokingham which asks schools to report after twenty days. Oxfordshire, West Sussex and Wokingham do not consider failure to attend for long periods as missing in education as long as a child is on roll in a school.

All of our schools have "first day" calling and your normal attendance policies should be followed in conjunction with this guidance e.g. some schools inform their EWO / Inclusion Service after three days of no contact to mitigate against the risk of reaching ten days.

Reasonable checks:

- Phone calls and texts to all the last known phone numbers.
- Emails or letters to the last known address.
- Contacting a sibling's school.
- Asking the missing child's peer group.
- Doorstep visit, following a risk assessment and the school's current policy & procedures.
- Contact PCSO for a welfare check.

Any concerns about a child's safety should be referred to Children's Services via the DSL without delay.

If anyone believes a child is in immediate danger, they should call 999.

How to refer

Croydon: "Child Missing from Education" (CME) referral forms are accepted after 10 working days of reasonable checks being carried out by the educational provider and their Designated Safeguarding Lead

Hampshire: If, despite reasonable checks, the pupil's absence continues and his/her whereabouts remains unknown, the school must refer via "Child at risk of missing in education" tracking form on Day 11.

Oxfordshire: Follow normal attendance procedures leading to action by the County Attendance Team if other measures are unsuccessful. If enquiries establish that the family has left their address, please send details to the Children Missing Education Officer. In all schools unexplained absence may also give rise to a safeguarding concern and in all such cases the school should consider whether a safeguarding referral is required alongside attendance and pupil tracking procedures.

Surrey: A school refers a pupil to the Local Authority for further investigation if s/he has been continually absent for more than 10 school days without permission and the school has carried out reasonable checks and failed to establish the child's whereabouts and the reason for absence.

Sutton: After 10 days a referral should be made to the Children Missing Education Officer and a CME form completed. Schools should agree with the LA the intervals in which they will inform the authority of the details of pupils who are regularly absent from school or have missed 10 school days or more without permission.

Wandsworth: Contact MASH after 10 days and following reasonable checks - there is no specific information referencing procedures on the Wandsworth Safeguarding Partnership website.

West Sussex: For poor attendance (*count this as 10 days no remote attendance*) contact should be made in the first instance with Pupil Entitlement Investigations: 0330 228200 / educationwelfare.duty@westsussex.gov.uk; or if the school consider the child with poor attendance to be at risk then contact should be made with MASH.

Wokingham: Follow normal attendance procedures, including referral to Educational Welfare Services. If a child does not attend their registered school or education provider for 20 consecutive days then the CME Officer should be made aware.

N.B if you have concerns about the welfare of a Wokingham child refer to MASH without delay.

Appendix 13: Well-being and Support Plan

Safety and Wellbeing Plan (Confidential)

This form can be used to assist the consideration of student wellbeing following a significant incident either in or outside of school that might impact on the wellbeing of a young person. This should be completed by a member of the safeguarding or pastoral team in conjunction with the student. This should be shared with the parents and other professionals if applicable. See page 2 for guidance. The completed form must be added to CPOMS.

Name of Student		DOB/Year	
Name of assessor		Date	

Outline nature of incident causing concern (include location)			
Is there an ongoing police investigation	Yes		No
Is the perpetrator a fellow student? <i>(If yes detail potential risks below e.g. risk in lesson / in social time / on way to /from school / moving around between lessons)</i>	Yes		No
Is there an online element to the concern? e.g. access to inappropriate content / cyberbullying <i>If yes detail potential risks below e.g. accessing unacceptable content on school devices or own phone)</i>	Yes		No

Assessment of Concerns For Safety and / or Welfare		
Detail of concern:	Concern raised by:	Actions to mitigate

Signature of assessor		Date	
-----------------------	--	------	--

When completing this plan the following points must be considered in discussion with the young person & Parent / Carer (this list is not exhaustive but provides a starting point for discussions):

Are there any times when both would be in the same class or room together? - (house structures - all year assemblies- do changes need to be made?) - If changes need to be made consider whether 'victim' may feel safer if no changes are made to their timetable, and consider why should they have to make changes;

Are there any times which both may be in the same area of the school - (Comparison of timetables);

Periods of free time in the school and how this is managed;

If the 'victim' is feeling angry - how would they be able to leave the class without questions being asked,

Who is the child's point of contact should they need to talk - who would be available if that staff member is not in school;

If there is a joint friendship group - how to explain the need for no contact;

If time off school is needed (for interviews etc) how to explain this to friendship groups;

Are there siblings / close friends at the school who would also benefit from being in different forms/ house/hall and classroom structures; Are there siblings / close friends in other schools where the DSL should be informed.

If no charges pursued how then will child/young person need support in school;

There may be a sense of what is the point in getting this far when no one pursuing charges and therefore consider the feeling of not believed;

A need to ensure that the 'victim' knows that someone believes them, and they have someone to talk to and somewhere safe to go.

If no charges pursued, does family need support e.g. Early Help support / counselling;

What help can school give - signposting, counselling etc.

The need to have a point of contact for parent(s) who will listen to them and know the story without the need to go through the story again and again;

That the parents can complain if they feel the victim's needs are been ignored or not met.

Appendix 14: Actions Following an incident of Sexting

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

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

The DSL will make an immediate referral to police and/or children's social care if:

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

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

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

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

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

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

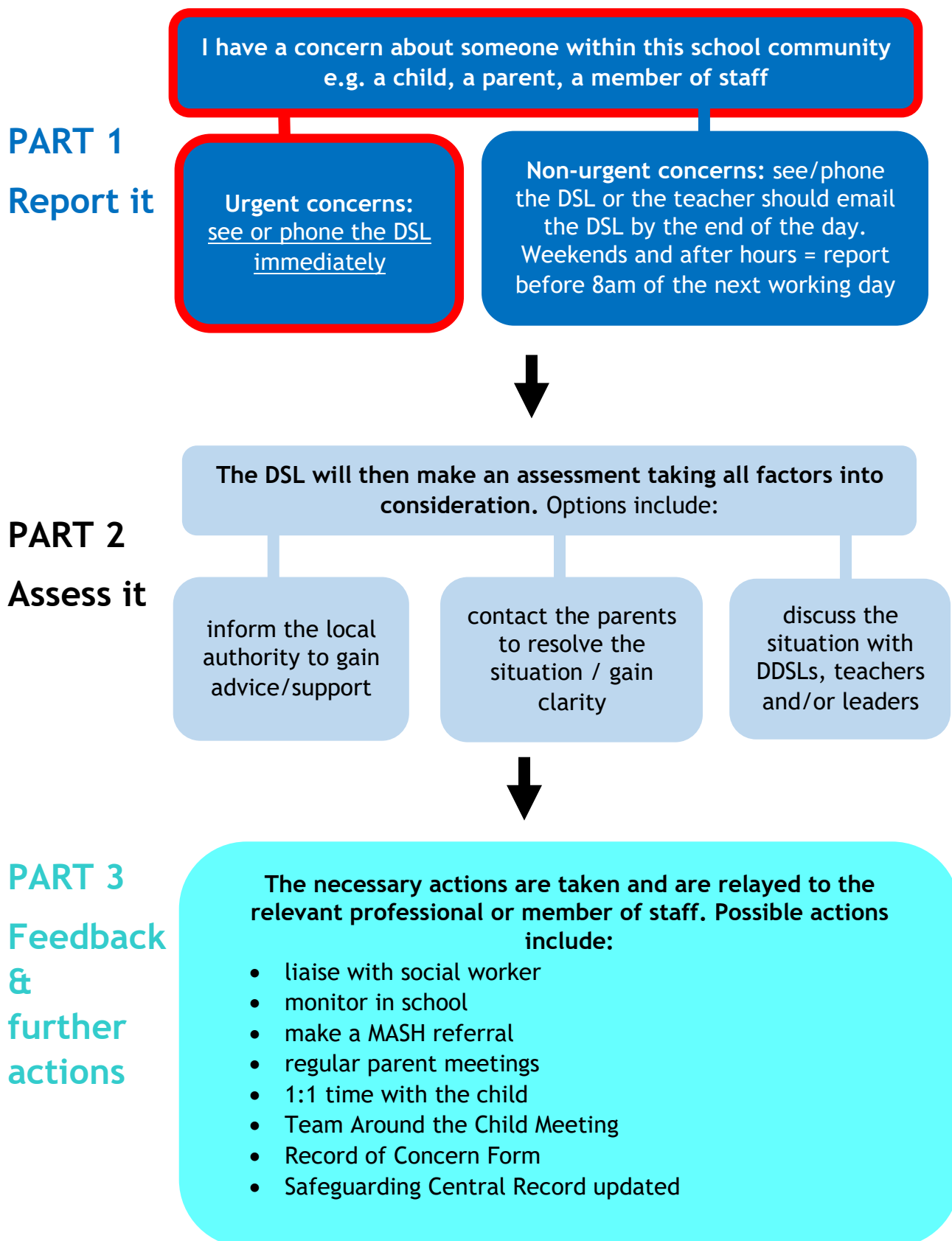
Referring to the police

If it is necessary to refer an incident to the police, this will be done through [insert details of your existing arrangements, e.g. a safer schools officer, a police community support officer, local neighbourhood police, dialling 101]

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The recordkeeping arrangements set out in section 14 of this policy also apply to recording incidents of setting.

INTERNAL PROCEDURES FOR REPORTING CONCERNS



KEEPING YOURSELF AND OTHERS SAFE

- Any reported or observed concerns that are held by staff about themselves, children, other staff members, parents or any other adults must be shared in the first instance with the **Designated Safeguarding Lead (DSL)** or their deputies and advice sought on what action should be taken. Concerns are either Urgent or Non-Urgent:
 1. **URGENT CONCERNS** - ‘**Urgent**’ means that a child or an adult is at immediate risk. These concerns must be reported **immediately** by calling the DSL on 07841398476 or talking to the DSL or their deputy in person.
 2. **NON-URGENT CONCERNS** - ‘**Non-urgent**’ means that your safeguarding concerns do need further investigation but relate to a child or adult who is not at immediate risk. Reporting non-urgent concerns must always happen within the **same working day**.
- If you are unsure if a concern is urgent or non-urgent then please report the concerns immediately.
- If a concern or issue arises after the school day has finished or at the weekend then you must report your concerns before 8am of the next school day.
- The reminders above will protect you and everyone around you. Please do come and see me if you have any questions.

Matthew Custance (Headteacher & DSL)

SAFEGUARDING

Mr Custance, Mrs Davies, Mrs Styles and Mrs Fry are responsible for keeping children safe in school.

Please contact them immediately if you have any concerns about the welfare or safety of a child who attends this school.

NOMINATED GOVERNOR
FOR CHILD PROTECTION:
CAMILLA BROUGH



DESIGNATED SAFEGUARDING LEAD:

MR CUSTANCE (HEADTEACHER)

DEPUTY DESIGNATED SAFEGUARDING LEADS:

MRS DAVIES

MRS STYLES

MRS FRY

Referrals to Wandsworth's Multi Agency Safeguarding Hub (MASH)

- If you believe there is an immediate need for a safeguarding response, or want to assess whether a safeguarding referral is appropriate, call the Multi-Agency Safeguarding Hub:
- Call 020 8871 6622 (9am to 5pm)
- Out of hours: 020 8871 6000 or email mash@wandsworth.gov.uk

How do I make a referral if I'm a professional?

- Make a 'safeguarding referral' to the Multi Agency Safeguarding Hub using the [Early Help Assessment form](#). A copy of this can be found in the Safeguarding Policy.

Where can I find a copy of the Safeguarding Policy?

- In the School Office and on our website www.floreatwandsworth.org.uk/policies

London Borough of Wandsworth

- Head of Safeguarding Standards Service: 020 8871 7858
- Child protection lead officer and Local Authority Designated Officer (LADO): 020 8871 7226
- Safeguarding in Education Advisor: 020 8871 7961

Multi Agency Safeguarding Hub (MASH)

- Wandsworth Town Hall, Wandsworth High Street London, SW18 2PU
- The reception is open to the public 9.30am to 4.30pm
- mash@wandsworth.gov.uk

Appendix 16: Central Safeguarding Record Template (stored on the P Drive)

Status	Name of child & Year group	Contact required if isolating, 5+ days off school, or any reasons described	Name of social worker & contact Details
<p>Children being formally monitored by SLT</p> <p>and</p> <p>considered as an Open Case</p> <p>High alert cases in yellow</p> <p>Closed by school (strikethrough)</p> <p>MASH Referral</p> <p>Off-rolled / Handover between schools</p>			
<p>Children in need Formally monitored by the DSL & DDSLs</p>			
<p>Children subject to a child protection investigation</p>	nil		
<p>Children subject to a child protection plan</p>	nil		
<p>Looked after children</p>	nil		

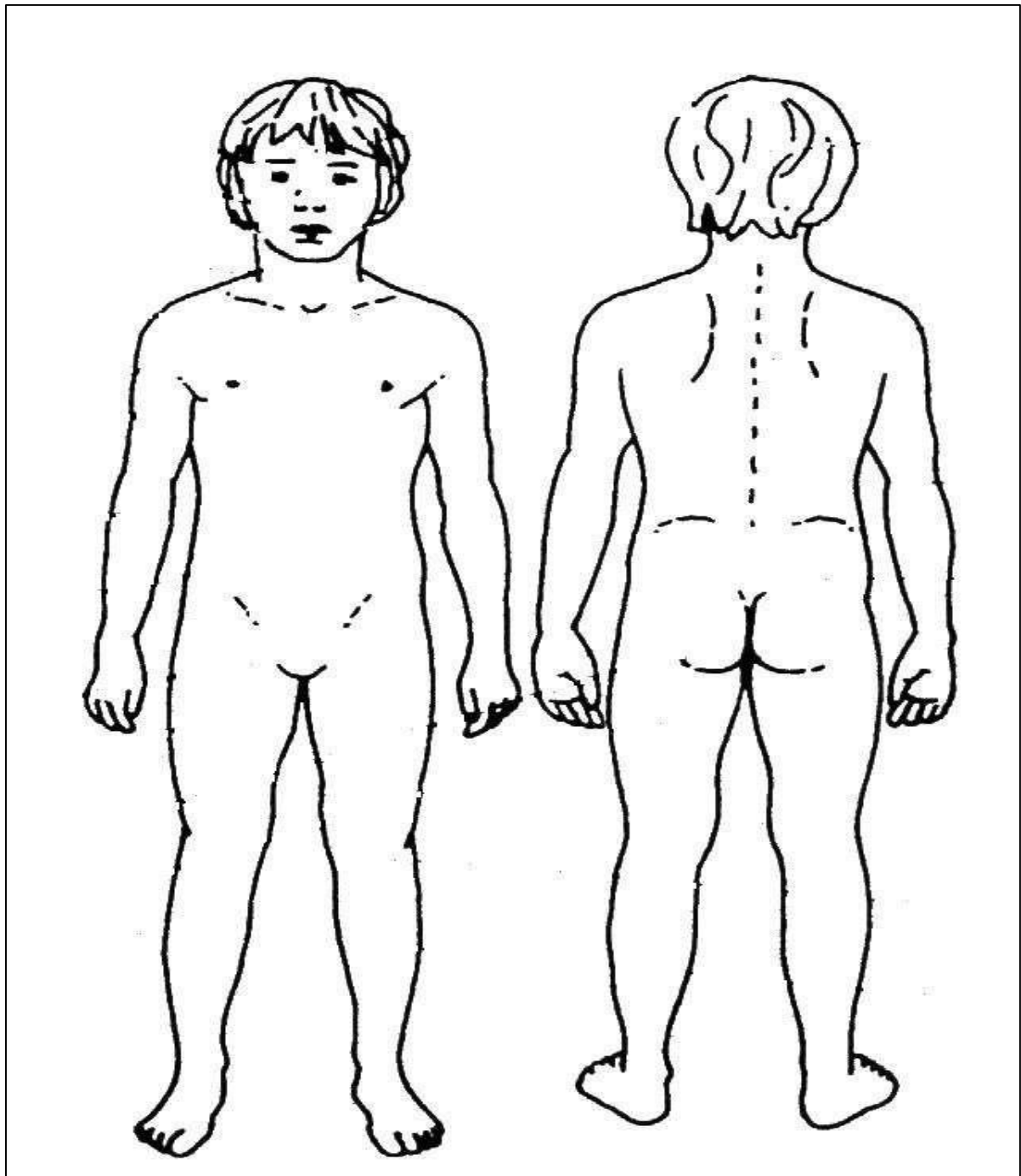
Appendix 17: Record of Concern Form

RECORD OF CONCERN (Pupil)

Please use pen when completing this form

Child's Name :		Date, Day and Time of Concern :		
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :	Class:
Your Account of the Concern : (what was said, observed, reported and by whom)				
Additional Information : (context of concern/disclosure)				
Your Response : (what did you do/say following the concern)				
Your Name :		Your Signature :		
Date and Time of this Recording :				
Action and Response of DSL / HT				
Name:		Date:.....		

Child body map



Appendix 18: Intimate Care and Toileting

Through the following measures the school aims to provide guidance and reassurance to staff and parent/s. Our measures must safeguard the dignity, rights and well-being of children:

Intimate Care:

- All children are expected to be toilet trained and would not need intimate care.
- Staff will not physically help the child unless there is a care plan in place as agreed by the parents and the appropriate members of staff. Clear measures will be taken and recorded to ensure health and safety of both staff and children. This is dependent on the age and needs of the child in question.
- If a child has a medical condition where intimate care is required, we will follow GLF's Supporting Children with Medical Conditions and Intimate Care Policies ensuring a Healthcare Plan is in place and that the relevant staff have appropriate training.
- When a child requires to be changed for any reason then the child will have to change themselves with verbal assistance from a member of staff.
- When a child cannot change themselves then a parent will be called for to provide support.

Using the toilet areas:

- All pupils are given clear guidelines on how to use the toilet area and how they have the right to use the toilet in privacy.
- The toilet area is not a place for games, cubicle to cubicle conversations or any kind of inappropriate behaviour.
- Staff will supervise the toilet area from outside of the toilet and handwashing area. They will give verbal instructions where necessary.

Incidents within the toilet area:

- When a child verbally raises an alarm that they need assistance, or infer they need assistance, then staff members must act promptly to ensure the child receives the care and attention they need.
- This is when a child may be at risk of immediate harm and staff must act to protect the child from a health and safety point of view.
- Actions of support can include given verbal instructions from outside of the toilet area or, in cases where the child is displaying signs of distress, a member of staff may enter the toileting area to provide verbal assistance with their backs turned towards the cubicle.
- Where possible, staff members should seek the support of another member of staff to ensure a witness is present to protect all children and staff involved.
- If a staff member is unsure of how to deal with a certain situation, then a member of the leadership team must be called for.

Appendix 19: CODE OF CONDUCT FOR SCHOOL VOLUNTEERS



CODE OF CONDUCT FOR SCHOOL VOLUNTEERS

We aim to foster positive working relationships with all our volunteers and visitors and value the ongoing contribution they make to life in our school. To help keep our children safe and to help safeguard both you and the school from any unnecessary difficulties, we have created the following Code of Conduct which we ask all volunteers to agree to:

1. Fire Safety: I am aware of the nearest exit onto the playground. The Fire Assembly Point is located next to the garden at the back of the playground.
2. I will keep everything that I see and hear in school, or when supporting on a school visit, confidential.
3. I will not discuss another child with anyone outside school.
4. If I have concerns about a child, I will share them immediately with Mr Custance, Mrs Marsden, Mrs Fry or Mrs Davies (or the lead teacher on a trip).
5. If a child raises a concern, then I will report it immediately with the teacher.
6. I will not take any photos of children in school or when supporting an offsite visit, unless I have been requested to do so by a member of staff and using a school camera.
7. On site I may become aware of internal school business. I must keep this confidential and discuss any concerning matters with the headteacher.
8. If a parent raises a concern with me, I will refer them to the school office, their child's class teacher or the headteacher.
9. When supporting in school, I will only use my mobile phone at dedicated times and in an allocated space.
10. I will follow the guidance of the member of staff in charge of the lesson / event at all times.
11. If given guidance / advice in relation to a specific child, I will follow this.
12. I will stay in the designated room / area.
13. I understand that behaviour management of the children is the responsibility of members of school staff and should not involve volunteer helpers. I will refer any pupils who are misbehaving to the class teacher as soon as possible. I will not reprimand or allocate punishments.

Please be aware that, in the interests of the children's safety, if this code is not followed, we may have to decline any future inclusion in school and/or offsite activities.

Thank you for your understanding and we look forward to welcoming you as a helper in our school.

Name _____

Signed _____

Date _____