



WILSON'S SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURE

Safeguarding and Child Protection Policy

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SAFEGUARDING AND CHILD PROTECTION POLICY

This policy must be read in conjunction with Part 1 and Annex A of the latest version of *Keeping Children Safe in Education* (<http://www.gov.uk/government/publications>)

Introductory Statement: "The welfare of the child is paramount"

At Wilson's School the safety and welfare of our pupils is of the utmost importance. Because of the day-to-day contact with children, adults in the school are well placed to observe signs of abuse. All adults working at Wilson's School must be aware that any pupil may be at risk of harm, abuse or exploitation. We have a duty to safeguard and promote the welfare of our pupils (as indicated by a range of legislation outlined in Annex A of *Keeping Children Safe in Education*) by identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

In addition to our Safeguarding and Child Protection Policy, we have policies to cover the roles of staff, pupils and parents in respect of health and safety, anti-bullying, racism and discrimination.

We also ensure that issues of child protection (including e-safety) are explored with students through the Personal, Social and Health Education (PSHE) curriculum.

This policy applies to all staff, governors and volunteers working in the school and parents are informed about this and our other policies on the school's website, with attention drawn to specific elements of the policy at times during the year.

There are a number of elements to our policy:

- ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with children
- raising awareness of child protection issues amongst all staff and volunteers and of what to do if they have concerns
- developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings
- establishing and maintaining a safe environment in which children feel secure and are encouraged to talk freely about anything that concerns them
- ensuring children know there are adults in the school who they can approach if they are worried about anything
- including opportunities in the PSHE curriculum to develop and equip pupils with the skills needed to recognise risks (including e-safety risks) and stay safe from abuse
- supporting pupils who have been abused or may be at risk of harm in accordance with any agreed child protection plan
- ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer

- ensuring staff follow accepted “safe practice” principles when working with students (in particular the Staff Conduct Policy, the Behaviour Code of Conduct, DfE Advice on Use of Reasonable Force, and the safeguarding response to children who go missing from education. These policies must be covered during the induction of new staff at the school.

If there are Child Protection concerns the **London Child Protection Procedures** (<http://www.londoncp.co.uk/>), must be followed. The Sutton Local Safeguarding Children Partnership (LSCP) has adopted these procedures. This policy and procedure also accords with:

- “Keeping Children Safe in Education” (2018) and
- “Working Together to Safeguard Children” (2018).

If lower level concerns or needs (i.e. not child protection) are identified about a particular pupil, the Sutton Common Assessment Framework should be followed.

In all decision-making, the school takes into account the 2010 Equality Act and the Public Sector Equality Duty (PSED).

Definition

Safeguarding and promoting the welfare of pupils relates to any child or young person (i.e. under 18 years of age) and is defined as:

- protecting children from maltreatment
- preventing impairment of children’s 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

Recognition

The first indication of concern about a pupil’s welfare is not necessarily the presence of a serious injury. Concerns may arise because of:

- bruises or marks on a pupil’s body
- remarks made by the pupil, another pupil, a parent or another adult
- observations of the pupil’s behaviour, particularly changes in behaviour or behaviour that is out of character
- unexplained changes in the pupil's behaviour or personality
- evidence of disturbance or explicit detail about abuse or possible abuse in a pupil's writing or drawing
- evidence of neglect, failure to thrive or exposure to unnecessary risks
- unauthorised absence from school
- information about the parent(s) / carer(s) of the child or their home background
- signs of a pupil being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups including ‘county lines’, or pupils having large amounts of money
- misuse of information technology e.g. sexting, inappropriate comments on Facebook, cyber bullying and online grooming

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

Children Missing Education

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Included information on the safeguarding response when children go missing in staff training.
5. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - i) leave school to be home educated
 - ii) move away from the school's location
 - iii) remain medically unfit beyond compulsory school age
 - iv) are in custody for four months or more (and will not return to school afterwards); or
 - v) are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Child sexual exploitation

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them

performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

This definition of child sexual exploitation was created by the UK National Working Group for Sexually Exploited Children and Young People (NWG) and is used in statutory guidance for England. Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour. Young people who are being sexually exploited may:

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- associate with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- go missing from home, care or education

They may also show signs of sexual abuse or grooming.

Keeping Children Safe in Education (2018) contains further guidance around the contextual circumstances in which CSE can take place, as well as information about other forms of criminal exploitation, such as 'county lines'.

Female Genital Mutilation

Teachers have a specific legal duty to act with regards to concerns about FGM. Such disclosures could come from a male pupil at the school about his sister or other relative or concerns may arise as a result of unusually timed requests to travel to parts of the world where FGM is prevalent. A girl or woman who has had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear

School staff must also be vigilant about forced marriage, gender-based violence and so-called honour-based violence.

Peer on peer abuse

All staff should recognise that children are capable of abusing their peers. It is known to be more

likely that girls will be victims and boys perpetrators, but all peer on peer abuse is unacceptable and will be taken seriously: abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Peer on peer abuse can take different forms, such as:

- sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery), which should always be addressed with regard to the advice (‘Sexting in schools and colleges’) produced by UKCIS;
- initiation/hazing type violence and rituals.

The school seeks to minimise the risk of peer on peer abuse by ensuring that pupils learn about the concept of consent and the characteristics of abusive relationships between young people as part of their PSHE curriculum. Pupils are told often about the different channels open to them to make disclosures about their own safety and the welfare of other pupils.

Allegations of peer on peer abuse will be recorded, investigated and dealt with in accordance with Part 5 of Keeping Children Safe in Education (2018), with particular regard to the searching, screening and confiscation advice for schools where there is an online element to the abuse.

Victims, perpetrators and any other child affected by peer on peer abuse will be supported in accordance with Paragraph 250 of Keeping Children Safe in Education (2018), acknowledging that the needs and wishes of the victim should be paramount and that the victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.

The ‘Prevent Duty’

Please see the section on Radicalisation in the Child Protection Procedures below.

Designated Staff

The Designated Safeguarding Lead and his deputy are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns. Our Designated Safeguarding Lead is **Tim Lissimore** and the Deputy Designated Safeguarding Leads are **Rachel Atwell** and **Sophia Goodlad**. They are responsible for child protection issues. Any member of staff concerned about a pupil should tell the Designated Safeguarding Lead (or one of the deputies) immediately. We also have a nominated governor for child protection who is **Lynne Smithard**. Her deputy is **Julian Pearcey**. Concerns about the Head should be brought to the attention of **Steve Wisson**, the Chair of Governors.

The Designated Safeguarding Lead has a responsibility to:

- liaise with the nominated governor, the local authority Education and Children and Family Services, Police and other agencies on individual child protection cases, providing information about wider environmental factors affecting a child’s life that may pose a threat to their safety and/or welfare (contextual safeguarding);

- act as the contact person within the school, providing advice and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the governing body) are aware of their role;
- be responsible for co-ordinating action within the school on child protection issues, including the development of relevant action plans;
- discuss individual cases with staff on a “need to know basis” in order to protect children's right to confidentiality;
- oversee the planning of any curricular or other provision in relation to child protection matters;
- with any other relevant staff (e.g. class teacher or Head of Year), represent the school at child protection meetings and be a member of a “Core Group” if required;
- take the lead with early help procedures where these might be appropriate for a child;
- ensure staff are familiar with this Policy and Procedure, *Keeping Children Safe in Education* (2018) and any emerging child protection or safeguarding issues that may affect pupils at the school;
- raise awareness about child protection on an on-going basis;
- ensure that child protection training for *all* (i.e. including ancillary) staff is regularly updated;
- ensure that they (the Designated Safeguarding Lead and their deputies) maintain up-to-date training and that each of them attends the Sutton Secondary Designated Safeguarding Lead meetings at least once each term;
- maintain a strong awareness of the local context, including familiarity with OFSTED reports relating to safeguarding and children’s services in local boroughs.

The role of individual staff

Everyone in the school must be alert to the possibility that any pupil, regardless of race, religion, culture, class or family background, could be the victim of abuse, neglect or exploitation and must be familiar with these procedures. Concern about a pupil must be discussed with the Designated Safeguarding Lead immediately so that if necessary, a referral can be made without delay. In urgent situations, referral must not be delayed.

Members of staff should not investigate child protection concerns. This is done by Children’s Social Services (in Sutton, the Children and Family Service) or the Police. However, if a pupil says something, it is vital to listen carefully, so you can record and report it accurately. Records will also assist other members of staff who may have concerns.

Confidentiality of records

Our pupils and their parents have the right to expect that all staff will deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents and, where appropriate, pupils should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a young person. Child protection issues relating to individual cases must never be subject to open discussion in the staff room or elsewhere in the school.

Members of staff should also remember not to promise to pupils to keep “secrets” (*see procedure below*).

Working with children

We recognise that young people who are abused, exploited or neglected, or who witness these things, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- the school Behaviour Code of Conduct which is aimed at supporting vulnerable pupils in the school; the school will ensure the pupil knows that some behaviour is unacceptable but that they are valued and not blamed for any abuse which has occurred
- liaison with other agencies that support the child such as social care, the Child and Adolescent Mental Health Service (CAMHS), the borough school attendance service and the educational psychology service
- ensuring that, where a pupil with a child protection plan leaves the school their information is transferred to any new establishment immediately *“ensuring secure transit and confirmation of receipt”* (Keeping Children Safe in Education 2018) and that the social worker is informed

The school takes account of the advice given for practitioners in: *“Information sharing advice for safeguarding practitioners”* (HM Government, 2015)

In a situation where child abuse is alleged to have been carried out by another child, the child protection procedures should be adhered to for both the victim and the alleged abuser; that is, it should be considered a child care and protection issue for both children.

Recruitment, selection, training and supervision of staff and volunteers

In our recruitment and selection of staff and volunteers we will at all times adhere to the guidance contained within *“Keeping Children Safe in Education”* (2018) and *“Working Together to Safeguard Children”* (2018). All reasonable steps will be taken to establish whether an applicant is subject to a teacher prohibition order and, if so, prevent their employment.

“Keeping Children Safe in Education” sets out the required checks:

For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- *will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children*
- *will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children engage in intimate or personal care or overnight activity, even if this happens only once*
- *Paragraph 97 of “Keeping Children Safe in Education” (2018) explains that the school decides what checks are necessary and makes this decision after considering the circumstances, including the nature of supervision and the frequency of the activity. The school should consider whether the person supervising the child will be:*

- *unsupervised*
- *providing the teaching/training/instruction frequently (at least once a week or on more than three days in a 30 day period)*

In particular we will ensure that at least one interview panellist is appropriately trained in safer recruitment that we always follow up gaps in previous employment, that we always require specific references, from employers (where possible), in order to obtain objective and factual information to support appointment decisions and that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service checks are conducted. All those applying for posts at the school must complete a standard application form prior to appointment.

We keep a central record of all adults with the date and outcome of their DBS check so that, at all times, staff, pupils and parents can be assured this has been done. DBS checks are redone every five years at the school.

The induction of new staff in the school always involves safeguarding training, including details about the role of Designated Safeguarding Lead. The staff handbook contains this policy and other relevant policies (including Acceptable Use, Whistleblowing, Staff Conduct, and Pupil Code of Conduct). All staff have access via T:\1.2 SHB Safeguarding and Child Protection to a range of other guidance and procedures, including “What to do if you’re worried a child is being abused: advice for practitioners” (2015).

Those working at the school in a full time, permanent capacity would expect to receive training in child protection and safeguarding matters around twice per year (one full training session in September and another focussing on a specific, relevant safeguarding issue). Training emphasises that safeguarding is not just about protecting children from deliberate harm, but also includes issues such as pupils’ health and safety; bullying/cyberbullying; racist, homophobic, transphobic, and sexist abuse; harassment and discrimination; use of physical intervention; meeting the needs of pupils with medical conditions; drug and substance misuse; educational visits; e-safety; issues which may be specific to a local area or population, e.g. gang activity; and school security

Those who work in the school regularly but who are not in frequent contact with children would expect to receive training and an up to date briefing sheet (which reflects Part 1 of “Keeping Children Safe in Education”) at least every two years.

Contractors and those who work irregularly or infrequently in the school receive a briefing sheet on an annual basis.

Education off-site

Schools are responsible for the safeguarding and welfare of pupils educated off-site and we must be confident that safeguarding and child protection procedures are as strong in any off-site provision as they are at Wilson’s School.

Work experience

The school should ensure that any work experience placement provider has policies and procedures in place to protect children from harm.

DBS checks may be required for supervisors of pre-16 work experience:

Paragraph 98 states: "If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, the school or college could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person...among other things, the definition covers regularly supervising children unsupervised, and driving a vehicle for children only".

DBS checks are not required for supervisors of post-16 work experience:

Paragraph 99 of the DfE guidance says: "Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience".

Contractors and outside services

We expect all contractors providing services within the School whose staff have access to school premises to comply with this policy. This expectation must form part of the contract. In particular we require any contractor or organisation delivering a service on behalf of the school to confirm that they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS checks are conducted. Checks are usually only required if a contractor's member of staff will be left unsupervised.

Any organisation using school facilities must comply with the law and government guidance relating to child protection and this is a condition of letting.

Visiting speakers

Visiting speakers are arranged as part of routine assemblies, Activities Days and talks and lectures. These are usually coordinated by senior members of staff. Other visiting speakers must be approved by a member of the senior leadership team.

Although not always possible, it is preferable to invite speakers from an established company, charity or other group whose aims are well-documented (for example Speakers for Schools). The speaker will be expected to talk with staff about the content of the presentation before the event; speakers and staff must allow time for this discussion, whether it is on the day or beforehand.

CHILD PROTECTION PROCEDURES

If concern arises about the welfare of a pupil the following procedure must be followed.

DO NOT DELAY

- Tell the Designated Safeguarding Lead as soon as you can - it may be necessary to interrupt a lesson to do this - do not leave notes in the Designated Safeguarding Lead's pigeonhole as they may not get back to check their post until the end of the day once the child has gone home.
- Early referral, using the WELFARE CONCERN FORM, gives more time to offer help to the pupil and family before the situation becomes severe or serious.
- When the matter is already severe or serious, early referral gives more time for others to protect the pupil.
- The Designated Safeguarding Lead may consult the Children's Social Care in the relevant area.

MAKE WRITTEN NOTES

- At the earliest opportunity make a written record of your concerns – use the child's own words as far as possible and record facts accurately and be clear when you are expressing an opinion and the basis for this - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated.
- All notes must be given to the Designated Safeguarding Lead as soon as possible.

CONCERN FROM SOMETHING THE CHILD SAYS

Listen - do not ask questions or interrogate. Consider interpreting services if English is a second language. Consider using a signer or communication aid if student has special needs.

Remain calm - if you are shocked, upset or angry the pupil will sense this and this could stop them from saying more.

Reassure - the pupil has done nothing wrong - tell them it is alright to talk.

Do not promise to keep it secret - tell the pupil you cannot keep the matter secret and will need to take advice from someone who can help.

REFERRAL PROCESS

The WELFARE CONCERN FORM should be used to record any issues. This should be passed promptly to the Designated Safeguarding Lead by email or on paper. An attempt should be made to find the Designated Safeguarding Lead in person to let him know that the form has been completed.

If a member of staff wishes to make a referral to Social Care or to the Police they should consult the Designated Safeguarding Lead or deputy about how to do this. However, referral must not be delayed (see below). The Multi-Agency Safeguarding Hub (MASH) will be happy to discuss concerns even if you are not sure at that stage whether a referral needs to be made.

Sometimes, it will be more appropriate to use an assessment framework other than the MASH referral form, for example: Early Help Referral, FGM, CSE, or CME.

Individual staff may make a direct referral to social services

In exceptional circumstances, such as in emergency or where there is a genuine concern that

appropriate action has not been taken, staff members can speak directly to children's social care in the borough in which the child lives. A senior member of staff must be made aware that this referral has been made.

REMEMBER

- If in doubt, consult
- Do not ignore concerns, even if these are vague
- Your first responsibility is to the pupil
- If you need help or support to manage your own feelings, this can be provided

CONTACT WITH THE FAMILY

Contact with the family should be discussed with the Designated Safeguarding Lead, who may consult Sutton MASH or the Children's Services department in the borough in which the child lives.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the pupil from harm), the pupil (as appropriate), parent or carer should be informed that the matter must be referred to the Children and Family Social Work Service.

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help but if concerns persist, the Designated Safeguarding Lead will need to refer to MASH and will normally advise the family of this.

In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek immediate advice from the Children and Family Social Work Service before discussing this with the family.

PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to

inform the local authority of the private fostering arrangements.

RECORDING

- All records relating to child welfare concerns will be kept securely. The record will indicate clearly what action has been taken.
- Records of any concerns about pupils must be kept even where there is no need to refer the matter immediately.
- Information from records will only be accessed by staff on a "need to know" basis, for example when a pupil is subject to a Child Protection Plan the Head of Year and form tutor will usually be asked to monitor the pupil's welfare on a daily basis.
- Records relating to the pupil's welfare will be maintained as long as the pupil is a pupil at the school.
- When the pupil leaves the school, the new school will be advised in writing that the school's records contain information about child protection concerns even where these are no longer current. Records should be sent to the new school or FE College in a way that is lawful in terms of the requirements of the Data Protection Act and GDPR.

CONCERN ABOUT A STAFF MEMBER, CARER OR VOLUNTEER

- Clear instruction is provided to all school staff in the Staff Conduct Policy, which includes references to staff/pupil relationship and communications (including the use of social media).
- Allegations or concerns about a member of staff, worker or volunteer must immediately be notified to the Head (or the chair of governors if the concern is about the Head).
- The Head (or chair of governors) will always consult the Local Authority Designated Officer (LADO).
- Following consultation, the Head (or chair of governors) will decide on appropriate action:
 - ❖ immediate referral to the LADO
 - ❖ consideration of disciplinary proceedings
- It is important to bear in mind that although the concern may relate to an individual pupil other pupils may also be at risk;
- The procedures in "Keeping Children Safe in Education" (2018) and the Sutton LSCP Procedure will be followed in such cases;
- When appropriate (*see guidance above*), consideration will be given to referral of a member of staff to the Disclosure and Barring Service (DBS) for consideration of the case.
- If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.

HARM, FROM OR TO, OTHER CHILDREN

- Peer on peer abuse is now covered specifically in Part 5 of Keeping Children Safe in Education and concerns about abuse or harm by other young people should be subject to the same safeguarding procedures as in respect of young people being abused by an adult;
- Professionals responding should be alert to the risk a child may pose to children other than any "current" victim; and
- Young people who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal

offences). In such cases there will usually be a need to refer the alleged perpetrator of harm to the MASH or Children's Services in the borough in which they live.

RADICALISATION

- The Counter Terrorism and Security Act 2015 “places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers ... to have due regard to the need to prevent people from being drawn into terrorism”.
- Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
- Extremism is defined as the holding of extreme political or religious views.
- There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:
 - spending increasing time in the company of other suspected extremists
 - changing their style of dress or personal appearance to accord with the group
 - day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
 - loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
 - possession of materials or symbols associated with an extremist cause
 - attempts to recruit others to the group/cause
 - communications with others that suggests identification with a group, cause or ideology
 - using insulting derogatory names for another group
 - increase in prejudice-related incidents committed by that person, which may include: physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, or condoning or supporting violence towards others
- It is important for us to be vigilant and remain fully informed about radicalisation and extremism issues. Members of staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to refer any concerns through the appropriate channels.
- The school is able to filter and monitor online activity that may be linked to radicalisation or extremism.

REQUESTS FOR ASSISTANCE BY OTHER AGENCIES

- School staff have a legal duty to assist local authority Children’s Social Care or the Police when they are making enquiries about the welfare of pupils;
- Information about a pupil must therefore be shared on a "need to know" basis with other agencies;
- When telephone requests for information are received, **always** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the pupil is on the school roll;

- Always advise the Designated Safeguarding Lead about such requests for information;
- Requests for attendance at meetings about individual pupils (e.g. child protection conferences) should be notified to the Designated Safeguarding Lead, who will arrange preparation of a report and attendance at the meeting;
- Reports should contain information about the child's:
 - ❖ academic progress
 - ❖ attendance
 - ❖ behaviour
 - ❖ relationships with children and adults
 - ❖ family
 - ❖ any other relevant matter
- Reports should be objective, distinguishing between fact, observation, allegation and opinion;
- Unless you specify otherwise, reports will normally be made available to the pupil's family.

PUPILS SUBJECT TO A CHILD PROTECTION PLAN

- The school will be told by the relevant local authority Children's Services department when a pupil is subject to a Child Protection Plan (previously the Child Protection Register) whether by the London Borough of Sutton or another local authority;
- The name of the key social worker must be clearly recorded on the pupil's record;
- The school will participate fully in the work of Core Groups for these pupils to assist with the objectives of the Child Protection Plan for the pupil;
- when a pupil is subject to a Child Protection Plan, the school will report all unexplained absences even if only of a day;
- when a pupil is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- When a pupil who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

ESCALATION

- Occasionally situations arise when workers within one agency feel that the decisions made by a worker from another agency on a child protection or child in need case is not a safe decision.
- In these circumstances resolution should be sought within the shortest timescale possible to ensure that the child is protected. Some disagreements regarding safeguarding decisions will require speedy resolution. In all cases where a professional believes a child to be at imminent risk of harm and another agency disagrees they should refer direct to Sutton Local Safeguarding Children Partnership after consulting with their line manager or named Child Protection Advisor. Where a matter is still unresolved, consideration will be given to referring the matter to the LSCP Chair and appropriate members of the LSCP informed in order to seek multi-agency resolution.
- Within the school staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Under these circumstances, staff should consult the school's Whistleblowing Policy.

GENERAL ISSUES

All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local (LSCP) or national guidance.

Contact Details

Tim Lissimore, Designated Safeguarding Lead: trl@wilsonsschool.sutton.sch.uk

Rachel Atwell, Deputy Designated Safeguarding Lead: rla@wilsonsschool.sutton.sch.uk

Sophia Goodlad, Deputy Designated Safeguarding Lead: sag@wilsonsschool.sutton.sch.uk

If the DSL or one of his deputies is not available, members of staff should speak to a member of SLT and/or take advice from children's social care.

The Sutton Multi-Agency Safeguarding Hub (**MASH**): 020 8649 0418/0420 (referrals and advice).

Sutton Children and Families Emergency Duty Social Work Team: 020 8770 5000.

Local Authority Designated Officer (**LADO**): 020 8770 4258 (for any allegations against staff).

LBS Education, Safeguarding Children Adviser, Training and Development Officer: 020 8288 5676

LBS Schools ICT E-safety Adviser: 020 288 5689

LBS Children and Families, Referral and Assessment Service (RAS) - 020 8770 4343/4263

OFSTED contact centre: 0300 123 1231

NSPCC helpline: 020 8253 1850

Sutton Police Station: 0191 296 3242

SAFEGUARDING PROCEDURE RELATING TO ADULT VISITORS

All employees must follow this procedure if they invite or receive visitors over the age of 18 who are not current members of the school (or parents of current pupils). This includes old boys (even recent old boys), family members, friends and former colleagues. This procedure also applies to adults who participate in or accompany school trips.

Summary

If your visitor will have no planned access to children and will be accompanied by a member of staff at all times during the visit, **you don't need to fill in a visitor's form**; just sign in and sign out at Reception, ensure your visitor wears a Visitor's Badge and is accompanied throughout the visit.

If your visitor will have no planned access to children but will not be accompanied by you or a member of staff at all times the Visitor's Form must be completed and a risk assessment must be completed and signed by the Head. You must speak to Mr Lissimore or Mrs Lowe in advance of the visit.

If your visitor will have planned and supervised access to children (i.e. accompanied by a member of staff at all times), you need to fill in the Visitor's Form (see page 12). If your visitor is going to be in the school on a regular basis, consideration should be given to whether the additional safeguarding procedure outlined below would be appropriate and they should be given a briefing by the Designated Safeguarding Lead.

If your visitor will have unsupervised access to children, an additional safeguarding procedure must take place (they must possess a DBS Certificate and must be entered on the SCR in advance and a risk assessment must be completed and signed by the Head). This must take place before the visit commences. You are advised to speak to Mr Lissimore or Mrs Lowe. Any visitor who will have unsupervised access to children **must** receive child protection training from the Designated Safeguarding Lead or his nominated alternative.

Ofsted inspectors do not need to be entered on the SCR in advance and no risk assessment needs to take place. OFSTED Inspectors carry their official ID badges and these should be checked. Where there are concerns over identity, schools can contact Ofsted's National Business Unit on 0300 123 4234

Aim

The aim of the procedure is not to limit activities in which visitors to the school should be engaged, but rather to ensure that the safeguarding implications of such visits have been carefully thought through.

Clearly most of the people we invite to the school are people we know and trust. We should continue to make them welcome. They will understand the need for procedures to keep children safe.

The sad experiences which have led to a heightening of awareness regarding safeguarding show that those who wish to harm children can be very devious and creative in the means by which they gain access to children. The first thing they will do is test how rigorous the school is in limiting access to students. If they find that they can enter and walk around the school without challenge, then the school is putting children at risk. Therefore we need to know who each and every adult is in the school at any time and to have considered the implications of their visit for children's safety.



VISITOR FORM

If your visitor will have no planned access to children and will be accompanied by a member of staff at all times during the visit, you don't need to complete a visitor form.

Name of visitor/s:
Date and time of visit:
Who is responsible for visitor/s during the visit?

<p>1. Will the person/s have unsupervised access to children at any time?</p> <p>YES Sign and submit this form to the Finance Office. We must undertake all safer recruitment processes and enter the person on the Single Central Record.</p> <p>NO Go to question 2.</p> <p>2. Will the person be supervised/accompanied by a school employee or warden at all times?</p> <p>YES There is no need to complete this form.</p> <p>NO Sign and submit this form to the Finance Office <u>and see Mr Lissimore or Mrs Lowe regarding a risk assessment.</u></p>

Name of member of staff completing form:
Signature: _____ Date: _____