

The Wandsworth Federation of Maintained Nursery Schools



Safeguarding Policy and Procedure

This policy was adopted by the Governing Body on 6 December 2022

This policy is due for review Autumn Term 2023.

Signed: [Signature] (Chair of Governors)

Dated: 6/12/22

Signed: [Signature] (Executive Headteacher)

Dated: 6.12.22 Review Date: Autumn 2023

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Out of Hours (OOH) Service, evenings, weekends, and bank holidays		020 8871 6000
Multi Agency Referral Form (MARF)		https://wandsworth-self.achieveservice.com/service/Make a Referral to the Wandsworth MASH
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Wandsworth Family Information Service (FIS)		https://www.wandsworth.gov.uk/fis
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TPD	Training & Professional Development Online	https://www.tpd.org.uk/ https://www.tpd.org.uk/cpd/portal.asp
DFE Helpline	DFE	For non-emergency advice: contact DfE dedicated helpline counter.extremism@education.gov.uk 020 7340 7264
Report suspected extremism online		https://www.gov.uk/report-suspicious-activity-to-mi5
Report terrorist activity online		https://www.gov.uk/report-terrorism
NSPCC	NSPCC	<u>Reporting child abuse and neglect NSPCC :</u> online reporting 24 hours day 0808 800 5000 (Telephone: Monday to Friday 8am – 10pm or 9am – 6pm at the weekends.)

Female Genital Mutilation FGM	Police	<p>www.gov.uk/contact-police</p> <p>Metropolitan Police Service</p> <p>Project Azure Partnership Team: 020 7161 2888</p> <p>NSPCC FGM free phone helpline: 0800 028 3550 [information may be passed anonymously]</p>
Whistleblowing		<p>NSPCC helpline: 0800 028 0285 (8am-8pm Mon-Fri)</p> <p>help@nspcc.org.uk</p>
Homelessness		<p>Housing Wandsworth Local Authority</p> <p>https://www.wandsworth.gov.uk/housing/</p>

School Record of Safeguarding Training:

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training (Due every year)	1 September 2022	September 2023
Senior Designated Safeguarding Lead (DSL) (Due every year)	22 September 2022	September 2023
Deputy Senior DSL (Due every year)	November 2022 (TBC)	September- November 2023
Whole School Staff Refresher/updates (Annual)		
Safer Recruitment Training	As required by the schools	Refresher as required
Governor Training	Autumn Term 2022	Autumn Term 2023
Annual DSL Prevent Training Update (for DSLs to disseminate to ALL staff)	September 2022	September 2023

Contents:

Safeguarding Policy:		Pg.
1	Introduction	9
2	Our Ethos	9
3	Scope	9
4	Legal Framework	10
5	Roles and Responsibilities	10-13
6	Supporting Children	13-15
7	Safeguarding Procedure	15
8	Dealing with a Disclosure / Role of an Appropriate Adult	15-16
9	Record Keeping / Discussing Concerns with the Family	16
10	Safer Workforce and Managing Allegations	17
11	Staff induction, training, and development	19
12	Confidentiality, consent, and information sharing	20
13	Inter-agency working	20
14	Contractors, Service and Activity Providers and Work Placement Providers	21
15	Whistleblowing and complaints	21
16	Site Security	21
17	Quality Assurance	22
18	Policy Review	22

Safeguarding Policy:

1. INTRODUCTION:

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

2 OUR ETHOS:

- 2.1 We believe that the Wandsworth Federation of Maintained Nursery Schools should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child; enabling all children to thrive.
- 2.2 We recognise the importance of providing an environment within our schools that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children
- 2.3 We recognise that all adults within the schools, including permanent, supply staff, temporary staff, volunteers, parents, and governors, have a full and active part to play in protecting our children from harm.

- 2.4 We will work pro-actively with parents to build a solid understanding of our schools' responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3 SCOPE

- 3.1 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEND it is up to 25 years of age.
- 3.2 This policy applies to all members of staff in our school/setting, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

4 THE LEGAL FRAMEWORK

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

Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018:
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

All procedures can be found on the Wandsworth Safeguarding Children Partnership website:

[Home - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](http://wscp.org.uk)

5 ROLES AND RESPONSIBILITIES

- 5.1 Keeping Children Safe in Education (KCSIE) remained in force throughout the response to coronavirus (COVID-19). Guidance on [keeping children safe in education](#) continues to support the response to a pandemic if needed.
- 5.2 The Federation Designated Safeguarding Lead is Emma Williams. The Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Joanna Henley @Balham Nursery, Lisa Noel @Eastwood Nursery, Wendy Thrussell @Eastwood Day Nursery and Kellie Schrader @Somerset Nursery. We have a deputy designated safeguarding leads, Laura Miles and Bryanna Patterson @Balham Nursery, Ann Fox and Bryanna Patterson @Eastwood Nursery Loren Kennedy-Cobb @Eastwood Day Nursery, and Rachel Rollerson, Harriet Page and Russell Howard @Somerset Nursery to ensure there is always appropriate cover for this role. The responsibilities of all Designated Safeguarding Lead are described in detail Appendix A.

The Designated Safeguarding Lead will be on each of our schools' leadership team and their role of Designated Safeguarding Lead (and the deputy) will be explicit in their job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. (KCSIE, 2022 para 103).
- 5.3 The school has a nominated governor – Melanie Pollett @Balham Nursery, Adam Ockelford @Eastwood Nursery and Helen Tovey @Somerset Nursery responsible for safeguarding to champion good practice, to liaise with the Executive/Deputy Headteachers and to provide information and reports to the governing body.
- 5.4 The case manager for dealing with allegations of abuse made against school staff members is the Executive Headteacher. The case manager for dealing with allegations against the Executive Headteacher is the chair of governors – Adam Ockelford. The procedure for managing allegations is detailed in Appendix Document (Page 25).
- 5.5 The Executive Headteacher will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children go [missing from education](#).
- 5.6 The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the Federation schools' ethos and reflected in the schools' day-to-day practice.
- 5.7 All staff members, governors, volunteers, and external providers know how to recognise signs and symptoms of abuse, how to respond to children who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via child-on-child abuse. This may include, but not limited to bullying (including

cyber bullying), gender-based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour, and sexting. Staff should recognise that children are capable of abusing their peers.

- 5.8 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools, colleges and educational settings is here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

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

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

<https://www.gov.uk/government/consultations/human-rights-act-reform-a-modern-bill-of-rights/outcome/human-rights-act-reform-a-modern-bill-of-rights-consultation-response> ,

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

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

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

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

The guidance covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment.

Children may not feel ready to, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a professional curiosity and speaking to the DSL (or Deputy DSL).

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with the schools' child protection policies. Victims of harm should be supported by the school's pastoral system, and their wishes and feelings considered and that the law on child-on-child abuse is there to protect them, not criminalise them.

A bespoke helpline for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

- 5.9 There is a Digital Safety policy, which covers the use of mobile phones, cameras, and other digital recording devices e.g., i-Pads. For online safety, there is within the policy support about children accessing the internet whilst they are at school using data on their phones (3G or 4G networks). The policy reinforces the importance of online safety, including making parents aware of what our schools' ask children to do online (e.g., sites they need to visit or who they'll be interacting with online). As our children on roll are under 5 years old, we would be expecting parents/carers to be with their child to support any online activity.

Governing bodies are doing all that they reasonably can to limit children's exposure to the risks from the school's or college's IT system and ensure the school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness.

The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The Home Learning Plan for remote/home learning that demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. The schools maintains the capability to provide home learning opportunities when it is not possible for some or all their children to attend in person.

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

6 SUPPORTING CHILDREN

- 6.1 We recognise that children who are abused or witness violence (Domestic Abuse) are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. We also recognise children who witness domestic abuse are victims, that witnessing domestic abuse can have a lasting impact on children, and that children can be victims in their own relationships too <https://www.gov.uk/guidance/domestic-abuse-how-to-get-help> They may feel helpless, humiliated and some sense of blame. Our schools may be the only stable, secure, and predictable element in their lives.
- 6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.3 **Our schools will support all children by:**
- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE and other curriculum contexts, children are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice.

- providing children with a range of appropriate adults to approach if they are in difficulties; and ensuring that children are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'.
- supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly.
- liaising and working together with other support services and those agencies involved in safeguarding children, including domestic abuse <https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>
- ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, peep-on-peer abuse, 'sexting' and the displaying of 'Harmful Sexualised Behaviour'; <https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/>
- The schools will consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each child knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred; The Positive Behaviour Policy is located in the Schools' office.
- The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- Clear procedures are in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment - these procedures are easily understood and easily accessible. Children who have experienced sexual violence can display a wide range of responses, so the school will remain alert to the possible challenges of detecting those signs and show sensitivity to their needs
- playing a crucial role in preventative education and preparing children for life in modern Britain. There is a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by the schools' behaviour policy, pastoral support system with an age appropriate planned programme delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment
- acknowledging the importance of 'contextual safeguarding', <https://contextualsafeguarding.org.uk/> which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare. ([Working Together to Safeguard Children 2018](#) and [KCSIE September 2022](#)).
- Liaising with a range of Early Help agencies that support the child such as Health Services, Wandsworth Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services, and the Educational Psychology Service.
<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

- Ensuring that, when a child who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within two weeks and that the child's Social Worker is informed that the child has moved.
- Alert the authority if it is aware of any child being care for under a Private Fostering arrangement (<https://fis.wandsworth.gov.uk/>). On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- Acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. It is important that all agencies work together, and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.
- Applying disciplinary measures such as restraint or isolation in response to incidents involving children with special educational needs and disabilities (SEND), by considering the risks carefully, given the additional vulnerability of the group.
- Recognising that to safeguard a child, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

7 SAFEGUARDING PROCEDURE

- 7.1 We have developed a structured procedure in line with *Wandsworth Safeguarding Children Partnership* which will be followed by all members of each school's community in cases of suspected abuse. This is detailed in Appendix Document (page 23).
- 7.2 In line with the procedures, the Multi Agency Safeguarding Hub will be contacted as soon as there is a significant concern: (See Key Contacts for further details)
- 7.3 The name of the Designated Safeguarding Lead will be clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our schools' websites and by referring to them in our introductory school materials.
- 7.5 We will use the NSPCC- [When to call the police](#) to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

8 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

- 8.1 If a child discloses that he or she has been abused in some way, the member of staff or volunteer should consider ways to:

Receive - Listen actively, open body language, accept, non-judgmental. Use TELL (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in the school / setting

Record - Vital to stick to the facts, no opinions – Think about When? Where? Who? What?

Review – Take responsibility to follow up any referral (via your DSL)

In addition:

- Inform the Designated Safeguarding Lead (or Deputy DSL) without delay and follow safeguarding process.
- Complete the Safeguarding incident/record of concern form and pass it to the DSL.

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

The role of an Appropriate Adult in Safeguarding:

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

The role of AA is not restricted to specific individuals, in relation to children and young people under the age of 18, PACE guidance sets out that the AA can be: the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.

<https://safeguarding.network/content/safeguarding-and-the-role-of-the-appropriate-adult/>

RECORD KEEPING

- 8.2 All concerns, discussions and decisions made and the reasons for those decisions **must** be recorded. Our schools have a Record of Concern form and all staff are aware that this should be completed, signed and dated as soon as possible. Completion of the Record of Concern should not hinder reporting any concern verbally to the DSL/DDSL in the first instance if necessary. The form is to be used to capture the child's voice and their daily lived experience.

- 8.3 We will continue to support any child leaving the schools about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the child's new school as a matter of priority.
- 8.4 Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. ([Keeping Children Safe in Education 2022](#))

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

- 9.1 In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
- 9.2 If you make a decision not to discuss your concerns with the child's parents or carers, this must be recorded in the child's Safeguarding file with a full explanation for your decision and the reason for this decision.
- 9.3 It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child centred (See Appendix document) to capture the child's lived experience and their own words when possible.
- 9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.
- 9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the MASH or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 9.6 If concerns have arisen because of information given by a child, it is important to reassure the child but not to promise confidentiality.
- 9.7 It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to the MASH, unless you consider that this would place the child at increased risk of significant harm.
- 9.8 You do not need the parents' consent to make a referral if you consider the child needs protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to the MASH.
- 9.9 If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.
- 9.10 When you make your referral, you should agree with the MASH what the child and parents will be told, by whom and when. The school as a relevant agency, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.

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

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

Outside of these hours Tel: 020 8871 6000

Email: Mash@wandsworth.gov.uk

In an emergency always call police on 999.

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

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

[Make a referral to the Multi-Agency Safeguarding Hub \(MASH\) - Wandsworth Borough Council](#)

10 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS (This procedure is detailed in Appendix document)

- 10.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2022](#). In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

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

Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication Teacher misconduct: the prohibition of teachers. It can be found here:

<https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>

- 10.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our schools. See Appendix document, for information on Single Central Record (SCR). The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school.
- 10.3 Every job description and person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. The schools' websites will echo this if a vacancy arises. The schools will consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online.
- 10.4 We will ensure that at least one member of every interview panel has completed safer recruitment training within the last 5 years.
- 10.5 We have a procedure in place to manage allegations against members of staff, supply staff and volunteers (and to respond to low level concerns) in line with WSCP procedures here:

allegation against professional procedures. We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed. [Allegations against staff and volunteers who work with children - Wandsworth Borough Council.](#)

- 10.6 Supply teachers – we will consider all allegations against an individual not directly employed by, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency) and ensure allegations are dealt with properly and communication with supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation.
- 10.7 There is an agreed staff behaviour policy (sometimes called the code of conduct) which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/pupil relationships, low level concerns and communications including the use of social media. The staff Code of Conduct is available on the Wandsworth Services for Schools – HR Section – website.
- 10.8. For agency and third-party supply staff, schools and colleges must also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

Further Guidance from Feb 2022 can be accessed:

<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital>

11 STAFF INDUCTION, TRAINING AND DEVELOPMENT

- 11.1 All new members of staff, including newly qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges and other related policies. All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, "[Working Together to Safeguard Children](#)." July 2018
- 11.2 The induction will be proportionate to staff members' and governors' roles and responsibilities
- 11.3 All Designated Safeguarding Leads (DSLs) will undergo updated DSL safeguarding training every year. DSLs should undertake Prevent awareness training and disseminate the training to all staff annually.
- 11.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and at least every three years. *All governors must undergo governor specific awareness training to equip governors with the knowledge to provide strategic challenge, so they are assured safeguarding policies/procedures are effective and deliver a robust whole-school approach to safeguarding. This training should be regularly updated.* All staff will have access to WSCP multi-agency safeguarding training and e-learning. [Training -](#)

Wandsworth Safeguarding Children Partnership (wscp.org.uk) and <https://tpd.org.uk/cpd/portal.asp>

- 11.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g., completing relevant and appropriate online courses.
- 11.6 The nominated governors for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years. All governors will receive appropriate safeguarding training annually.
- 11.7 We will ensure that staff members provided by other agencies and third parties, e.g., supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
- 11.8 The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from Child Safeguarding Practice Reviews (CSPR's) in line with Working Together 2018. These will occur annually or more frequently when necessary.
Learning from Child Safeguarding Practice Reviews - Wandsworth Safeguarding Children Partnership (wscp.org.uk)
- 11.9 The school will maintain accurate and up to date records of staff induction and training.

12 CONFIDENTIALITY, CONSENT, AND INFORMATION SHARING

- 12.1 We recognise that all matters relating to Safeguarding are confidential.
- 12.2 The Executive Headteacher or the Designated Safeguarding Lead will disclose any information about a child to other members of staff on a need-to-know basis only
- 12.3 All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.
- 12.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- 12.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.
- 12.7 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment, and allocation of appropriate service provision- the right support at the right time .

https://wscp.org.uk/media/1448/london_multi-agency_safeguarding_data_sharing_agreement.pdf supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General

Data Protection Regulation (GDPR). The following link supports schools' staff further;
<https://blog.insidegovernment.co.uk/schools/information-sharing-the-seven-golden-rules-to-follow> If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
 (KCSIE 2022)

13 INTER-AGENCY WORKING

- 13.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police, and Children's Social Care. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. For more information on Early Help click: [Early Help Practitioners' Hub | Wandsworth Family Information Service](#)
- 13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
- 13.3 We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and file audits as and when required to do so by the Wandsworth Safeguarding Children Partnership. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

14 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

- 14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.
- 14.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2022*. If assurance is not obtained, permission to work with our children or use our schools' premises may be refused.
- 14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

15 WHISTLE-BLOWING AND COMPLAINTS

- 15.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. The schools' Whistle Blowing policy is located on the Wandsworth Services for Schools website.

Whistleblowing: guidance and code of practice for employers is located:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/415175/bis-15-200-whistleblowing-guidance-for-employers-and-code-of-practice.pdf

Whistleblowing Advice Line is available for all worker - 0800 028 0285

- Email help@nspcc.org.uk

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

16 SITE SECURITY

- 16.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.
- 16.2 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.
- 16.3 The schools will not accept the behaviour of any individual, parent, or anyone else, that threatens school security or leads others, child, or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

17 QUALITY ASSURANCE

- 17.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.
 - 17.2 We will complete an audit of the school's safeguarding arrangements at frequencies specified by the Wandsworth Safeguarding Children Partnership and using the Section 175 online audit tool provided by them for this purpose. More information including how to register for the audit: [LADO \(Local Authority Designated Officer\) | Wandsworth Family Information Service](#) or [Home - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](#)
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- 17.3 The school's senior management and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

18 POLICY REVIEW

- 18.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle
- 18.2 The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures
- 18.3 Additional updates to the safeguarding policy and appendix will take place when needed.