




## Balham Nursery School

### Safeguarding Policy and Procedure

This policy was adopted by the Governing Body October 2023

This policy is due for review Autumn Term 2024

Signed.......... (Chair of Governors)  
 Dated..... 17/10/23 .....

Signed.......... (Executive Head Teacher)  
 Dated..... 17/10/23 .....

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Police		999 for emergencies and 101 for non-emergencies
Wandsworth Family Information Service Thrive		<a href="#">Family Information Service</a> <a href="mailto:thrivewandsworth@richmondandwandsworth.gov.uk">thrivewandsworth@richmondandwandsworth.gov.uk</a> Helpline - 9am to 5pm, Monday to Friday: 020 8871 7899
Wandsworth Support		<a href="#">Wandsworth - Community Safety — Domestic Abuse</a> <a href="#">One Stop Shop</a> <a href="#">Hestia</a>
Crimestoppers free phone		0800 555 111 [information may be passed anonymously]
TPD (Training & Professional Development)	Training & Professional Development Online	<a href="https://www.tpd.org.uk/">https://www.tpd.org.uk/</a> <a href="https://www.tpd.org.uk/cpd/portal.asp">https://www.tpd.org.uk/cpd/portal.asp</a>

DFE (Department for Education) Helpline	DFE	For non-emergency advice: contact DfE (Department for Education)
Report suspected extremism online		<a href="https://www.gov.uk/report-suspicious-activity-to-mi5">https://www.gov.uk/report-suspicious-activity-to-mi5</a>

Report terrorist activity online		<a href="https://www.gov.uk/report-terrorism">https://www.gov.uk/report-terrorism</a>
NSPCC (National Society for the Prevention of Cruelty to Children)	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	<u><a href="http://www.gov.uk/contact-police">www.gov.uk/contact-police</a></u> Metropolitan Police Service Project Azure Partnership Team: 020 7161 2888 NSPCC FGM free phone helpline: 0800 028 3550 [information may be passed anonymously] <u>GOV UK FGM: resource pack</u> (Includes free e-
Whistleblowing		NSPCC helpline: 0800 028 0285 (8am-8pm Mon-Fri) <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Homelessness		Housing Wandsworth Local Authority <a href="https://www.wandsworth.gov.uk/housing/">https://www.wandsworth.gov.uk/housing/</a>

**School Record of Safeguarding Training:**

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training (Due annual)	4 <sup>th</sup> September 2023	September 2024

Senior Designated Safeguarding Lead (DSL) (Due every <u>TWO</u> years)	25 September 2023	September 2024
Deputy Senior DSL (Due every <u>TWO</u> years)	October 2023 (TBC)	September/November 2024
Whole School Staff Refresher/updates (Annual)	September 2023	September 2024
Safer Recruitment Training (Due every <u>THREE</u> years)	As required by the schools	Refresher as required
Governor Training (Due annual)	Autumn Term 2023	Autumn Term 2024
Annual DSL Prevent Training Update (for DSLs to disseminate to ALL staff)	September 2023	September 2024

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## Safeguarding Policy:

### 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 school 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 pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested. Home - Wandsworth Safeguarding Children Partnership (wscp.org.uk)
- 1.3. Our school is a community and all those directly connected, staff members, governors, parents, families, and pupils, have an essential role to play in making it safe and secure for all.
- 1.4 This procedure document provides the basis for good safeguarding practice within the school which should be followed by all. It should be read in conjunction with the Wandsworth Safeguarding Childrens Partnership' safeguarding Policies and Procedures Policies and procedures - Wandsworth Safeguarding Children Partnership (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 school 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 school, including permanent, supply staff, temporary staff, volunteers, parents, and governors, have a full and active part to play in:  
Protecting children from maltreatment  
Preventing the 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, and  
Taking action to enable all children to have the best outcomes. protecting our pupils from harm.
- 2.4 We will work pro-actively with parents to build a solid understanding of the school's 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 SEN (Special Educational Needs) it is up to 25 years of age.

- 3.2 This policy applies to all members of staff in our school, 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 school 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](#)

[Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2023](#)

All procedures can be found on the Wandsworth Safeguarding Children Partnership website: [Home - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](#)

#### 5 ROLES AND RESPONSIBILITIES

- 5.1 Keeping Children Safe in Education (KCSIE) remained in force throughout the response to coronavirus (COVID-19). Guidance within Keeping Children Safe in Education should continue to support the response to a pandemic if needed.
- 5.2 The Federation Designated Safeguarding Lead is Kate McKeever. The Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Ruth Mercer and Anne Kibuuka @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 Joanna Henley @Balham Nursery, Ann Fox @Eastwood Nursery Loren Kennedy-Cobb @Eastwood Day Nursery, and Rachel Rollerson, 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 on Appendix A of this policy ( Pages 3-6).

The Designated Safeguarding Lead will be on our school's 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, 2023 para 103-106 & Annex C).

- 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 head teacher and to ensure information and reports are provided to the governing body.
- 5.4 The case manager for dealing with allegations of abuse made against school staff members is the executive Head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors- Adam Ockelford The procedure for managing allegations is detailed in Appendix C of this Document (Section 9 /Pages 16-17)
- 5.5 The head teacher or proprietor 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 are missing from education. Please see the DfE document Children Missing Education- Statutory guidance for local authorities.
- 5.6 The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's 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 pupils 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 is 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 can abuse 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, embedded in Part 5 of Keeping Children Safe in Education 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 outlined in Part 5 of Keeping Children Safe in Education 2023, Page 105135/ Paragraph 446-558.

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 your school provide a safe space for these children to speak out and share their concerns with members of staff. Pupils are protected from up skirting, bullying (+

cyber), homophobic, biphobic 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.

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 appropriate safeguarding leads 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.

Our school acknowledges 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.

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

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

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](mailto:help@nspcc.org.uk). This is 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.

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 your school ask children to do online (e.g. sites they need to visit or who they will be interacting with online)

Governing bodies and proprietors will also do all they reasonably can, in order 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.

All staff will receive on-line safety training as part of the ongoing safeguarding offer, which, amongst other things, will include an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. This training offer will be covered as part of induction. Alongside our Governing Body we will review the DfE Filtering and Monitoring Standards which can be found in the document Meeting Digital Technology Standards in Schools and Colleges (last updated March 2023) and discuss with IT staff and service providers what more needs to be done to meet all the standards in our setting. (See KCSIE 2023 para 141 for further information)

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 policy for remote learning demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. The school maintains the capability to provide remote education when it is not possible for some or all of our pupils to attend in person. Refer to [Providing remote education: guidance for schools](#) (last updated Feb 2023) (All IT policies are located in the Policies folder in Reception areas/staffrooms)

## 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, please refer to the Government guidance [Domestic Abuse: how to get help](#). They may feel helpless, humiliated and in some situations blame themselves. Our school may be the only stable, secure, and predictable element in their lives. It is essential that indicators are identified and responded to well, all members of staff will be clear of the procedures to follow in reporting, recording, and referring any concerns.

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 school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RSHE (Relationship, Sex and Health Education) and other curriculum contexts, pupils 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 pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils 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; (The anti-bullying policy and The Behaviour Policy is located in the Policies folder in Reception areas/staffrooms)
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of modern technologies and social media and to use these responsibly; plus, [Relationship, Sex and Health Education \(RSHE\)](#) requirements as outlined in Government Guidance.
  - liaising and working together with other support services and those agencies involved in safeguarding children; including the impact of domestic abuse. [Domestic Abuse — Statutory Guidance July 2022](#) ➤ 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'. (See [Centre of Expertise on Child Sexual Abuse](#))

- considering 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 pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred; (The behaviour policy is located in the Policies folder in Reception areas/staffrooms)
- ensuring the behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- having clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment, which are easily understood and easily accessible. Ensuring that training covers an understanding that children who have or who are experiencing sexual violence can display a wide range of behaviours, that it is important to remain alert to the possible challenges of detecting those signs and that sensitivity to their needs is consistently applied.
- playing a crucial role in preventative education and preparing pupils for life in modern Britain. We will embed a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment. This will be underpinned by the school's behaviour policy, pastoral support system and a planned programme of RSHE 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 July 2018 and Keeping Children Safe in Education 2023.)
- liaising with a range of Early Help agencies that support our pupils needs 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. (See PHE & DfE Promoting Children and Young People's Mental Health and Wellbeing — a whole school approach)
- ensuring that, when a pupil who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within FIVE DAYS as is the expectation for all in year leavers and that the child's Social Worker is aware that the child is planning to move and is informed when they have left the school;
- alerting the authority if it is aware of any child being looked after under a Private Fostering arrangement and ensuring that 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 (Child that is Looked After)) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to ensure that CLA and children who were previously looked after are kept safe. Our setting will ensure that all agencies will work together, and prompt action will be taken in response to any safeguarding concerns, especially for children, who are a particularly vulnerable group;
- carefully considering the risks of carrying out physical restraint within our setting, ensuring key staff members are appropriately trained and our restraint policy is understood and consistently applied.
- ensuring that sanctions applied due to behaviour incidents involving children with special educational needs and disabilities (SEND), are appropriate and the additional vulnerability

of the group is considered. See guidance: [Reducing the Need for Restraint and Restrictive Intervention — June 2019](#)

- recognising that to safeguard a pupil, 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. See guidance: [Use of Reasonable Force in Schools — July 2013](#) (current consultation being carried out)

## 7 SAFEGUARDING PROCEDURE

- 7.1 We will follow a structured procedure in line with Wandsworth Safeguarding Children Partnership in cases of suspected abuse; this process reflects the flow diagram found in Part One of Keeping Children Safe in Education 2023 (Page 22) and can be found in the Appendix of this document on page 27.
- 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 website and by referring to them in our introductory school materials.
- 7.5 We will refer to the NSPCC- [Reporting Abuse](#) to provide additional information for designated safeguarding leads and safeguarding teams when reporting abuse, harm, exploitation, neglect, or possible crimes.

## 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, nonjudgmental. Use TED (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 without delay and follow safeguarding process.
- Complete the Safeguarding incident/welfare 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 within the following Government Guidance: [What to do if you're worried a child is being abused — Advice for practitioners](#)

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. Please see the Safeguarding Network information '[Safeguarding and the role of the appropriate adult](#)' and note that the Working with Others section of Annex C — Role of the Designated Safeguarding Lead within Keeping Children Safe in Education 2023 includes DSL's "being aware of the requirement for children to have an Appropriate Adult" and signposts DSLs to further information which can be found in the Statutory guidance - [PACE Code C 2019](#).

## RECORD KEEPING

8.2 All concerns, discussions and decisions made and the reasons for those decisions will 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 pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

As outlined in Annex C of KCSIE 2023 on Page 167:

"Where children leave the school or college (including 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, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. 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 special educational needs co-ordinators (SENO's) or the named person with oversight for SEND in colleges, are aware as required."

8.4 Our school will have at least two emergency contacts for every child in our 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 2023](#))

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



- 9.1 In general, we will always discuss any concerns we may have with the child's parents. They need to know that we are worried about their child. However, concerns will not be discussed if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
- 9.2 If a decision is made not to discuss concerns with the child's parents or carers, this will be recorded in the child's Safeguarding records with a full explanation of the reason for this decision.
- 9.3 We value the importance of recording and considering 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 ensuring that actions remain child-centred and captures the child's lived experience through their own words when possible.
- 9.4 When talking to children, we will take account of their age, understanding and preferred first language, which may not be English. It is also important that we consider how a SEND child may need support in communicating.
- 9.5 We acknowledge that how we talk to a child will also depend on the substance and seriousness of the concerns and that we 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 shared by a child, we will ensure that the child is reassured but understand that confidentiality cannot be promised.
- 9.7 It is expected that concerns will be discussed with the parents and their agreement to make a referral to the MASH sought, unless it is considered that this would place the child at increased risk of significant harm.
- 9.8 It is noted that the parents' consent is not needed to make a referral if it is considered that the child is in need of protection, parents will be made aware of which organisation made the referral, through the process. If parents refuse to give consent to a referral but we decide to continue, we will make this clear to the MASH.
- 9.9 If it is decided to refer the child without the parents' consent, this will be recorded with a full explanation of the decision.
- 9.10 When a referral has been made, it should be agreed 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](mailto: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 Wandsworth MASH https://wandsworth-self.achieveservice.com/service/Make a Referral to the Wandsworth MASH](https://wandsworth-self.achieveservice.com/service/Make a Referral to the Wandsworth MASH)

## 10 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

(The procedure for managing allegations is detailed in Appendix C of this document (Section 9 /Pages 16-17)

- 10.1 We will prevent people who pose a risk to children from working in our school by having in place robust safer recruitment procedures which are followed and 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 2023. In addition to obtaining the DBS (Disclosure and Barring Service) 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 which can be found using the following link: <https://teacherservices.education.gov.uk/>

Prohibition orders are described in the National College for Teaching and Leadership's (NCTL -National College for Teaching and Leadership) publication: Teacher misconduct: the prohibition of teachers February 2022.

- 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 school. See Appendix C of this document (Section 15 / page 25-26), 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 and Governors. The Single Central Record is located online and a printed copy is kept in the school's safe,
- 10.3 Every job description, person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. The school website will echo this if a vacancy arises . In line with guidance included within Keeping Children Safe in Education 2023 and reflecting good safer recruitment practice the school 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 3 years and that those members of staff who are safer recruitment trained refresh their knowledge every one to three 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) which are in line with the Wandsworth Safeguarding Children Partnership procedures and the expectations as outlined in Part 4 of Keeping Children Safe in Education - Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors. We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed.
- 10.6 Supply teachers — we will consider all allegations against an individual not directly employed by the school, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency). We will ensure allegations are dealt with properly and communication with the supply agency and Local Authority Designated Officer (L-ADO) is continued throughout the investigation.

- 10.7 We have an agreed staff behaviour policy in place (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 We will ensure that written confirmation is received for agency and third-party supply staff from the employment business supplying members of supply staff showing that the relevant checks have been carried out and the appropriate certificates have been obtained. We will expect this written confirmation to include the date that these confirmations were received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

Further Guidance can be accessed through the Safer Recruitment Consortium document: Guidance for safer working practice for those working with children and young people in education settings - February 2022

## 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, online safety (including their roles and responsibilities around filtering and monitoring systems within our setting) 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 and regular safeguarding and child protection training at induction and during their tenure as Governors, this should include online safety training which covers roles and responsibilities around filtering and monitoring systems. 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 two years. DSLs should undertake Prevent awareness training and disseminate an understanding of the Prevent Duty through the annual training programme that they deliver to staff each academic year.
- 11.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and takes place annually. 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 wholeschool approach to safeguarding. This training should be regularly updated. All staff will have access to WSCP (Wandsworth Safeguarding Children Partnership) multi-agency safeguarding training and e-learning. Training - Wandsworth Safeguarding Children Partnership ([wscp.org.uk](http://wscp.org.uk))
- 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 governor 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 wholeschool training if it takes place during their period of work for the school.
- 11.8 The Designated Safeguarding Lead will provide safeguarding briefings at key meetings during the school year to ensure a continuous focus on safeguarding. The Designated Safeguarding Lead will also brief school staff on any changes to safeguarding legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPR's) in line with Working Together 2018. These will occur annually or more frequently when necessary. Please refer to: [Learning from Child Safeguarding Practice Reviews - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](http://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 head teacher or the Designated Safeguarding Lead will disclose any information about a pupil 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 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. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who need to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations regarding the Data Protection Act 2018 and General Data Protection Regulation (GDPR). 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 safeguard and promote the welfare of children. (KCSIE 2023 - Pg 17, Paragraph 57)

## 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, core groups, CIN meetings, PEP (Personal Education Plan) meetings, TAC & TAF meetings. We will ensure that thoughtful and up to date information is provided and considered in relation to 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, 2023](#). If assurance is not obtained, permission to work with our children or use our school 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.
- 14.5 Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation w

#### 15 ORGANISATIONS OR INDIVIDUALS USING SCHOOL PREMISES

- 15.1 We will ensure that when our premises are used by organisations or individuals outside of the school day that all reasonable steps are taken, as required by law, to ensure the safety of the children and to protect them from harm. We will ensure that providers, their staff, and volunteers have a duty of care toward the children who attend. The guidance on [Keeping children safe in out-of-school settings —April 2022](#) details the safeguarding arrangements that schools and colleges should expect these providers to have in place.
- 15.2 We will follow our safeguarding policies and procedures, as with any safeguarding allegation, including informing the LADO, if we receive an allegation relating to an incident that has happened when an individual or organisation has used our school premises for the purposes of running activities for children. This will cover any community group, sports associations, or service provider that runs extra-curricular activities on our school site.

#### 16 WHISTLE-BLOWING AND COMPLAINTS

- 16.1 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 and on safeguarding noticeboards and folders in staffrooms
- 16.2 We will refer to the Whistleblowing: Guidance for Employers and Code of Practice for further information and note that the Whistleblowing Advice Line is available for all workers on - 0800 028 0285 and via email via: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- 16.3 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 head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).
- 16.4 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 Lowlevel concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. Procedures are in place for confidentially sharing and handling of low-level concerns.
- 16.5 We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires, and other means.

## 17 SITE SECURITY

- 17.1 All staff members have a responsibility to ensure our buildings and grounds are secure and will be made aware of their responsibilities regarding reporting any concerns that may come
- 17.2 We will 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. The visitor policy is located in the policy folder in the office/admin area
- 17.3 The school 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.

## 18 QUALITY ASSURANCE

- 18.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.
- 18.2 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 will be provided by the Partnership.
- 18.3 At intervals we will consider participating in a safeguarding review and will identify areas for development within school improvement plans as identified by the school leadership team and governing body.

18.4 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.

19 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.

Updated Policy Date:	Scheduled review by the WFMNS
Autumn Term 2023	Autumn Term 2024

