



# CHELSEA

HALL SCHOOL

## **SAFEGUARDING AND CHILD PROTECTION POLICY**

Responsible Person: Designated Safeguarding Lead (Pauline Turner)

Last Review Date: September 2024

Review Cycle: Annual

Next Review Date: September 2025

Chelsea Hall School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Chelsea Hall School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Chelsea Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School.

The policy documents of Chelsea Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

## Legislation

This policy was drawn up in accordance with and using information from:

- the [Children Act 1989](#)
- the Department for Education guidance issues under section 157 and 175 of the [Education Act 2002](#)
- [the Education \(Independent School Standards\) \(England\) Regulations 2014](#)
- [the Equality Act 2010 updated 2021](#)
- [Information Sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018](#)
- [Keeping Children Safe in Education 2023](#)
- [Keeping Children Safe in Education September 2022](#) and [KCSIE 2022 Part 1](#)
- [London Safeguarding Children Procedures 2022](#) (7th edition amended March 2022)
- [Mental Health and Behaviours in School November 2018](#)
- [Ofsted Framework for Inspecting Safeguarding in Early Years, Education and Skills September 2022](#)
- [Safeguarding and remote education during COVID-19](#)
- [Disqualification under the Childcare act 2006 \(updated September 2018\)](#)
- HM Government PREVENT Duty Guidance for England and Wales ([Statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015](#))
- [Safeguarding Children and Young People from Knife Crime March 2019](#)
- [Vulnerable Children in a Digital World](#) - Adrienne Katz and Dr Aimen El Asam in partnership with Internetmatters.org
- guidance from the [Wandsworth Safeguarding Children Partnership](#), including
  - [Managing Allegations Against Staff](#)

- [Children Missing from Home and Care](#)
- [What to do if you're worried a child is being abused - Advice for practitioners March 2015](#)
- [Whistleblowing Government General Guidance](#)
- HM Government [Working Together to Safeguard Children 2018 Updated 2022](#)
- [Data Protection Act 2018](#)
- [GDPR](#)

## Foreword

### Safeguarding and Promoting the Welfare of Children is Everyone's Responsibility

All staff are required to read this policy carefully and to be aware of their role in these processes. All new staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process.

Under the Education Act 2002 (section 175 and section 157), schools must ensure that their functions "are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school."

As set out in the Children Act 1989, everyone who comes into contact with children and their families has a role to play in "safeguarding and promoting the child's welfare."

We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil. The educational and safeguarding approach at Chelsea Hall School is very much child-centred, so that we consider, at all times, what is in the best interest of the child.

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare at all times. Safeguarding and promoting the welfare of children is defined as:

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

This includes a responsibility to:

- be alert to possible abuse

Staff at Chelsea Hall School receive training upon their induction and regularly over their time at the school, as detailed in the matrix available in [Appendix 1](#).

- record and report concerns to staff with child protection responsibilities

As detailed in [Records, Monitoring and Transfer](#).

Important contacts

### **Chelsea Hall School**

#### **Designated Safeguarding Lead (DSL)**

Pauline Turner pauline.turner@chelseahallschool.com

#### **Deputy Designated Safeguarding Leads (DDSL)**

Jessica Duemlerb jessica.duemler@chelseahallschool.com  
07983 613 679

Silvia Ogando Vidal silvia.ogandovidal@chelseahallschool.com

Anushka Juliet anushka.juliet@chelseahallschool.com

Chiara Secchi chiara.secchi@chelseahallschool.com

Pernilla Vestberg pernilla.vestberg@chelseahallschool.com

Vicky Dixon vicky.dixon@chelseahallschool.com

#### **Headteacher**

Jessica Duemler jessica.duemler@chelseahallschool.com  
07983 613 679

#### **Deputy HeadTeacher**

Silvia Ogando Vidal silvia.ogandovidal@chelseahallschool.com

#### **Chair of Governors**

Aatif Hassan a.hassan@cavendisheducation.com

#### **Safeguarding Governor (Link Governor)**

Stephen Aiano s.aiano@cavendisheducation.com  
07798 645 666

**Channel / Counter Extremism Helpline** 020 7340 7264

**Non Emergency Advice on Extremism** counter.extremism@education.gov.uk

020 7340 7264

**FGM Helpline**

0800 028 3550

Known cases of FGM should be reported to the police through 101

**Wandsworth**

**Multi Agency Safeguarding Hub**

020 8871 6622

Out of hours duty service

020 8871 6000

All Referrals

MASH@wandsworth.gov.uk

[Online Wandsworth MASH Referral Form](#)

**Local Authority Designated Officer**

Anita Gibbons

07974 586 461

Anita.Gibbons@richmondandwandsworth.gov.uk

**Hate Crime & Prevent Coordinator**

Naheem Bashir

07855 971 199

naheem.bashir@richmondandwandsworth.gov.uk

**Education Safeguarding Officer**

Ameliah Rayn

07929 862 219

Ameliah.Rayn@richmondandwandsworth.gov.uk

**Early Help, Tooting Cluster**

Head of Cluster

020 8871 5559

Team Manager for Children, Young People and Families

020 8871 5229

**[Referral to Universal Services](#) (formerly EHITS process) including, but not limited to, links to:**

- [ACCESS CAMHS](#) (Child and Adolescent Mental Health Service)
- [ADHD](#) (Attention Deficit Hyperactivity Disorder) Service
- [Community Speech and Language Therapy](#)
- [Developmental Paediatrics and ASD](#) (Autistic Spectrum Disorder)
- [Education Welfare Service](#)
- [Enhanced Children's Centre](#)
- [Occupational Therapy](#)

- [Physiotherapy](#)

### **Safeguarding Standards Service**

Ruth Lacey (Manager)

Jackie Reynolds (Principal Administrator) 020 8871 7208

### **Police Sgt for schools liaison officers**

Amreek Singh

07788 360 196

### **Wandsworth safety net (Independent Domestic Abuse advisors)**

020 7801 1777

[The NSPCC Whistleblowing Advice Line](#) 0800 028 0285

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Available for staff who do not feel able to raise concerns regarding child protection failures internally.

Line is available from 8:00 AM to 8:00 PM, Monday to Friday

### **Aims**

#### **Compliance**

- To comply with the core responsibilities expected of the school as a relevant agency to the multi-agency safeguarding arrangements in Wandsworth, as set out in the Local Safeguarding Children Partnership published arrangements
- To take account of and inform policy in related areas, such as anti-bullying; online safety; discipline and behaviour; health and safety; child-on-child abuse; missing children; child sexual exploitation; Female Genital Mutilation; violence in the name of honour; serious youth violence, including knife crime; anti-radicalisation; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice

#### **Awareness**

- To raise school staff awareness of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- To promote safe practice and challenge poor and unsafe practice

#### **Communication**

- To emphasise the need for good communication between all members of staff in matters relating to child protection
- To work openly and in partnership with parents in relation to child protection concerns

- To further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children

#### Practice

- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm or where there are ongoing concerns
- To support all pupils' development in ways that will foster security, confidence and independence
- To ensure that all adults working within our school have been checked as to their suitability to work with children, in line with current guidance, and to ensure that all staff maintain appropriate standards of practice by monitoring Low Level Concerns (LLCs)
- To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages

#### Monitoring and Evaluation

It is our aim to continually improve our working practices and standards. Lessons learnt are logged on an ongoing basis to help identify areas of concern or needs for change in practice or procedures.

This policy is formally reviewed at the commencement of each academic year by the Designated Safeguarding Lead.

Regular information, updates and advice on current and new guidance are provided as soon as they are available by a designated member of the Board of Governors with responsibility for safeguarding.

#### Key Principles

- We believe that all children have a right to be protected from harm and /or abuse
- We recognise that abuse and neglect are complex issues and rarely stand-alone events, and therefore require a culture of vigilance, professional curiosity and respectful challenge, as well as effective recording and monitoring systems.
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background when dealing with child protection and safeguarding issues. However, we also recognise that the needs of the child are paramount and any concerns will be referred on appropriately, whatever the family background of the child concerned.
- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth; they may feel helpless and humiliated and may feel self-blame.



- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- We acknowledge that, although all designated/key staff have the skills and experience to respond to a variety of situations and issues, there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place, where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, a pupil can be spoken to by a same sex member of staff (who has received enhanced training), if this is felt to be appropriate.
- We recognise that because of the day-to-day contact with children, school staff are extremely well-placed to observe outward signs of abuse.
- We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- The ethos of the school supports open practice, good communication and a safe culture in which children can thrive and learn.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent, the interests of the child must be paramount.
- All staff are aware of the relevant data protection principles (under the Data Protection Act 2018 and the GDPR), but are also clear that where there is the need to safeguard or promote the welfare of a child, relevant and proportionate information must be shared.

## Roles and Responsibilities

### Headteacher

The Headteacher will ensure that:

### *Policies, Procedures and Guidance*

- effective policies and procedures are in place and updated annually, including a safeguarding and child protection policy and a behaviour 'code of conduct' for staff and volunteers.
- Chelsea Hall School policies and procedures are fully implemented, and followed by all staff at all times.
- Chelsea Hall School has child protection / safeguarding procedures and training in place, which are effective and comply with the law at all times.
- the relevant policies are available on the school's website.
- any deficiencies or weaknesses brought to the attention of the Headteacher will be rectified without delay.
- the school contributes to inter-agency working in line with statutory guidance including providing a co-ordinated offer of early help for

children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Partnership.

- sufficient resources and time are allocated to enable the Designated Senior Leads for Safeguarding and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, contributing to the assessment of children, and attending the necessary enhanced training courses to enable them to carry out their role effectively.

#### *Safeguarding and Child Protection*

- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the Designated Safeguarding Lead), as well as at least one additional member of staff who will act in the absence of the DSL who has also received appropriate training for this role.
- Every member of staff, volunteer and governor knows the name of the Designated Safeguarding Lead, their role, and what the back-up arrangements are if the DSL is unavailable.
- staff have access to a DSL at all times during the school day so that they can report concerns and seek advice / guidance if required.
- There are procedures for dealing with allegations of abuse or concerns that a member of staff or an adult working at school may pose a risk of harm to a child or young person. Those allegations should be referred directly to the Headteacher who must contact the Local Authority Designated Officer (LADO) within one working day. If the Headteacher isn't available, then the LADO should be contacted directly.
- records relating to actual or alleged abuse or neglect are stored apart from normal staff records.
- There are procedures for dealing with low level concerns.
- the Local Education Authority is informed of any pupil missing from education or deleted from the admission register
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are taken seriously by the leadership team and dealt with sensitively, appropriately, effectively, and in a timely manner.
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails, to report these directly to Children's Social Care Services or the Police.

#### *Staff recruitment and training*

- Chelsea Hall School operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, and other staff involved in the recruitment process have undertaken Safer Recruitment Training, as detailed in [Appendix 1](#).
- all staff are recruited following enhanced DBS checks and compliance with Independent Schools Standards regulations. DBS are updated every three

years, and a growing number of staff, including new appointments, are moving to the DBS update service.

- should the Headteacher become aware of anyone who poses a risk or threat to a child, they will report them promptly to DBS. Should the staff member (or Governor or volunteer) tender their resignation, or cease to provide their services, any child protection allegations will still be followed up by Chelsea Hall School. Resignation will not prevent a prompt and detailed report being made to the DBS in appropriate circumstances. All reports to the DBS will be followed by an internal review of the School's safeguarding procedures with a report being presented to the Governing body. Where a dismissal does not reach the threshold for a DBS disclosure, the School will consider whether to make a referral to the Teaching Regulation Agency (TRA) as well as referral to DBS where a teacher has been dismissed (or would have been had they not resigned) and a prohibition order may be appropriate because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.
- every member of staff undertakes appropriate child protection training and that this is refreshed at least every three years, in compliance with Local Safeguarding Children Partnership protocol and as detailed in [Appendix 1](#); that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- the Designated Safeguarding Lead undertakes Local Authority training (in addition to basic child protection training) and that this is refreshed every two years, as detailed in [Appendix 1](#).

#### *Management of external people*

- As far as is possible, no external individual has access to the building during school hours / when pupils are on site. All deliveries requiring access to the site (e.g. food) take place outside of those hours. Other deliveries may take place during school hours, but they are collected at the front door by a member of staff. The delivery person will never be given access to the school premises.
- Should a contractor need to go through the building or perform work during school hours, they will be escorted by a member of staff at all times.
- Any external professional working unsupervised with the pupils (e.g. therapists or tutors appointed by parents) undergo ID checks and are required to present an enhanced DBS check upon their first day of accessing the school.

#### *Designated Safeguarding Lead*

The Headteacher and Board of Governors ensure that the school designates an appropriate senior member of staff, who is a member of the school's leadership team, to take lead responsibility for child protection.

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

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

The DSL has the status and authority within the school to carry out the duties of the post, including committing resources and, where appropriate, supporting and directing other staff. They have received appropriate training and support for the role of Designated Safeguarding Lead, in accordance with mandatory requirements, and have also attended Prevent training. Their knowledge and skills are updated at least annually to allow them to understand and keep up with any developments relevant to their role.

The roles of the Designated Safeguarding Lead is explicit in their job description, and their responsibilities include:

#### *Policies, Procedures and Guidance*

- Liaising with the Headteacher and the Local Authority on any deficiencies brought to the attention of the Headteacher and how these should be rectified without delay.
- Liaising with the Headteacher to inform them of key issues
- Attending training and receiving relevant updates every year.
- Ensuring that Chelsea Hall School's policies are known and used appropriately.
- Ensuring that Chelsea Hall School's safeguarding and child protection policy is reviewed annually, and that the procedures and implementation are updated and reviewed regularly, working with the Board of Governors regarding this.
- Ensuring that Chelsea Hall School's safeguarding and child protection policy is available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Linking with the Local Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest policies and legislations on safeguarding.

#### *Safeguarding and Child Protection*

- Encouraging a safeguarding ethos across the whole school community and a culture of listening to children and taking account of their wishes and feelings
- Keeping the best interests of the child, or children, in mind at all times when responding to safeguarding matters
- Following up concerns and making appropriate referrals (these may be to early intervention / targeted support services, health, social care, CAMHS, Channel programme, police, DBS etc)
- Attending and contributing to child protection conferences when required.
- Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.
- Liaising with parents / carers when there are concerns
- Liaising with other agencies as required

### *Record keeping and sharing*

- Information gathering, effective monitoring systems and recording
- Ensuring there is an effective recording system for safeguarding matters, which is kept securely and confidentially with access restricted to those members of staff who have a lead role.
- Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on “Records and Monitoring” below.
- When children leave Chelsea Hall School, ensuring their safeguarding records are securely transferred to the DSL in the receiving school in a timely fashion. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt are obtained.

### *Staff recruitment and training*

- Liaising with all staff on safeguarding matters
- Acting as a source of support, advice and expertise for staff
- Ensuring each member of staff has access to and understands the school’s safeguarding and child protection policy, especially new or part-time staff who may work with different educational establishments.
- Ensuring all staff complete induction training covering child protection.
- Providing all staff with training at induction and thereafter on a regular basis, including safeguarding briefings and updates at least annually.
- Testing staff knowledge and understanding of any aspect of the safeguarding policy and practices, legislation and guidance. At the beginning of each half-term, each member of staff is required to complete a questionnaire which will test their knowledge and understanding of Chelsea Hall School’s policies and procedures, including:
  - Safeguarding and Child Protection
  - Physical Intervention
  - Health and Safety
  - Anti-Bullying
  - Promoting Good Behaviour
  - Fire Safety
  - First Aid

### *Staff monitoring*

- Keeping an effective, accurate and confidential register of all Low Level Concerns (LLCs) regarding staff.
- Liaising with case manager in the event of an Allegation Against a Professional.
- Dealing (with the Chair of Governors?) with any allegations of abuse made against the Headteacher, (without informing the Headteacher) in liaison with the Local Authority Designated Officer (LADO).

The Designated Safeguarding Lead should demonstrate:

- The ability and desire to champion Safeguarding and Child Protection at Chelsea Hall School.
- An interest in safeguarding legislation, including Keeping Children Safe in Education
- An interest in safeguarding policies and procedures, as well as a desire to implement and improve Chelsea Hall School's practice and policies, including the Safeguarding and Child Protection policy, Staff Code of Conduct, Promoting Good Behaviour policy.
- The ability to recognise and report any concerns as soon as they arise.
- The ability to keep detailed, accurate, secure written records of concerns and referrals.
- The ability to encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- A good understanding of the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- A working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

#### Procedures

In line with the procedures agreed by the Local Safeguarding Children Partnership, the Local Authority and the Secretary of State, Chelsea Hall School will ensure that:

#### Staff Related Procedures

##### Safer Recruitment

- The school operates a safe recruitment policy based on the Statutory Guidance: Keeping Children Safe in Education September 2022 and which complies with the Independent Schools Standards regulations on recruitment to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- Senior Leaders and any other staff involved in selection procedures have attended Safer Recruitment training either online on the DfE website or by attending the local authority one day training course.
- Appropriate checks will be carried out on all potential employees and volunteers, and at least two references will be taken up and verified.

##### Checks include:

- Enhanced DBS checks and foreign police checks for employees who have lived or worked overseas
- Checks against the barred list
- Online search for shortlisted candidates, as recommended by paragraph 221 of Keeping Children Safe in Education 2022 "schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to

explore with the applicant at interview.” Only brief notes on the result of the search will be kept for elements which the school feels has a duty to explore. Notes will only be used for the purpose of recruitment to fulfil our legal obligation (Article 6c of KCSIE 2022).

- The school will carry out risk assessments for any volunteers to determine if they need to undertake an enhanced DBS check or barred list check.
- The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity.
- The school will ensure compliance with Section 3 of Keeping Children Safe in Education 2022 in relation to recruitment, recruitment checks, obtaining of references, s128 checks (where applicable) and information that must be included on the Single Central Record (SCR).
- The interview panel will follow the requirements and recommendations from the Selection section of KCSIE 2022, including that at least one member of the interview panel will have completed Safer Recruitment training, and that candidates be asked to account for any gaps in their employment history.
- The School has an open safeguarding ethos and regularly addresses safeguarding responsibilities during staff meetings so as to foster an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction. Volunteers are supervised at all times.

### Staff skills and knowledge

Chelsea Hall School will ensure that all staff

- are familiar with the school’s Safeguarding and Child Protection Policy, Children Missing from Education Policy, Behaviour Policy, as well as the staff code of conduct. These issues are included in the induction for each new staff member and refresher training is provided.
- develop a good understanding of signs and indicators of abuse, and report any concerns to the DSL, but also that they know that they can contact Multi-Agency Safeguarding Hub directly if needed.
- are aware that it is important to identify any concerns about children at as early a stage as possible, so that their needs can be identified and monitored, and appropriate support put in place.
- are aware of the record keeping requirements and how they are expected to record any safeguarding concerns.
- are provided with opportunities to contribute to and shape safeguarding arrangements and policy, so that we may make the most of the variety of expertise within the staff team.
- are aware of risks to children online, and that children are safeguarded in school from potentially harmful and inappropriate online material through appropriate filtering and monitoring systems, and educated in how to be as safe as possible online.
- know how to respond appropriately to a child who discloses abuse.

### Support for Staff

Staff working in the school who have been dealing with child protection issues may find the situation stressful or upsetting. We will therefore ensure that:

- staff are supported in these circumstances and given opportunities to talk through any anxieties they may have.
- formal supervision is provided for staff working in the Early Years and foundation stage as required.
- arrangements can be made to provide supervision for DSLs and any other staff members as appropriate.

### Allegations against Staff

The term allegations refers to concerns reported or raised that might indicate a person has caused harm to a child, acted in a way that created potential serious risk to a child, or would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity.

The majority of allegations against staff (including supply or agency staff or contracted staff) and volunteers relate to their behaviour in the workplace. However, some concerns may relate to their personal life or the care of their own children. In some cases, there may have been an allegation of abuse against someone closely associated to them and this person may pose a risk of harm to the children the staff member or volunteer is responsible for.

Those allegations may be made by pupils, parents or other staff members (including supply or agency staff or contracted staff) or volunteer.

We expect any member of staff or volunteer who is concerned about the behaviour or presentation of a colleague, or sees an incident which concerns them, to discuss this as soon as possible with the DSL or Headteacher. If necessary, the whistleblowing procedures can be used but Chelsea Hall School encourages an ethos that will enable open discussion, and allow staff or volunteers to feel able to discuss any concerns without fear of reprisal.

In the event that an allegation against staff has been raised, the person receiving the allegations should:

- write a dated and timed note of what has been disclosed or notice, said or done
- report immediately to the Headteacher (or to the Link Governor or directly to LADO, if the allegation is against the Headteacher)
- pass on the written record

If there is no written record, the Headteacher or Link Governor will write a dated and timed note of what has been disclosed or noticed, said or done.

The Wandsworth Procedures for Managing Allegations against Staff followed ([Appendix 7](#)) will then be followed. This will always involve a discussion with Local Authority officers and a referral to the Local Authority Designated Officer (LADO) where appropriate within 24 hours of the concern / allegation becoming known.

The criteria for making a referral to the LADO, are that an individual may have:

- behaved in a way that has, or may have, harmed a child.



- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- behaved in a way that indicates they may not be suitable to work with children.

The LADO also offers a consultation service, which supports those investigating an allegation or concern and provides expert advice. Every consultation with the LADO is followed up in writing to reflect the advice and guidance given. This means the school will have a clear record of their correspondence with the LADO, which provides important evidence (for example if they are inspected by OFSTED). It also holds the LADO accountable for the advice given.

All staff are expected to recognise the need for absolute confidentiality in these situations.

Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations the School will keep clear, comprehensive and confidential records of any allegation made against staff including the action taken and decisions reached. A copy will only be provided to the individual concerned following consultation with appropriate agencies and when agreement has been reached as to what information can be disclosed. Allegations proven to be false, unsubstantiated or malicious will not be included in employer references.

### Support to Pupils

Effective safeguarding systems are child-centred, which is why Chelsea Hall Staff are trained to see and speak to the children, listen to what they say, take their views seriously, and work with them collaboratively when deciding how to support their needs.

Complaints or concerns raised by pupils will be taken seriously, in line with the school's child-centred approach, which is supported by:

- the Children Act 1989. This Act requires local authorities to give due regard to a child's wishes when determining what services to provide under section 17 of the Children Act 1989, and before making decisions about action to be taken to protect individual children under section 47 of the Children Act 1989. These duties complement requirements relating to the wishes and feelings of children who are, or may be, looked after (section 22(4) Children Act 1989), including those who are provided with accommodation under section 20 of the Children Act 1989 and children taken into police protection (section 46(3)(d) of that Act);
- the Equality Act 2010 updated 2021 which puts a responsibility on public authorities to have due regard to the need to eliminate discrimination and promote equality of opportunity. This applies to the process of identification of need and risk faced by the individual child and the process of assessment. No child or group of children must be treated any less favourably than others in being able to access effective services which meet their particular needs.

- the United Nations Convention on the Rights of the Child (UNCRC). This is an international agreement that protects the rights of children and provides a child centred framework for the development of services to children. The UK Government ratified the UNCRC in 1991 and, by doing so, recognises children's rights to expression and receiving information.

At Chelsea Hall School, we recognise that:

- Children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children, school may be one of the few stable, secure and predictable components of their lives.
- Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.
- Children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

#### *Project Tearose / Encompass*

Research shows that children who are involved or who have witnessed domestic abuse are more at risk of emotional, and potentially physical, harm. Project Tearose / Encompass is an information sharing agreement between the Metropolitan Police and Wandsworth Borough Schools. Chelsea Hall School has signed up to this project so that it can best fulfil its duties as part of the network available to support children and their families.

If police have responded to a domestic incident and there are children in the family, the officers working on project Tearose / Encompass will disclose this incident to the Designated Safeguarding Leads of the child's school the following morning (Monday to Friday). The actual content of the information shared is kept to the minimum, i.e. outlining the offence, but without specific details. The information is shared securely and treated as sensitive and confidential. The aim is to ensure the safety and wellbeing of the child, and that support can be offered to the child if necessary.

#### Early Intervention and Help

All staff recognise that when a child or family experiences difficulties, support is most effective if it is provided at as early a stage as possible. This involves:

- identifying emerging problems
- liaising with the Designated Safeguarding Lead or other relevant colleagues
- sharing information with other professionals to support early identification
- acting as lead professional in undertaking an Early Help Assessment (EHA)

Any concerns identified by staff are discussed with relevant staff and parents, and support is put in place. Effective monitoring systems are used to assess the effectiveness of interventions and outcomes, as detailed in [RECORDS, MONITORING AND TRANSFER](#).

**Any** child may benefit from Early Help but school staff will be particularly alert to the potential need for support for any pupil who

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

If appropriate support is not available within school's own resources, an Early Help Assessment will be completed to identify the child's needs and enable additional support to be sought from other agencies

A Team Around the Child will be established where appropriate and a Lead Professional identified.

If Early Help is in place, the situation will be kept under constant review and consideration will be given to additional referrals if the child's situation does not appear to be improving.

Early Help Assessments will follow the Signs of Safety and Wellbeing model ([Appendix 2](#)).

If a child's situation does not appear to be improving, the school will take responsibility for finding out what is happening and keep pressing for action to be taken.

### Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school or within.

Contextual Safeguarding means that assessments of children should consider whether *wider environmental factors and influences* are present in a child's life, that are a threat or pose a risk to their safety and/or welfare.

All staff, but especially the (Deputy) Designated Safeguarding Leads, understand these extra familial issues and will ensure that the context within which such incidents and/or behaviours occur is considered, including whether the child is at risk of abuse or exploitation in situations outside their families.

Extra-familial harms take a variety of forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

The school will contribute to the assessments and mapping processes, taking these extra familial risks into account, and sharing relevant information with

social workers and other professionals in order to enable all such factors to be taken into account when risk to children is being assessed.

This will allow any assessment to consider all the available evidence and the full context of any abuse.

### Specific Safeguarding Issues

Specific Safeguarding issues include:

- Child-on-child abuse, including knife crime and serious youth violence
- Child Sexual Exploitation
- Children and the court system
- Children missing education
- Children with family members in prison
- County lines
- Domestic Abuse
- Female Genital Mutilation
- Homelessness
- Illness Fabricated and Induced
- Radicalisation
- Sexual violence and sexual harassment, including upskirting
- Violence in the name of Honour

Up-to-date guidance and practical support on specific safeguarding issues is sought whenever necessary. The DSL will attend relevant training and cascade information or, where relevant, organise additional briefings or training input for staff, to ensure that staff are aware of issues such as those listed above, understand the indicators and recognise the complexities of these issues for young people.

### Anti-Radicalisation

The school supports the Prevent Strategy, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.

- **Radicalisation** is defined as the act or process of making a person more radical, or favouring extreme or fundamental changes in political, economic or social conditions.
- **Extremism** is defined as the holding of extreme political or religious views which may deny rights to any group or individual.

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

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

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

If any concerns arise, or are disclosed by a child, they will be responded to following normal safeguarding processes and advice will be sought from colleagues in the Local Authority (either Prevent co-ordinator or safeguarding services) if necessary.

### Child-on-Child Abuse

We recognise that children are capable of abusing their peers. As a school we work to minimise the risk of child-on-child abuse and will investigate and deal with any allegations robustly. Where needed, risk assessments will be carried out and strategies put in place to protect the child who has suffered abuse and to offer them support. Concerns raised will be treated seriously and followed up in a timely and sensitive fashion. It is important to note that even though there are no reported cases of child-on-child abuse, it does not mean that is not happening.

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

- sexual abuse / activity
- physical harm
- emotional abuse
- verbal abuse

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

In such incidences, the school will follow guidance and local procedure in relation to children who abuse others, and make referrals to MASH, CAMHS and / or the police as appropriate. This guidance is attached as [Appendix 8](#).

Instances of sexual violence and sexual harassment will be taken seriously and responded to robustly. The school will adhere to guidance in section 5 of Keeping Children Safe in Education and follow procedures as detailed in [Appendix 9](#).

All staff are made aware of indicators which may signal that children are at risk from, or involved in, serious violent crime. They are provided with training and information about the associated risks and the measures in place to manage these, in line with the Home Office guidance “Preventing youth violence and gang involvement” and the OFSTED report “Safeguarding children and young people from knife crime” (as detailed in [Appendix 12](#)).

### Children with Special Educational Needs and/or Disabilities

- Children with Special Educational Needs or Disabilities may be especially vulnerable to abuse and Chelsea Hall School staff take extra care to interpret apparent signs of abuse or neglect.
- Assumptions are not made that indicators of abuse (such as behaviour, mood and injury) relate to the child's disability without further exploration.
- Our school environment is such that all pupils, including those with SEND, can feel confident and able to discuss their concerns, providing support with communication difficulties where needed, and differentiating appropriately.
- Children with SEND are at higher risk of peer group isolation and may suffer a disproportionate impact from bullying. Chelsea Hall School therefore provides proactive support to ameliorate these risks.

Looked after Children, care leavers, and other children living away from home  
Chelsea Hall School has the following provisions in place to cater for Looked after Children, Care Leavers, and other children living away from home:

- a designated teacher, who has received appropriate training as defined in the Children and Young Persons Act 2008, is responsible for promoting the educational achievement of children who are looked after.
- appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after them, as well as the details of the child's social worker and the virtual school head in the Local Authority.
- discussions take place at regular intervals with the virtual school head to agree how the pupil premium plus funding can be best used to support the progress of Looked After Children in the school.

Chelsea Hall School also recognises that children who were previously Looked After, Care Leavers and other children living away from home, are also additionally vulnerable, and may continue to require support at a higher level.

#### Children with Social Workers

Pupils may need a social worker due to safeguarding or welfare needs. We understand and recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, accessing learning, behaviour and mental health.

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

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

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

#### Records, Monitoring and Transfer

##### MyConcern

Well-kept, accurate records are essential to good child protection practice. All staff receive training and are clear about the need to record and report objective and accurate concerns about a child or children within the school. They know to be clear about names, dates, places etc. as well as distinguish between fact and opinion, hearsay and direct information. Staff are aware that informal notes can be requested as evidence and whatever they write should be done objectively and with professionalism.

Chelsea Hall School uses a safeguarding software called MyConcern, in which all concerns are recorded by staff members as and when they occur. Each of the Concerns logged are reviewed on a weekly basis by two (Deputy) Designated Safeguarding Leads. Trends and more significant concerns are discussed by the whole leadership / safeguarding team on a weekly basis.

##### Reporting and Data Sharing

CHS staff are alert to signs of abuse and neglect, and where there is a concern for the immediate safety of a child, Concerns are logged as urgent by staff members, thereby alerting the entire team of (Deputy) Designated Safeguarding Leads of their concerns, so that prompt action can be taken. Staff members also inform the Designated Safeguarding Lead (or a Deputy) in person as soon as possible.

In line with Working Together to Safeguard Children 2018 Updated 2022, and whenever there is concern that a child is at immediate risk, including risk from neglect, physical, emotional or sexual abuse, or has suffered significant harm and continues to be at risk, the relevant Multi-Agency Safeguarding Hub will be contacted immediately by a member of the safeguarding team.

All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing.

A referral in urgent circumstances can be made on the telephone but a completed Multi-Agency Referral Form is required as soon as possible with key details included (even if additional background information is completed later) as s47 enquiries cannot be progressed with the police unless a referral has been received.

Contact details for Wandsworth MASH can be found at the beginning of this policy. Referral flow chart can be found in [Appendix 6](#).

In accordance with GDPR and Data Protection Act 2018, Chelsea Hall School ensures that information is shared securely and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service.

Chelsea Hall School will generally seek to discuss any concerns with parents at the earliest opportunity, including referrals to other agencies, and work in partnership with them and other agencies to improve outcomes. However, in situations where the child is suspected to be at risk of harm, the school may take advice from other agencies, such as MASH or the police, without informing parents. In all circumstances, the safety of the child/young person will be the paramount concern.

#### Storage of paper records

Chelsea Hall School has now moved away from paper records. Former paper records of children who still attend the school are kept in a secure (i.e. locked at all times) filing cabinet, separate from other school files and accessible through the (D)DSL.

#### Confidentiality

Matters related to Child Protection are of a confidential nature.

Once recorded, Concerns logged on MyConcern are only available to selected members of staff, such as (Deputy) Designated Safeguarding Leads. While staff may need the general contextual information to support a child's welfare, private and individual circumstances should only be discussed with the Designated Safeguarding Lead, who will inform others on a need-to-know basis.

All staff:

- have a professional responsibility to share information with the DSL and with other relevant agencies where necessary to safeguard and promote the welfare of children.
- are made aware, during their induction, that they cannot promise a child that they will keep certain information secret.

#### Transfer of Information

When a pupil transfers to another school (including a Pupil Referral Unit, Academy or other Learning Centre) the Designated Safeguarding Lead (DSL) will inform the receiving school as soon as possible in person or by telephone that child protection records exist, and will make arrangements for those to be sent and received in a manner that protects confidentiality.

Chelsea Hall School's DSL will use MyConcern to appropriately redact / anonymise the child's child protection records and either export, print and post to the destination establishment's Designated Safeguarding Lead, or transfer securely and electronically if the destination establishment also uses MyConcern.

This will be done within 15 days of the transfer and sent separately from the child's general records. If sent via the post, they will be marked as *strictly confidential*. Whether child protection files are passed on by hand, electronically or posted, Chelsea Hall School will request and keep written evidence of the transfer ([Appendix 4](#)). This receipt will be retained for 6 years, in line with



Records Management Society guidance. One written confirmation has been received, records will be shredded or deleted.

Those records do not form part of the pupil's educational record and disclosure to parents/carers is not required. Any requests from parents/carers' solicitors to have child protection records disclosed to them should be passed to the county solicitor.

Records Management Society guidance states that when a pupil with a child protection record reaches statutory school leaving age (or where the pupil completed 6th form studies), the last school in the UK attended should keep the child protection file until the pupil's 25th birthday. It should then be shredded (and a record kept of this having been done, date, and why).

In the case when the pupil is removed from the roll to be electively home educated, the school will pass the child protection file to the local authority's EHE advisor and a receipt will be obtained as described above ([Appendix 4](#)).

If a pupil with a child protection record leaves the school without a forwarding address and no contact is received from the new school within 10 school days, the Designated Safeguarding Lead will follow the Child Missing Education (CME) procedures. If there is reason to suspect the pupil is suffering harm then the DSL will refer to the Multi-Agency Safeguarding Hub in the usual way.

#### Referral and External Agencies

- Immediate action is taken to ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary.
- We refer any child believed to have suffered or to be likely to suffer significant harm to MASH without delay, and will follow up any such referral in writing as quickly as possible (on the same day).
- When considering referrals to support agencies the school will act in accordance with WSCP Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds.
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at Child Protection case conferences wherever possible and providing reports as a matter of course (model format attached as [Appendix 3](#)). We will contribute to multi-agency assessments of children's needs where appropriate and work in a fully integrated way with other relevant services as appropriate.
- The child's social worker is notified of any pupil subject to a Child Protection Plan who is absent from school without explanation for more than 2 days.
- Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child's allocated social worker without delay.
- If a child subject to a Child Protection Plan leaves the school, records will be transferred to the new school without delay and in a secure manner

which ensures acknowledgement of receipt of the information. The child's social worker will also be informed of the change.

- If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Education Safeguarding Officer, a duty manager in MASH, or directly from the Safeguarding Standards Service.

### Working with Parents

Chelsea Hall School will always ensure that

- all parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website.
- all parents are aware that the school is required to follow the Local Safeguarding Children Partnership guidelines and other statutory documents in respect of reporting suspected abuse ([Appendix 6](#)).
- appropriate discussion is undertaken with parents prior to involving external agencies, unless doing so would place the child at risk of harm or compromise an investigation.
- pupils and parents are aware of how the school's safeguarding system works, and with whom they can discuss any concerns.
- information is made available about any local and national telephone helplines.
- in individual cases, parents are notified of the schools' concerns at the earliest appropriate opportunity.
- we hold a minimum of three emergency contact numbers (including parents') for each child, as we acknowledge that this is a protective measure for children to enable swift contact with families when necessary.
- we develop productive, supportive relationships with parents whenever it is in the child's interest to do so.

### Curriculum Input and Online Safety

We acknowledge that, as well as providing a variety of positive opportunities, the use of technology has become a significant component of many safeguarding issues, and can provide a platform that facilitates exploitation of children and young people, as well as increasing risks of radicalisation. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **CONTENT:** being exposed to illegal, inappropriate or harmful material
- **CONTACT:** being subjected to harmful online interaction with other users
- **CONDUCT:** personal online behaviour that increases the likelihood of, or causes harm, such as the sending of explicit images or online bullying

Chelsea Hall School's curriculum includes teaching and learning opportunities for our pupils to learn about safeguarding, including:

- how to keep themselves safe online
- safe relationships and personal resilience
- sexual and health education

Differentiated materials are used to take account of the different ages, levels of understanding and vulnerabilities of our pupils, so that all pupils can access the curriculum effectively.

Web-filtering is provided by Smoothwall, which not only stops pupils (and staff) from researching inappropriate keywords / accessing inappropriate content, but also send a report of the reason behind the blockage, allowing the School to investigate the pupil's (or staff's) online activity.

#### A Note on the Use of Mobile Phones and Cameras:

Staff working directly with children in a classroom situation must not use mobile phones to make or receive calls or to send or receive texts. In exceptional circumstances, permission to make or receive calls must be sought from the Headteacher.

A mobile phone should be carried by the trip leader on every school outing. Parents will be informed of the number when they give consent for their child to attend the trip (for emergencies only).

Staff must not use their personal mobile technology to take photographs or recordings of children anywhere within school grounds or on school trips, visits and sporting fixtures. Staff's personal mobile technology must be turned off and kept with their personal belongings during the school day.

Staff should use a school camera/iPad to take photographs and recordings of children whose parents have provided written consent. These images should not be stored on memory sticks or personal computers at home.

Staff may access Tapestry, the online learning journal used by Chelsea Hall School to keep parents abreast of their child's learning day, when they are working from home. As confirmed by Ofsted, this does not constitute offsite storage in this context and providers do not need permission from Ofsted to do this.

Any images on the website, school social media sites or in the local press should not include pupil names.

#### Positive Handling and Physical Intervention

- Positive handling training is provided by a BILD accredited trainer at the beginning of each school year and to all staff members to ensure best practice at all times.
- Staff will only use physical intervention in particular circumstances. Even when necessary, the minimum necessary force and appropriate techniques will be used to prevent harm to the child or another child or adult.
- Risk assessments are carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required. Key staff are provided with the relevant information and with strategies to support the safety and wellbeing of

pupils and staff members. Individual behaviour plans are developed and shared/agreed with the parents.

- These plans are intended to minimise the likelihood of challenging behaviour and ensure that, if and when it does occur, there is less use of physical interventions and other restrictive methods
- Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

## Mental Health and Behaviour

Schools play an important role in supporting their pupils to succeed, as well as be resilient and mentally healthy.

At Chelsea Hall School, we

- ensure that pupils and their families are enabled to participate as fully as possible in decisions and are provided with information and support.
- recognise that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events, and may include children who have experienced abuse.
- are aware that risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems.
- make the appropriate referrals, with parental consent when it is safe to obtain, to specialist services such as Children and Adolescent Mental Health Services (CAMHS) when severe problems occur.
- take immediate action in line with our policies if we have a mental health concern about a child that is also a safeguarding concern.

## Definitions

### Child Abuse

Refers to any child under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by adults or another child or children.

Behaviours such as alcohol and substance misuse, truanting and sexting put children at risk or in danger and safeguarding issues can manifest themselves via child-on-child abuse, including cyber-bullying and gender-based violence / sexual assaults.

Abuse is broadly divided into four categories: Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. Brief definitions are given below.

Guidance for recognising the indicators of possible abuse is found in [Appendix 5](#).

### Neglect

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or

development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

#### Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously Munchausen Syndrome by Proxy).

#### Sexual Abuse

Involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

#### Emotional Abuse

Is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child although it may occur alone.

#### Child Criminal Exploitation (CCE)

Is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

#### Child sexual exploitation (CSE)

Involves exploitative situations, contexts and relationships where a child or young person under the age of 18 receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many

forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

As explained in [Appendix 10](#) (Guidance on Safeguarding Sexually Active Young People), children under the age of 13 are not legally capable of consenting to sexual activity.

### Children Missing From Education

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

Guidance on Children Missing from Education is found in [Appendix 11](#).

### Children Who Go Missing From Home or Care

Are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

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

Longer-term risks include:

- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation

- Poor physical and/or mental health.

### Country Lines

Is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

### Domestic Abuse

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

*Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional harm.*

*All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.*

### Female Genital Mutilation (FGM)

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

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

### Honour Based Abuse (HBA)

Encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital

mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### Prevent

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

Prevent priority areas are:

- Barking and Dagenham
- Birmingham
- Blackburn with Darwen
- Bradford
- Brent
- Camden
- Derby
- Ealing
- Hackney
- Hammersmith and Fulham
- Haringey
- Kensington and Chelsea
- Lambeth
- Leeds
- Leicester
- Lewisham
- Luton
- Manchester
- Newham
- Redbridge
- Stoke-on-Trent
- Tower Hamlets
- Waltham Forest
- Wandsworth
- Westminster

Contact with regards to queries can be made via MASH.



**Frequency**

- Ind. = at the point of induction
- 0 = continuous
- 0.5 = half-termly
- 1 = annually
- 1b = at the beginning of each new academic year
- 2 = every two years
- 3 = every three years

\* Staff / Volunteers are expected to check their understanding of the policies, procedures and guidance with (D)DSL / Leadership if they are unsure of anything they have read.

|                                                                                  | All Staff                    | (D)DSL                    | Leadership                |
|----------------------------------------------------------------------------------|------------------------------|---------------------------|---------------------------|
| In-House Safeguarding Training                                                   | Ind.                         | Ind.                      | Ind.                      |
| Reading* Staff Code of Conduct                                                   | Ind.<br>1b                   | Ind.<br>1b                | Ind.<br>1b                |
| Reading* all Chelsea Hall School Policies, which are made available in MyConcern | Ind.<br>1b                   | Ind.<br>1b                | Ind.<br>1b                |
| Reading* the updated KCSiE Part 1                                                | Ind.<br>1b                   | Ind.<br>1b                | Ind.<br>1b                |
| Reading* the updated KCSiE Full Version                                          | n/a                          | Ind.<br>1b                | Ind.<br>1b                |
| BILD Physical Intervention Training                                              | 1b<br>(excluding Admin team) | 1b (excluding Admin team) | 1b (excluding Admin team) |
| In-House Physical Intervention Training / Refresher                              | 1 (excluding Admin team)     | 1 (excluding Admin team)  | 1 (excluding Admin team)  |
| In-House MyConcern Training                                                      | Ind.<br>1b                   | Ind.<br>1b                | Ind.<br>1b                |
| In-House MyConcern Refresher                                                     | 0                            | 0                         | 0                         |
| In-House Safeguarding Refreshers                                                 | 0                            | 0                         | 0                         |
| In-House Policy Refreshers                                                       | 0.5                          | 0.5                       | 0.5                       |
| PREVENT Training                                                                 | 2                            | 2                         | 2                         |
| External Safeguarding Training                                                   | n/a                          | 0                         | n/a                       |
| Child Protection Company Level 2 'Introduction to Child Protection'              | Ind.<br>2                    | Ind.<br>2                 | Ind.<br>2                 |

|                                                                      |     |        |        |
|----------------------------------------------------------------------|-----|--------|--------|
| Training                                                             |     |        |        |
| Child Protection Company Level 3 'Further Child Protection' Training | n/a | Ind. 2 | n/a    |
| Safer Recruitment                                                    | n/a | Ind. 2 | Ind. 2 |

Signs of Safety and Wellbeing Model

Appendix 2

| Assessment Type                                    | What Are We Worried About? |                           |                      | What's Working Well? |                    | What Needs To Happen? |            |
|----------------------------------------------------|----------------------------|---------------------------|----------------------|----------------------|--------------------|-----------------------|------------|
|                                                    | Past                       | Future                    | Complicating Factors | Existing Strengths   | Existing Solutions | Goals                 | Next Steps |
| <b>Signs of Safety</b><br><i>Child Protection</i>  | Harm                       | Danger                    | Complicating Factors | Existing Strengths   | Existing Safety    | Safety Goals          | Next Steps |
| <b>Signs of Wellbeing</b><br><i>Family Support</i> | Wellbeing Concerns (past)  | Critical Worries (future) | Complicating Factors | Existing Strengths   | Existing Wellbeing | Wellbeing Goals       | Next Steps |
| <b>Signs of Success</b><br><i>Children in Care</i> | Worrying Behaviour (past)  | Critical Worries (future) | Complicating Factors | Existing Strengths   | Existing Success   | Success Goals         | Next Steps |

School report to Child Protection Conference or Looked After Child Review  
Appendix 3

|                       |  |
|-----------------------|--|
| School                |  |
| Name of Child         |  |
| Date of Birth         |  |
| Year Group            |  |
| Name of Class Teacher |  |

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

What is working well?

What are we worried about?

What needs to happen?

Signature

Print Name

Date

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

Please send this report wherever possible at least 5 days in advance of the relevant meeting to [Childrensplanning@wandsworth.gov.uk](mailto:Childrensplanning@wandsworth.gov.uk) and bring copies for those attending the meeting.

Transfer of Child Protection Records - Receipt

Appendix 4

**Transfer of Child Protection Records for pupils Leaving Chelsea Hall School - Exchange by Hand**

Name of Child

Date of Birth

Name of Receiving School

Address of Receiving School

Date Exchanged by Hand

Name and Signature of Receiving DSL

Name and Signature of CHS DSL

**Transfer of Child Protection Records for pupils Leaving Chelsea Hall School - Recorded Delivery**

|                                  |  |
|----------------------------------|--|
| Name of Child                    |  |
| Date of Birth                    |  |
| Name of Receiving School         |  |
| Address of Receiving School      |  |
| Name of Receiving DSL            |  |
| Date Posted by Recorded Delivery |  |
| Date Reception Confirmed         |  |
| Name and Signature of CHS DSL    |  |

**Transfer of Child Protection Records for pupils Leaving Chelsea Hall School - Electronic Transfer**

|                               |  |
|-------------------------------|--|
| Name of Child                 |  |
| Date of Birth                 |  |
| Name of Receiving School      |  |
| Name of Receiving DSL         |  |
| Date Sent via MyConcern       |  |
| Date Reception Confirmed      |  |
| Name and Signature of CHS DSL |  |

Recognising Signs of Child Abuse

Appendix 5

**Signs of Abuse in Children**

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation

## Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

## Recognising Neglect

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

Indicators include:

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

## Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

## Bruising

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

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

## Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

## Burns and Scalds

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

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

### Fractures

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

Non-mobile children rarely sustain fractures. There are grounds for concern if:

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

### Scars

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

### Recognising Emotional Abuse

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

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

### Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently afraid to say anything due to guilt and/or fear.

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. There may be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

**Procedure to Follow in Cases of Possible, Alleged or Suspected Abuse, or Serious Cause for Concern about a Child** **Appendix 6**

A – General

The Local Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children (Available on the Local Safeguarding Children Partnership Website **of the child concerned**). The Designated Safeguarding Lead (DSL) is expected to be familiar with these referral processes.



It is important that all parties act swiftly and avoid delays.

The DSL may seek advice and guidance from the local MASH, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

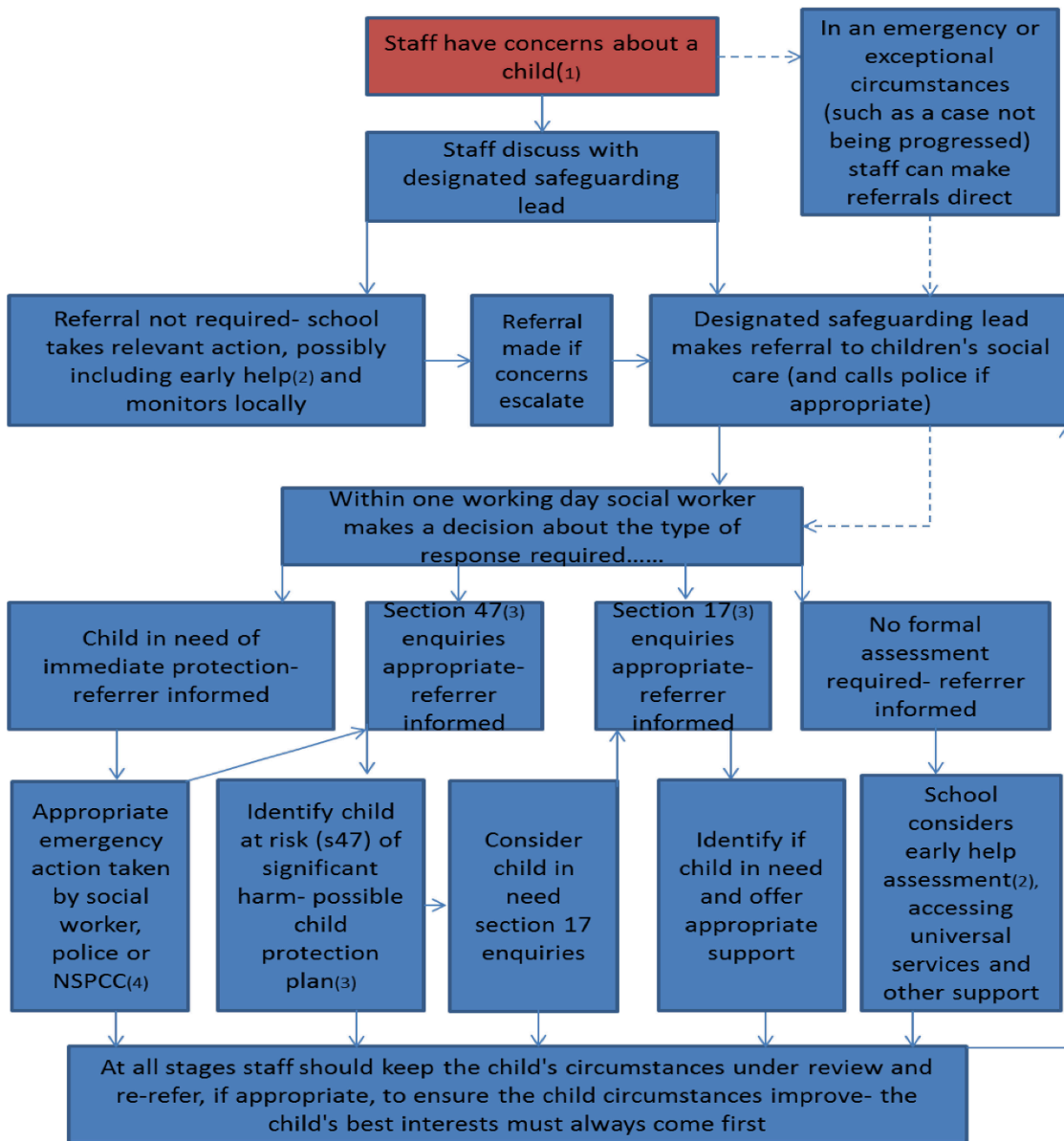
| LSCP                                              | Phone            | MARF Link/Email                                                                                       | Out of hours                               |
|---------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Lewisham                                          | 020 8314<br>6660 | <a href="#">MARF</a><br>MashAgency@lewisham.gov.uk                                                    |                                            |
| Merton                                            | 020 8545<br>4226 | <a href="#">MARF</a><br>mash@merton.gov.uk                                                            |                                            |
| Wandsworth                                        | 020 8871<br>6622 | <a href="#">MARF</a><br>MASH@wandsworth.gov.uk                                                        | 020 8871<br>6000                           |
| Kingston and<br>Richmond                          | 020 8547<br>5008 | <a href="#">MARF</a><br>lscb-support@kingrichlscb.org.uk                                              | 020 8770<br>5000                           |
| London<br>Borough of<br>Hammersmith<br>and Fulham | 020 8753<br>6600 | New system being developed<br>through Open Objects<br>familyservices@lbhf.gov.uk                      | 020 8748<br>8588                           |
| Surrey                                            | 0300 470<br>9100 | <a href="#">MARF</a><br>cspa@surreycc.gov.uk                                                          | 01483<br>517898<br>edt.ssd@surreycc.gov.uk |
| Royal Borough<br>of Kensington<br>and Chelsea     | 020 7361<br>3013 | New system being developed<br>through Open Objects<br>socialservices@rbkc.gov.uk                      | 0207 373<br>2227                           |
| Southwark                                         | 020 7525<br>1921 | <a href="#">MARF</a><br>mash@southwark.gov.uk                                                         | 020 7525<br>5000                           |
| Lambeth                                           | 020 7926<br>3100 | <a href="#">MARF</a><br>helpandprotection@lambeth.gov.uk                                              | 020 7926<br>5555                           |
| Westminster                                       | 020 7641<br>4000 | New system being developed<br>through Open Objects<br>accesstochildreancesservices@westminster.gov.uk |                                            |

Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.

In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and requires

assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Duty Team will need to be taken.

### Referral Flow Chart



### B – Individual Staff / Volunteers / Other Adults - Main Procedural Steps

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next. Where possible,

leave them to explain their concern to the police so as not to compromise the investigation.

As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Senior Lead for Safeguarding at CGC.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a trainee or another young person or child, the Headteacher must be informed. The concern should not be discussed with the member of staff involved.

If the allegation is about the Headteacher, the information should be passed to the Designated Safeguarding Lead, without informing the Headteacher, or the Local Authority Designated Officer (LADO) 020 8871 7401

If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

### **C – Designated Safeguarding Leads - Main Procedural Steps**

Begin a case file, which will hold a record of communications and actions to be stored securely (see Section on Records and Monitoring).

Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the Local Safeguarding Children Partnership.

Share information confidentially with those who need to know.

Where there is a child protection concern requiring immediate, same day, intervention, contact (by phone) the Local Safeguarding Children Partnership of the child concerned.

Written confirmation should be made within 24 hours on the Local Safeguarding Children Partnership on-line form of the child concerned.

If urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

**Exceptional circumstances:** If it is feared that the child might be at immediate risk on leaving school, take advice from the Local Safeguarding Children Partnership Duty Team. Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat the Police should be contacted immediately and Local Safeguarding Children Partnership Duty Team should be updated.

**Wandsworth Procedures for Managing Allegations against Staff**

**Appendix 7**

## Employers

If you employ or manage staff or volunteers (paid or unpaid) who work with children you must:

- Let children and their families know how they can raise concern that a worker in the service may have harmed a child;
- Let workers in the service know that they have a responsibility to raise concern if they think a colleague has harmed a child;
- Have a procedure and an appointed person for responding to concerns that a worker has harmed a child.

If you are worried that a worker has:

- Behaved in a way that has, or may have, harmed a child;
- Possibly committed a criminal offence against or in relation to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

And if you are the person in your organisation who is responsible for responding to that concern, you **must** consult with the Local Authority Designated Person (LADO) **within 24 hours**.

Contact the Wandsworth LADO on: 020 8871 7440.

## Contacts for referrals

- Initial Point of Contact (IPOC) previously known as Multi Agency Safeguarding Hub (MASH)  
020 8871 6622
- Local Authority Designated Officer (LADO)  
LADO@wandsworth.gov.uk  
020 8871 7440
- Safeguarding Standards Service  
020 8871 7208
- Wandsworth Safeguarding Childrens Board  
www.wscb.org.uk  
020 8871 7401
- Social Care Out of Hours Service  
020 8871 6000
- OFSTED  
0300 123 1231

## LADO Procedure

Managing allegations against staff and volunteers working with children



WANDSWORTH  
**Safeguarding**  
CHILDREN &  
YOUNG PEOPLE

Revised  
October 2017

Designed and produced by Wandsworth Design & Print, wdp@wandsworth.gov.uk CS.1208 (10.17)

## The LADO

Every Local Authority has a statutory responsibility to have a Local Authority Designated Officer (LADO) who is responsible for co-ordinating the response if an allegation is made against staff or volunteers who work with children. The majority of allegations against staff or volunteers relate to their behaviour in the workplace. However some concerns may relate to their personal life or the care of their own children. In some cases there may have been an allegation of abuse against someone closely associated to them and this person may pose a risk of harm to the children the staff or volunteer is responsible for.

In Wandsworth we work to the London Child Protection Procedure, Working Together to Safeguard Children and Keeping Children Safe in Education.

### The LADO's key role is to:

- Provide advice/guidance to employers or voluntary organisations;
- Liaise with police and other agencies including Ofsted and professional bodies such as the General Medical Council and the General Teaching Council;
- Monitor the progress of referrals to ensure they are dealt with as quickly as possible, consistent with a thorough and fair process;
- Seek to resolve any inter-agency issues;
- Collect strategic data and maintain a confidential database in relation to allegations;
- Disseminate learning from LADO enquiries throughout the children's workforce;
- To provide oversight of the investigative process through to its conclusion;

- Chair Allegations Against Staff and Volunteers (ASV) Meetings (previously known as Strategy Meetings) and establish an agreed outcome of the LADO investigation;
- Liaison with other Local Authority LADOs where there are cross boundary issues.

### What will the LADO advise you when you refer an allegation?

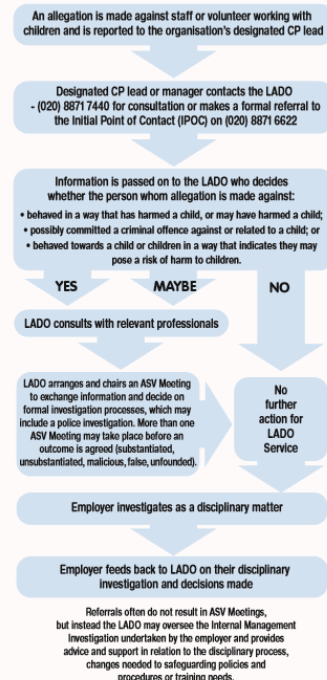
- Next steps (i.e. referral to Children's Social Care, police or disciplinary);
- How to manage talking about the concerns with the person who may have harmed the child;
- How to inform child's parents/carers;
- Their view regarding safeguarding measures, such as suspension, (although the final decision rests with the employer);
- What they expect of you and other agencies involved.

### Wandsworth LADO (Local Authority Designated Officer)

Safeguarding Standards Service  
2nd Floor  
Town Hall Extension  
Wandsworth High Street  
London SW18 2PS.

Email: lado@wandsworth.gov.uk  
Phone: 020 8871 7440  
Fax: 020 8871 7217

## LADO Procedure Flowchart



## LADO

Every Local Authority has a statutory responsibility to have a Local Authority Designated Officer (LADO) who is responsible for coordinating the response to concerns that an adult who works with children may have caused them harm.

Use the following link for the 'LADO Procedure: A guide to managing allegations against adults working with children'.

[http://www.wandsworth.gov.uk/wscb/downloads/file/30/lado\\_procedure-managing\\_allegations\\_against\\_adults\\_working\\_with\\_children](http://www.wandsworth.gov.uk/wscb/downloads/file/30/lado_procedure-managing_allegations_against_adults_working_with_children)

Use the following link for the 'LADO Procedure: A guide for staff and volunteers who work with children and are faced with an allegation of abuse'.

[http://www.wandsworth.gov.uk/wscb/downloads/file/31/lado\\_procedure-a\\_guide\\_for\\_staff\\_and\\_volunteers\\_who\\_work\\_with\\_children\\_and\\_are\\_faced\\_with\\_allegation\\_of\\_abuse](http://www.wandsworth.gov.uk/wscb/downloads/file/31/lado_procedure-a_guide_for_staff_and_volunteers_who_work_with_children_and_are_faced_with_allegation_of_abuse)

If you are the person in your organisation who is responsible for responding to a concern, you must consult the LADO within 24 hours.

**Contact the Wandsworth LADO on: 02088 717 440**

Search on TPD Online for multi-agency safeguarding training on responding to allegations against staff and the role of the Local Authority Designated Officer (LADO).

## **Guidance for schools re children who abuse other children**

**Appendix 8**

### **Introduction**

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

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

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

There is also significant research evidence which indicates that abuse is likely to be repeated without appropriate intervention and treatment. This must be considered throughout the planning stages of managing cases of abuse perpetrated by children.

Where an allegation is made regarding alleged abuse perpetrated by another child, the age and understanding of the alleged perpetrator must be considered throughout decision making.

The circumstances of the alleged perpetrator must be assessed separately from those of the alleged victim and must include exploration of why this behaviour has occurred.

The focus of involvement with the alleged perpetrator and their family will be both to determine risks to and from the child concerned within the parameters of the Children Act 1989, and to manage allegations against them within the criminal justice framework.

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

#### Process

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

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

- Keep the involved children separate during the school day while the investigation is taking place to avoid collusion or intimidation
- Having established what is alleged to have taken place, avoid talking to the children any further about the incident (s)
- Keep a detailed log of actions, discussions and decisions
- Carry out a risk assessment and put a risk management plan in place if necessary – ensure that non teaching times are considered, especially times when pupils are moving around the school as the child who has been harmed may feel very vulnerable at such times
- Be aware that whether the incident(s) happened in school or elsewhere, other pupils may know what has happened (or is alleged to have happened). Other pupils may have been involved, either directly or indirectly. Other pupils may be judgemental or make unkind, or even threatening, comments
- Contact parents where possible (unless advised otherwise, or serious concern re further risk to child or in particularly complex situations eg sexual exploitation – in these instances seek advice)
- Consider whether the situation warrants information being shared with other parents in the school (eg where press coverage is likely) and seek advice

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

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

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

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

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

Additional guidance is available via the London Child Protection procedures [http://www.londoncp.co.uk/chapters/ch\\_harm\\_others.html](http://www.londoncp.co.uk/chapters/ch_harm_others.html)

Guidance for schools re child-on-child sexual violence and sexual harassment  
Appendix 9

### Victims and alleged perpetrators

There are many different ways to describe children who have been subjected to sexual violence and/or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse. For the purposes of this advice, we use the term 'victim'. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a



victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

We also use the term 'alleged perpetrator' and where appropriate 'perpetrator'. These are widely used and recognised terms and the most appropriate to aid effective drafting of advice. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

Schools need to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Children need to understand that sexual violence or sexual harassment will not be dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys" and that challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts will not be tolerated as this risks normalising such behaviour.

We understand that such behaviours may reflect wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) is important.

Some pupils (eg those with SEND, or those who are LGBT) can be particularly vulnerable. Schools also need to be aware that staff can also be victims of sexual violence or harassment and have strategies to protect staff.

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person with his penis, that person does not consent to the penetration and he does not reasonably believe that they have consented.



**Assault by Penetration:** A person commits an offence if: s/he intentionally penetrates the vagina or anus of another person with a part of her/his body or anything else, the penetration is sexual, that person does not consent to the penetration and s/he does not reasonably believe that they have consented.

**Sexual Assault:** A person commits an offence of sexual assault if: s/he intentionally touches another person, the touching is sexual, that person does not consent to the touching and s/he does not reasonably believe that they have consented.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 **can never consent** to any sexual activity (see Appendix 10, Guidance on Safeguarding Sexually Active Young People)
- the age of consent is 16. However, it is recognised that between the ages of 13 and 16 sexual activity may be considered by the young people to be consensual. In cases where the sexual activity is mutually agreed and non-exploitative then it is not intended to instigate criminal proceedings. An assessment against risk factors should be carried out to assist in decision making in relation to safeguarding
- sexual intercourse without consent is rape.

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- upskirting (which is now a criminal offence) – this typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
  - sexualised online bullying;

- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

Preventative programmes should be developed to be age and stage of development appropriate and tackle such issues as

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

Responding Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any report.

Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role, using their professional judgement and being supported by other agencies, such as children's social care and the police as required.

Disclosures from children should be dealt with sensitively in line with guidance about any safeguarding disclosures. The child should be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

When there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment.

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

The wishes of the victim in terms of how they want to proceed should be taken into account. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how things are being taken forward.

Additional guidance is available in KCSIE 2022.

Guidance on safeguarding sexually active young people (under 18s)

Appendix 10

The London Child Protection Procedures has several supplementary procedures. One of these is the Procedure for Safeguarding Sexually Active Children (remembering that all young people are deemed to be a child in law until their eighteenth birthday). These are designed to help professionals identify those children and young people whose sexual relationships may be abusive.

A child under the age of 13 is not legally capable of consenting to sexual activity. Any suspicion that a child under 13 is involved in sexual activity should be discussed with the nominated child protection lead in the organisation. Under the Sexual Offences Act 2003 penetrative sex with a child under 13 is classed as rape. All cases such as these must be referred to Children's Specialist Services.

Sexual activity with a child under 16 is also an offence. However, it is recognised that between the ages of 13 and 16 this activity may be consensual. There should still be consideration as to whether this should be discussed with or referred to Children's Specialist Services as there may still be serious consequences for the young person, but no automatic requirement to do so. The younger the child the stronger the presumption must be that sexual activity may be harmful

It is also accepted that it is not always in the best interests of child for criminal proceedings to be instigated. In cases where the sexual activity is mutually agreed and non-exploitative then it is not intended to instigate criminal proceedings.

The first duty is to safeguard and promote the welfare of young people and professionals should be aware that the duty of confidentiality is not absolute in matters such as this. There may be other children involved, for example siblings, and sharing information may be required in law.

Sexual activity between the ages of 16 and 17 will not be an offence but may still involve risk or harm and so particular factors still need to be considered.

Professionals working with children need to consider how to balance children's rights and wishes with their responsibility to keep children safe from harm.

Underage sexual activity should always be seen as a possible indicator of child sexual exploitation.

In order to assess whether the relationship is harmful the following factors should be discussed:

- Is the young person competent to understand and consent to sexual activity?
- The child's living conditions (any other types of concern/ other statutory agencies involved)
- Age differences in the relationship
- Whether the child has a disability
- Power imbalances in the relationship
- Whether aggression, coercion or bribery could have been involved
- Whether the child may have been disinhibited by substances or alcohol
- If attempts had been made to keep the matter secret (beyond what would normally be expected)
- Have there been attempts at 'grooming' (through gifts, treats, money, drugs or developing a relationship with the child or their parents)
- Whether the partner is known to have had previous concerning relationships.

If there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm then a strategy meeting will be held to share concerns and agree action.

**It is the responsibility of individual members of staff to ensure that the relationship they develop with pupils or students cannot be misinterpreted or developed beyond the professional. It is an offence for anyone in a position of trust or authority in relation to a young person to have a sexual relationship with a child or young person up to the age of 18.**

Guidance on Children Missing from Education

Appendix 11

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

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

A child going missing from education is a potential indicator of abuse or neglect. The school will follow their established procedure for unauthorised absence and for following up children who go missing from education, particularly on repeat

occasions, to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

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

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

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

The notification will include:

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

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

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

In line with the safeguarding duties of the school, all unexplained pupil absences will be investigated. The school must inform the LA of any pupil who fails to attend school, or has been absent without permission for a continuous period of 10 school days or more.

Established procedures will be followed, but each case needs to be treated on its own merits, taking into account all the facts of the case. Some children are at particular risk, and may also need referral to social care.

**Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006 as amended**

|   |                                                                                                                                                            |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 8(1)(a) – where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------|

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.                                                                                                                                                                                                                                                                                                                                                                        |
| 2 | 8(1)(b) – except where it has been agreed by the headteacher that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.                                                                                                                                                                                                                                                                                                                                                                                                |
| 3 | 8(1)(i) – where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the headteacher of any other school at which he is registered has given consent to the deletion.                                                                                                                                                                                                                                                                                                                                                             |
| 4 | 8(1)(d) – in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the headteacher has received written notification from the parent that the pupil is receiving education otherwise than at school.                                                                                                                                                                                                                                                                                                                                                                                          |
| 5 | 8(1)(i) – except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 6 | 8(1)(f) – in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that –<br><ul style="list-style-type: none"> <li>(iii) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted;</li> <li>(ii) the headteacher does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and</li> <li>(iii) the headteacher and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.</li> </ul> |
| 7 | 8(1)(g) – that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.                                                                                                                                                                                                                                                                                                                     |
| 8 | 8(1)(h) – that he has been continuously absent from the school for a period of not less than twenty school days and<br><ul style="list-style-type: none"> <li>(i) at no time was his absence during that period authorised by the headteacher in accordance with regulation 6(2);</li> <li>(ii) the headteacher does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and</li> <li>(iii) the headteacher of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.</li> </ul>             |
| 9 | 8(1)(i) – that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|    |                                                                                                                                                                                                                                                                                                            |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | a period of not less than four months, and the headteacher does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.                                                                                                                                 |
| 10 | 8(1)(j) – that the pupil has died                                                                                                                                                                                                                                                                          |
| 11 | 8(1)(k) – that the pupil will cease to be of compulsory school age before the school next meets and<br>(iii) the relevant person has indicated that the pupil will cease to attend the school; or<br>(ii) the pupil does not meet the academic entry requirements for admission to the school’s sixth form |
| 12 | 8(1)(l) – in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school                                                                                        |
| 13 | 8(1)(m) – that he has been permanently excluded from the school                                                                                                                                                                                                                                            |
| 14 | 8(1)(n) – where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school                                                                                                            |
| 15 | 8(1)(o) where—<br>(iii) the pupil is a boarder at a maintained school or an Academy;<br>(ii) charges for board and lodging are payable by the parent of the pupil; and<br>(iii) those charges remain unpaid by the pupil’s parent at the end of the school term to which they relate                       |

Guidance on Safeguarding children and young people from serious youth violence and knife crime Appendix 12

One of the key issues causing a high level of concern nationally (and particularly in London) is the increase in knife crime and other forms of serious youth violence.

There is growing evidence of the strong links between children going missing, serious youth violence, gang affiliation, criminal and sexual exploitation which highlights the importance of safeguarding and targeted intervention with these groups of young people.

It is important to remember that knife crime does not exist in a vacuum and children who are victims or perpetrators may also be experiencing multiple vulnerabilities.

As a school we will ensure that staff members are provided with training in these issues so that they have the knowledge and skills to recognise signs that a pupil may be vulnerable to, or potentially becoming involved in, violent behaviour or knife crime.

We will ensure that all staff are aware of the processes to be followed in the event of a serious incident involving a pupil or pupils of this school.

We will ensure that our DSLs and other key staff have received an appropriately enhanced level of training to respond effectively, take the appropriate actions and are able to support other staff members in following the expected processes.

We will ensure that systems are in place to provide effective support to any pupils (or family members of a young person e.g. siblings) who have been victims of a serious incident or involved in a serious incident (as a witness or participant).

We will provide support to any staff members who have been affected by a serious incident.

We will review our curriculum regularly and ensure that our pupils are provided with robust input in relation to the risks of becoming involved in gangs, carrying weapons and getting involved in criminal activities. We will ensure this curriculum input is in line with national and local guidance, is age and level-of-understanding appropriate for our pupil cohort, and will engage external contributors to provide this input where that is relevant or appropriate.

Pupils will be made aware of the dangers of grooming and criminal exploitation and how to safeguard themselves.

When concerns are emerging about any pupil or group of pupils we will make referrals to relevant and appropriate Early Help / Intervention Services.

If serious incidents or concerns arise, referrals will be made as appropriate to specialist services (e.g. Social Care, Police and Health, including CAMHS).

School will raise awareness with parents / carers about the dangers of grooming and criminal exploitation and parents / carers will be given advice and strategies to support them in keeping their children safeguarded.

Where there are concerns about a child or young person, their parents will be signposted to appropriate services who can work with their family to provide support and reduce risk.

We understand the need for robust multi-agency working when these instances occur and will fully engage as a school with other agencies in the Local Safeguarding Children Partnership and contribute to effective information sharing processes.

Information will be routinely and mutually shared between the school and other safeguarding partners, including the Metropolitan Police, (via the protocol and memorandum of understanding) for the purpose of safeguarding children and young people.

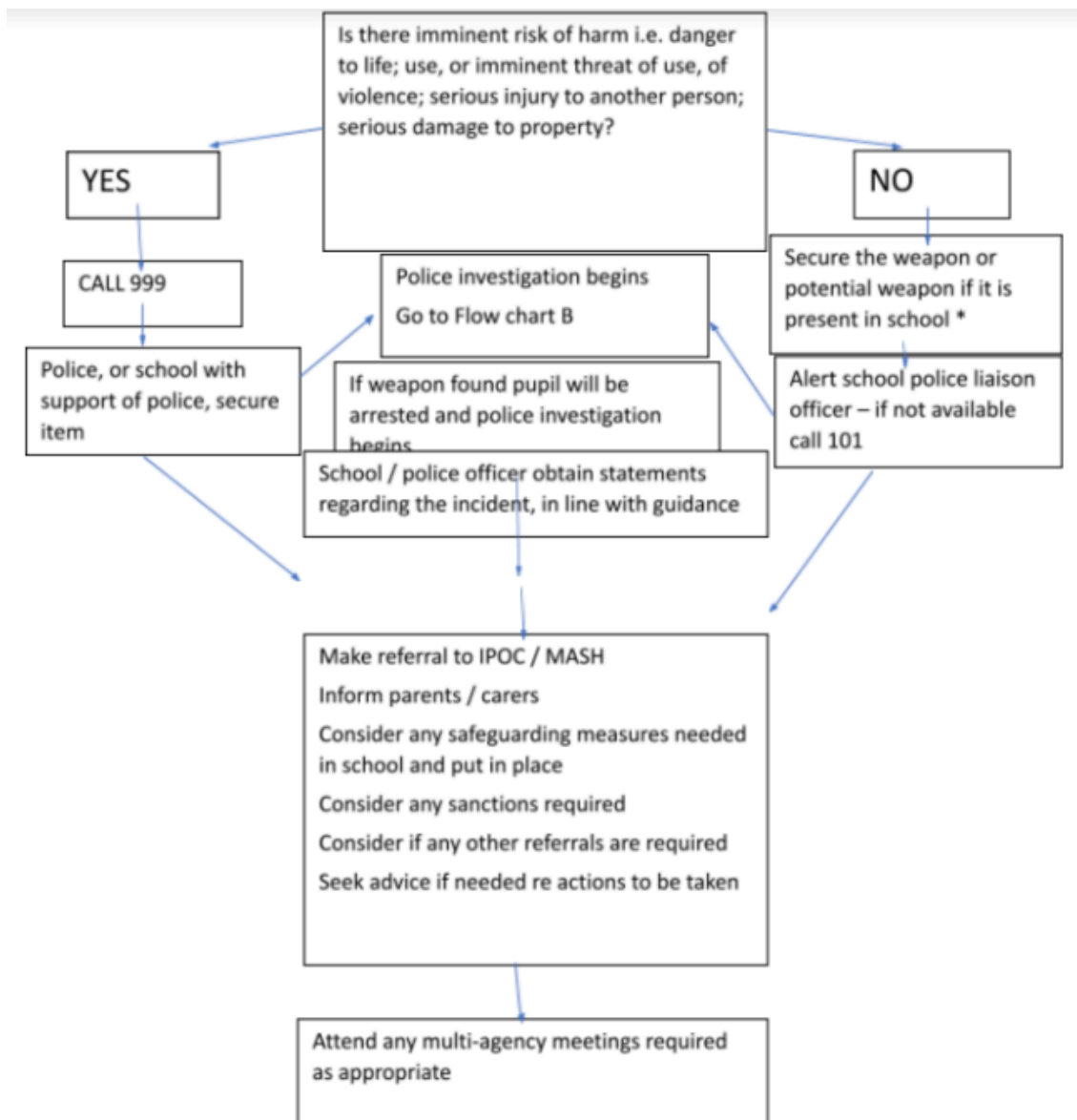
We recognise the complexity of the backgrounds and circumstances for some young people and that exclusion from school / education is a key factor in increasing the vulnerability of young people to possible exploitation or risk.

We will therefore ensure that any decisions about exclusion or managed move should balance the needs of the individual child or young person, and the safeguarding of other pupils / staff in school generally, as well as the safety of any other individual pupil who may have been harmed or placed at risk by the behaviour of another.



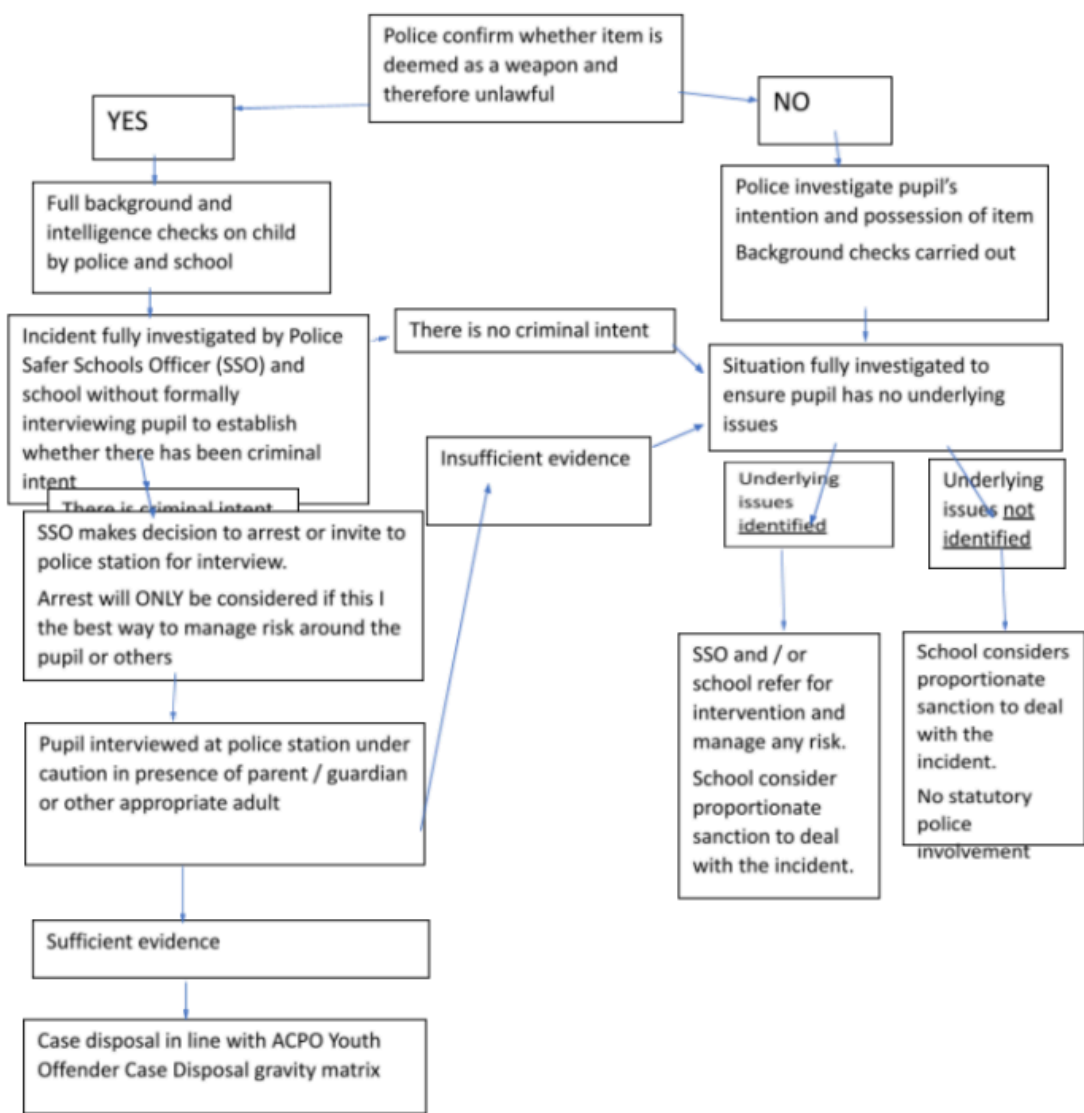
The Exclusion Policy of the school reflects the practice set out in the DfE statutory guidance and the LA strategic response to permanent exclusions. The following flow charts explain the processes for schools in relation to different aspects of serious youth violence and knife crime:

Flow Chart A – pupil has a weapon or is believed to have a weapon

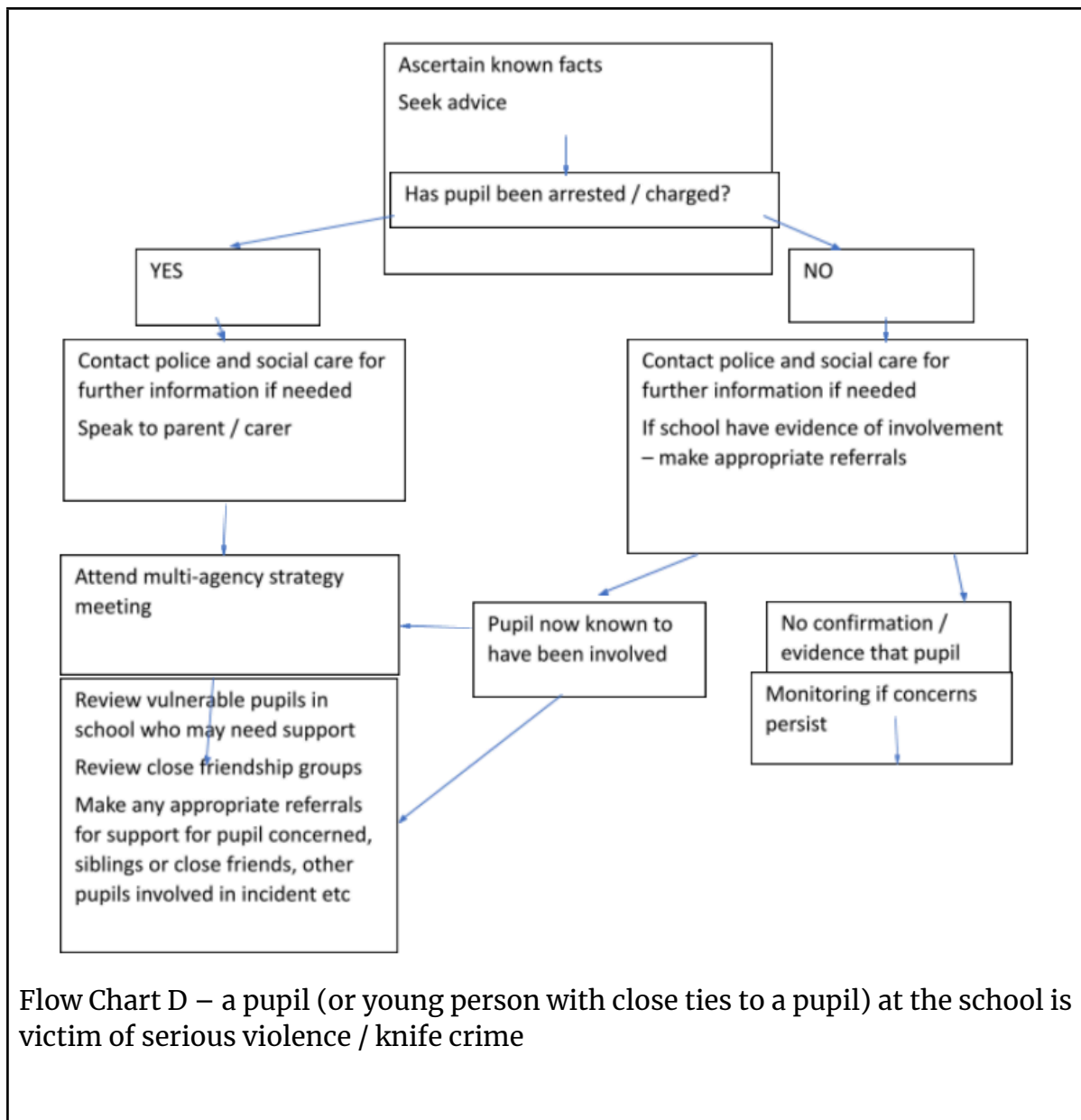


\*Please note: if a weapon is being secured it is important that it is not directly touched if possible. Police can supply a kit box with weapons tubes, gloves etc. Locations may also need to be searched in case a weapon has been secreted or ditched. Any pupil suspected of having a weapon should be closely monitored until search can take place.

Flow Chart B – actions police will take once informed of a school related weapon incident



Flow Chart C – pupil is suspected of being the perpetrator of serious youth violence / arrested for serious offence



Flow Chart D – a pupil (or young person with close ties to a pupil) at the school is victim of serious violence / knife crime

