GRANARD PRIMARY SCHOOL

Safeguarding Policy and Procedures 2025-2026

This policy was adopted by the Governing Body on 9th October 2025

This policy is due for review in October 2026

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Multi Agency Referral Form **(MARF)**		https://www.wandsworth.gov.uk/health-and-social-care/children-and-families/report-a-concern-about-a-child/ MARF
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Police **Safer Neighbourhood Team**		**999** for emergencies and **101** for non-emergencies WestPutney.snt@met.police.uk 020 8721 2760

Wandsworth Family Information Service -Thrive		Family Information Service thrivewandsworth@richmondandwandsworth.gov.uk Helpline - 9am to 5pm, Monday to Friday: 020 8871 7899
Wandsworth Support		Wandsworth - Community Safety – Domestic Abuse One Stop Shop Hestia
Crimestoppers free phone		0800 555 111 [information may be passed anonymously]
TPD (Training & Professional Development)	Training & Professional Development Online	https://www.tpd.org.uk/
DFE (Department for Education) Helpline	DFE	For non-emergency advice: contact DfE (Department for Education) dedicated helpline: counter.extremism@education.gov.uk **020 7340 7264 -** Monday to Friday from 11am to 3pm (excluding bank holidays) **Home Office Prevent Duty Training**
Report **suspected extremism** online		https://www.gov.uk/report-suspicious-activity-to-mi5
Report **terrorist activity/material** online		https://www.gov.uk/report-terrorism
NSPCC (National Society for the Prevention of Cruelty to Children)	NSPCC	Reporting child abuse and neglect | NSPCC: online reporting 24 hours day **0808 800 5000** (Telephone: Monday to Friday 8am – 10pm or 9am – 6pm at the weekends.)
Female Genital Mutilation FGM	Police	www.gov.uk/contact-police Metropolitan Police Service Project Azure Partnership Team: 020 7161 2888 NSPCC FGM free phone helpline: 0800 028 3550 [information may be passed anonymously] GOV UK FGM: resource pack (Includes free e-learning training 'Recognising & Preventing FGM')

Whistleblowing		NSPCC helpline: 0800 028 0285 (8am-8pm Mon-Fri) help@nspcc.org.uk
Homelessness		Housing Wandsworth Local Authority https://www.wandsworth.gov.uk/housing/

School Record of Safeguarding Training:

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training (Due annual)	September 2025	September 2026
Senior Designated Safeguarding Lead (DSL) (Due every TWO years)	06/02/2025 Cheryl Grigg	February 2027
Deputy Senior DSL (Due every TWO years)	06/02/2025 Caroline Partridge	February 2027
Whole School Staff Refresher/updates (Annual)	September 2025	September 2026
Safer Recruitment Training (HT) (Due every THREE years)	18/06/2025 Cheryl Grigg	June 2028
Safer Recruitment Training (CoG) (Due every THREE years)	23/05/2023 Malcolm Turner	May 2026
Governor Training (Due annual)	November 2024	November 2025
Annual DSL Prevent Training Update (for DSLs to disseminate to ALL staff)	September 2025	September 2026

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Safeguarding Policy:

INTRODUCTION:

1.1 It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are **in the best interests of the child.**

1.2 Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested. Home - Wandsworth Safeguarding Children Partnership (wscp.org.uk)

1.3 Our school is a community and all those directly connected, staff members, governors, parents, families, and pupils, have an essential role to play in making it safe and secure for all.

1.4 This procedure document provides the basis for good practice within the school for safeguarding work. It should be read in conjunction with the Wandsworth Safeguarding Childrens Partnership' safeguarding Policies and Procedures Information for Professionals - Wandsworth Safeguarding Children Partnership (wscp.org.uk) and the Safeguarding Appendices document. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

2 OUR ETHOS:

2.1 We believe that Granard school should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, spiritual, and moral development of the individual child; enabling all children to thrive.

2.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children

2.3 We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents, and governors, have a full and active part to play in protecting our pupils from harm.

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

3 SCOPE

3.1 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN (Special Educational Needs) it is up to 25 years of age.

3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

4 THE LEGAL FRAMEWORK

4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make the necessary arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.

4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, Dec 2023

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025

Associated local procedures can be found on the Wandsworth Safeguarding Children Partnership website: Home - Wandsworth Safeguarding Children Partnership (wscp.org.uk)

5 ROLES AND RESPONSIBILITIES

5.1 Our governing body recognises the need to ensure that it complies with its duties under legislation, and this policy has regard to statutory guidance; Keeping Children Safe in Education (2025), Working Together to Safeguard Children (2023), Key statutory and non-statutory guidance and any locally agreed inter-agency procedures.

5.2 The school's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Cheryl Grigg. We have deputy designated safeguarding leads, Caroline Partridge, Lisa O'Reilly and Andy Wheeler to ensure there is always appropriate cover for this role. **The responsibilities of all Designated Safeguarding Lead are described in detail on Appendix A of this policy (Pages 3-7).**

The Designated Safeguarding Lead will be on our school's leadership team and their role of Designated Safeguarding Lead (and the deputy) will be **explicit in their job description**. This person should have the appropriate authority and be given the time, funding, training, resources, and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The

designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. (KCSIE, 2025 para 102-105 & Annex C).

5.3 The school has a **nominated governor,** Laura Polglase, responsible for safeguarding to champion good practice, to liaise with the head teacher and to ensure information and reports are provided to the governing body.

5.4 The **case manager for dealing with allegations** of abuse made against school staff members is the head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors, Malcolm Turner. **The procedure for managing allegations is detailed in Appendix C of this Policy(Section 9 /Pages 17-18) and on The Allegations Flowchart – Pg 31.**

5.5 The **head teacher** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children go Missing from Education (see Children Missing Education –Statutory Guidance for Local Authorities – 2025) including children who are 'absent' from education, or those unexplainable and or/persistent absences, particularly on repeat occasions or for prolonged periods.

5.6 The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

5.7 **All staff members, governors, volunteers, and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware of behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via child-on-child abuse. This may include but is not limited to: bullying (including cyber bullying), gender-based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour, and sexting. Staff should recognise that children can abuse their peers. (See 7- minute briefing with links from the Wirral SCP July 2023)

5.8 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing DfE guidance, embedded in Part 5 of Keeping Children Safe in Education situates sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools, colleges and educational settings is outlined in Part 5 of Keeping Children Safe in Education 2025, Page 112-143/ Paragraph 450 -562.

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, questioning their 'gender', Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital our school provide a safe space for these children

to speak out and share their concerns with members of staff. Pupils are protected from upskirting, bullying (+ cyber), homophobic, biphobic and transphobic behaviour, racism, sexism, and all other forms of discrimination. More guidance can be found in KCSIE 2025.

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

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

The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people – March 2024

5.9 Adult involvement in youth-produced sexual imagery

Sexually motivated incidents

The school will remain aware that not all instances of YPSI will be between children and young people, and in some cases may involve adults posing as a child for the purpose of obtaining nude and semi-nude images from persons under 18.

Staff will be aware of the signs that an adult is involved in the sharing the nude or semi-nude images. These include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing unsolicited sexual images.
- The conversation being moved from a public to a private and/or encrypted platform.
- Being coerced or pressured into doing sexual things, including producing sexual imagery.
- Being offered money or gifts.
- Being threatened or blackmailed into sharing nude or semi-nude images, and/or further sexual activity.

Financially motivated incidents

Financially motivated incidents of YPSI involving adults may also be called **"sextortion"**, where the offender threatens to release nudes or semi-nudes of a child or young person unless they do something to prevent it, e.g. paying money. In these cases, offenders often pose as children and:

- Groom or coerce the victim into sending nudes or semi-nudes in order to blackmail them.
- Use images that have been stolen from the child or young person, e.g. via hacking.
- Use digitally manipulated and/or *AI-generated images of the child or young person.

*(Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images).

Staff will be aware of the signs of sextortion, which include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing sexual images first.
- The conversation being moved from a public to a private and/or encrypted platform.
- Told their online accounts have been hacked in order to obtain images, personal information, and contacts.
- Being blackmailed into sending money or sharing bank account details.
- Being shown stolen or digitally manipulated/generated images of the victim.

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

The school is familiar with Part 5 of Keeping Children Safe in Education 2025 and will refer to this statutory guidance. It covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment. Children may not feel ready or know how to tell someone they are being abused, exploited, harmed, or neglected, but this should not stop staff from having a 'professional curiosity' and speaking to the DSL. See more information on Professional Curiosity by following this LINK.

Incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with our child protection and safeguarding policies. Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance is available through the NSPCC. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

5.10 There is an Online Safety policy, which covers the use of mobile phones, cameras, and other digital recording devices e.g., i-Pads. The policy reinforces the importance of online safety, including making parents aware of what our school ask children to do online (e.g. sites they need to visit or who they will be interacting with online).

Digital literacy is one of the most paramount issues of our time. For teachers and pupils, learning how to use the online space sensibly and in a protected manner is vital. Project EVOLVE by SWGfL presents a plethora of tools to help staff and pupils develop a well-rounded educational schemata for inclusion into lessons. More information can be found following this LINK.

Governing bodies and proprietors will also do all they reasonably can to limit children's exposure to the risks from the school's or college's IT system and ensure the school or college has appropriate filters and monitoring systems in place and regularly reviews their effectiveness. The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The policy for remote learning demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. Refer to

Providing remote education: guidance for schools (last updated August 2024). The school maintains the capability to provide remote education when it is not possible for some or all of our pupils to attend in person.

All staff will receive on-line safety training as part of the ongoing safeguarding offer, which, amongst other things, will include an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. This training offer will be covered as part of induction. Alongside our Governing Body we will review the DfE Filtering and Monitoring Standards which can be found in the document Meeting Digital Technology Standards in Schools and Colleges (last updated March 2025) and discuss with IT staff and service providers what more needs to be done to meet all the standards in our setting. Filtering and monitoring standards are adhered to and the DSL will have a robust oversight of the arrangements to meet those standards. (See KCSIE 2025 para 140 - 143 for further information)

Artificial Intelligence has the power to transform education by helping teachers focus on what they do best: teaching. This marks a shift in how technology is used to enhance lives and tap into the vast potential of AI in classrooms. We look to consider the risks and challenges alongside the opportunities and benefits continue to work to ensure the safety and reliability of technology, including AI tools, to support teachers and learners. The DFE Policy Paper Generative artificial intelligence (AI) in education (updated 10 June 2025) will help to support the assessment of risk.

Additional resources and support materials for schools and education settings in relation to using AI can be found using the following LINK.

6 SUPPORTING CHILDREN

6.1 We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. We also recognise children who witness domestic abuse are victims, that witnessing domestic abuse can have a lasting impact on children, and that children can be victims in their own relationships too, please refer to the Government guidance Domestic Abuse: how to get help. They may feel helpless, humiliated and in some situations blame themselves. Our school may be the only stable, secure, and predictable element in their lives. It is essential that indicators are identified and responded to well, all members of staff will be clear of the procedures to follow in reporting, recording, and referring any concerns. (Safer Lives – What is Domestic Abuse?)

6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

6.3 Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RSHE (Relationship, Sex and Health Education) and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice;

- providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'

- continuing to engage in Operation Encompass, the national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse, and which is in place in every police force in England and Wales. Children are recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.

- supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying. The Anti-bullying policy and The Behaviour Policy are located on the school website.

- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of modern technologies and social media and to use these responsibly; plus, Relationship, Sex and Health Education (RSHE) requirements as outlined in Government Guidance until the 31st of August 2026 and for introduction from the 1st of September 2026.

- liaising and working together with other support services and those agencies involved in safeguarding children; including the impact of domestic abuse. Domestic Abuse – Statutory Guidance July 2022

- ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, peep-on-peer abuse, 'sexting' and the displaying of 'Harmful Sexualised Behaviour'. (See Centre of Expertise on Child Sexual Abuse / Wirral's HSB identification toolkit / HSB in schools self-evaluation toolkit – Contextual Safeguarding Network)

- considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment (KCSIE 2025 – Part 5)

- responding to Child Sexual abuse with knowledge and insight – https://www.csacentre.org.uk/child-sexual-abuse-response-pathway/

- having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;

- acknowledging the importance of 'Harm from outside the home' (HOTH) or 'contextual safeguarding', which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare. (Working together to safeguard children Dec 2023 and KCSIE 2025)

- liaising with a range of Early Help agencies that support our pupils needs such as Health Services, Wandsworth Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services, and the Educational Psychology Service. (See PHE & DfE Promoting Children and Young People's Mental Health and Wellbeing – a whole school approach)

- ensuring that, when a pupil who is the subject of a Child Protection **(CP)** Plan leaves, their information is transferred to the new school within FIVE DAYS as is the expectation for all in year leavers and that the child's Social Worker is aware that the child is planning to move and is informed when they have left the school;

- alerting the authority if it is aware of any child being looked after under a Private Fostering arrangement and ensuring that on admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.

- acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. Our setting will ensure that all agencies work together, and prompt action is on concerns to safeguarding these children, who are a particularly vulnerable group.

- applying disciplinary measures such as restraint or isolation in response to incidents involving children with special educational needs and disabilities (SEND), by considering the risks carefully, given the additional vulnerability of the group.

- recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. See guidance: Use of Reasonable Force in Schools – July 2013 (current consultation on 'Use of Reasonable Force and other Restrictive Interventions' guidance is now closed)

6.4 Child-on-child abuse (including sexual violence and sexual harassment)

- For the purposes of this policy, **'child-on-child abuse'** is defined as abuse between children.
- The school has a zero-tolerance approach to abuse, including child-on-child abuse,
- All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring.
- All staff will speak to the DSL if they have any concerns about child-on-child abuse.
- All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as 'teenage relationship abuse'.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos. / Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

- The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.
- All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.
- Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.
- The school's procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy and Suspension and Exclusion Policy, where relevant.
- Addressing child on child abuse – Farrer & Co Addressing Child on Child abuse - Resource for Schools
- The school will ensure that the behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- The school has clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment, which are easily understood and easily accessible. Ensuring that training covers an understanding that children who have or who are experiencing sexual violence can display a wide range of behaviours. The school understands the importance of remaining alert to the possible challenges of detecting those signs and the importance of showing sensitivity to an individual's needs.
- The school acknowledges the crucial role they play in preventative education and preparing pupils for life in modern Britain. We will also embed a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment. This will be underpinned by the school's behaviour policy, pastoral support system and a planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment

6.5 Looked After Children, Previously Looked after Children, all other children with an allocated social worker and those in Kinship care

- We will ensure that we hold information in relation to a child's looked after legal status and any contact arrangements. The designated teacher for looked after children will hold details of the child's social worker and the name of the Virtual School Headteacher in the authority that looks after the child alongside contact information for any key services working with the child.
- We will ensure that key staff are aware of the potential vulnerability of children looked after, previously looked after children, all other children with an allocated social worker and those in kinship care arrangement. We will ensure that all staff have the skills, knowledge and understanding to keep these children safe.
- We recognise the importance of all agencies working together and taking prompt action when necessary to safeguard looked after children, previously looked after children, all other children with an allocated social worker and those in kinship care as these children are a particularly vulnerable group.
- We will identify a designated teacher (the Headteacher) as required in law to work with local authorities to promote the educational achievement of looked after children and previously

looked after. The Designated Teacher is required to undergo regular and appropriate training to carry out the role. See Statutory guidance: Designated teacher for looked-after and previously looked-after children 2018 for further information on the role and responsibilities of the designated teacher.

- We will liaise with the Virtual School Headteacher and members of the Virtual School team to ensure accelerated progress for Children looked after, previously looked after, all other children with an allocated social worker and those in kinship care.
- The Designated Teacher will be an active advocate for Children looked after and previously looked after. They will work with the Virtual School to discuss how Pupil Premium Grant funding held by the respective Virtual School Head may be best used to support the progress of looked after children in the school and meet the needs identified in the child's termly Personal Education Plan. All looked after children will have a Personal Education Plan (PEP) as part of the care plan that the local authority looking after the child has in place, this should be reviewed termly.
- The Designated Teacher will also work with the Virtual School to promote the educational achievement of previously looked after children. The Designated Teacher will liaise with the Virtual School to support children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales (Children and Social Work Act 2017). The school will manage Pupil premium plus for previously looked after children.
- The school will be familiar with the Statutory guidance: Promoting the education of looked-after and previously looked-after children (February 2018) which contains further information on the roles and responsibilities of Virtual School Heads and the support of looked after and previously looked after children.
- The school will liaise with the Virtual School in relation to their responsibilities in the oversight of the educational attendance, attainment, and progress of children on child in need and child protection plans with a social worker. This involves identifying and engaging with key professionals in order that our role in improving outcomes for children with a social worker is fully understood and actioned.
- The school will be familiar with the Non-statutory guidance: Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension (Updated July 2025) which contains further information on the roles and responsibilities of Virtual School Heads and the support of children with a social worker or in a kinship care arrangement.
- We will work alongside the Virtual School with the joint endeavour to improve the wellbeing and educational outcomes of this vulnerable group of children. Contact details for the Virtual School can be found in the key contacts on Page 2 of this document.

6.6 Monitoring Attendance

- A child missing from an education setting is a potential indicator of abuse or neglect, including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, or unexplainable and or/persistent absences, particularly on repeated occasions or if a child suddenly stops attending. The school will follow the schools Missing Child Policy and procedures and adhere to the expectations outlined in the statutory guidance 'Working Together to improve School Attendance' (August 2024). For those children and families who have chronic poor attendance or persistent absenteeism, school will consider whether educational neglect is present and whether a referral to children's services is required, or whether the school should seek

consent to begin an Early Help Assessment in order to coordinate a multi-agency plan of support for the child and family.

- Attendance will be closely monitored. In line with the school's attendance policy, contact will be made for any unexplained absences on the first morning of any absence. Follow up calls will then be made throughout the period of absence. In addition, the attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees, or if a child suddenly stops attending. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, a child in need, are Children Looked After and/or SEN will be rigorously monitored on a daily and weekly basis. The child's social worker will be informed immediately when there are unexplained absences or attendance concerns.

- It is important that the school's attendance team, including the Local Attendance Officer are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The timing for this home visit will be determined on a case-by-case basis. The school will seek to ensure it has at least two emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended school. Where necessary, this may include reporting the child missing to the police. The school will ensure it is aware, in advance, of any difficulties in accessing the premises of a child's family home.

- It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

- Children Missing Education (C.M.E.) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. All staff should be aware that children missing education, or those unexplainable and or/persistent absences, are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Children going missing, or unexplainable and or/persistent absences, can also be an indicator of mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. When a child is deemed to be missing from education, or those unexplainable and or/persistent absences, school will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. Once these enquiries have been undertaken, our school will follow the local protocol for Children Missing Education and make a C.M.E referral to the Local Authority Officer for C.M.E.

- Some parents will decide to remove their child from the school role in order to educate them at home. For the majority of children, this choice will be with the child's best education at the heart of their decision and it will be a positive learning experience. However, this is not the case for all, and home education can mean that some children become less visible to services who are them to keep them safe and supported in line with their individual needs.

Where a parent or carer has expressed their intention to remove their child from the school roll with a view to educating at home, the school will work together with other key professionals and will, where possible, attempt to facilitate a meeting with the family to ensure that all parties have considered what is in the best interests of the child. This is particularly important for those children who have SEND, are vulnerable, and/or who have a social worker. The school will also link with the named officer for Elective Home Education within the Local Authority. Staff are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.

6.7 Alternative provision

- Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, (further information provided in KCSIE 2025 Paragraph 168 - 171).
- Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

7 SAFEGUARDING PROCEDURE

7.1 We will follow a structured procedure in line with Wandsworth Safeguarding Children Partnership in cases of suspected abuse; this process reflects the flow diagram found in Part One of Keeping Children Safe in Education 2025 (Page 24) and can be found **in the Appendix of this document on page 30.**

7.2 In line with the procedures, the Multi Agency Safeguarding Hub will be contacted as soon as there is a significant concern: (*Mash@wandsworth.gov.uk / 0208 871 6622)*

7.3 The name of the Designated Safeguarding Lead will be clearly advertised in the school **and on the website**, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

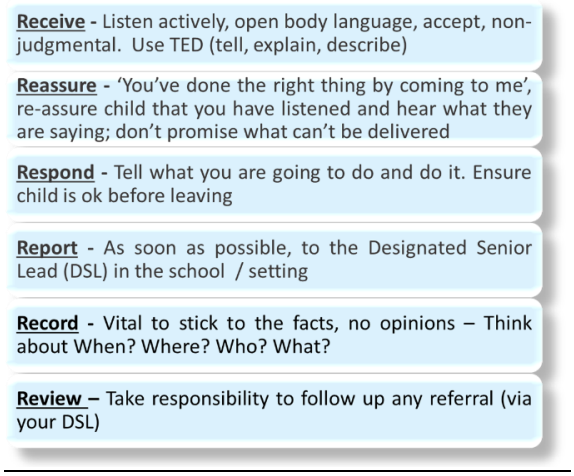
7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

7.5 We will refer to the NSPCC- Reporting Abuse to provide additional information for designated safeguarding leads and safeguarding teams when reporting abuse, harm, exploitation, neglect, or possible crimes.

7.6 We will use the NPCC When to call the Police - Guidance for Schools and colleges to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

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

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



In addition:

- Inform the Designated Safeguarding Lead without delay and follow safeguarding process.
- Complete the Safeguarding incident/welfare concern form and pass it to the DSL.

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

Further information about what to do if you are worried that a child is being abused is available within the following Government Guidance: What to do if you're worried a child is being abused – Advice for practitioners – March 2015

8.2 THE ROLE OF AN APPROPRIATE ADULT IN SAFEGUARDING:

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

The role of AA is not restricted to specific individuals, in relation to children and young people under the age of 18, PACE guidance sets out that the AA can be: the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. Please see the Safeguarding Network information 'Safeguarding and the role of the appropriate adult' and note that the Working with Others section of Annex C – Role of the Designated Safeguarding Lead within Keeping Children Safe in Education 2025 includes DSL's "being aware of the requirement for children to have an Appropriate Adult" and signposts DSLs to further information which can be found in the Statutory guidance - PACE Code C 2019.

8.3 RECORD KEEPING

8.31 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.

It is important that records capture the child's voice and their daily lived experience. This links with the Systemic Practice Model – for more information see this LINK.

8.32 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

As outlined in Annex C of KCSIE 2025 on Page 174:

"Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required."

8.33 Our school will have at least two emergency contacts for every child in our school in case of emergencies, and in case there are welfare concerns at the home to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. (Keeping Children Safe in Education 2025)

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

9.1 In general, we will always discuss any concerns we may have with the child's parents. They need to know that we are worried about their child. However, concerns will not be discussed if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

9.2 If a decision is made not to discuss concerns with the child's parents or carers, this will be recorded in the child's Safeguarding records with a full explanation of the reason for this decision.

9.3 It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child centred. Systemic Practice is a way of working in partnership with children and young people and families to help them improve outcomes and address issues which prevent them from thriving. Systemic Practice does this by seeking to understand the relationships between family members, and between the family and their wider networks to help professionals understand why the family works the way it does. It is important to capture the child's lived experience **and their own words when possible.**

9.4 When talking to children, we will take account of their age, understanding and preferred first language, which may not be English. It is also important that we consider how a SEND child may need support in communicating.

9.5 We acknowledge that how we talk to a child will also depend on the substance and seriousness of the concerns and that we may need to seek advice from the MASH or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

9.6 If concerns have arisen because of information given by a child, we will ensure that the child is reassured but understands that confidentiality cannot be promised.

9.7 It is expected that concerns will be discussed with the parents and their agreement to make a referral to the MASH is sought, unless it is considered that this would place the child at increased risk of significant harm.

9.8 It is noted that the parents' consent is not needed to make a referral if it is considered that the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but we decide to continue, we will make this clear to the MASH team when making the referral (Mash@wandsworth.gov.uk / 0208 871 6622)

9.9 **If it is decided to refer the child without the parents' consent, this will be recorded with a full explanation of the decision on the referral form.**

9.10 When a referral has been made, it should be agreed with the MASH what the child and parents will be told, by whom and when. The school as a relevant agency, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.

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

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

Outside of these hours Tel: 020 8871 6000

Email: Mash@wandsworth.gov.uk

In an emergency always call police on 999.
If you think there has been a crime but it is not an emergency call 101.

The online Request for Services Multi Agency Referral Form can be accessed here:
Make a Referral to the Wandsworth MASH

10 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

The procedure for managing allegations is detailed in Appendix C of this Policy (Section 9 /Pages 18-19) and on The Allegations Flowchart – Pg 32.

10.1 We will prevent people who pose a risk to children from working in our school by having in place robust safer recruitment procedures and by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with Part 3 of Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025. In addition to obtaining the DBS (Disclosure and Barring Service) certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

A check of any prohibition can be carried out using the Teacher Services' system which can be found using the following link: *https://teacherservices.education.gov.uk/*

Prohibition orders are described in the National College for Teaching and Leadership's

(NCTL -National College for Teaching and Leadership) publication:
Teacher misconduct: the prohibition of teachers February 2022.

10.2 We will ensure that agencies and third parties supplying staff provide us with the evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school and a tab for Governors. The Single Central Record is accessed through Arbor.

See Appendix C of this policy (Section 15 / page 29-30), for information on Pre-Appointment Checks & Single Central Record (SCR). A flowchart of Disclosure and Barring Service (DBS) criminal records checks and barred list checks can be found on Page 32 of the Appendix Policy.

10.3 Every job description, person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. The school website will echo this within our 'Job Vacancies' section. In line with guidance included within Keeping Children Safe in Education 2025 and reflecting good safer recruitment practice the school will consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online.

10.4 We will ensure that at least one member of every interview panel has an up to date safer recruitment certificate and that those members of staff who are safer recruitment trained refresh their knowledge every three to five years.

10.5 We have a procedure in place to manage allegations against members of staff, supply staff and volunteers (and to respond to low level concerns) which are in line with the Wandsworth Safeguarding Children Partnership procedures outlined in Information for Professionals section on the WSCP website, LADO information through the Wandsworth Family Information Service and the expectations as outlined in Part 4 of Keeping Children Safe in Education 2025 - Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors. We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed. Allegations related to any incidents when an individual or organisation is using the school premises for the purposes of running activities for children, will follow safeguarding policies and procedures, including informing the LADO within 24 hours.

10.6 Supply teachers – we will consider all allegations against an individual not directly employed by the school, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency). We will ensure allegations are dealt with properly and communication with the supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation.

10.7 We have an agreed staff behaviour policy in place (called the Code of Conduct) which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/pupil relationships, low level concerns and communications including the use of social media. Our staff Code of Conduct is located on TEAMS.

10.8. We will ensure that written confirmation is received for agency and third-party supply staff from the employment business supplying members of supply staff showing that the relevant checks have been carried out and the appropriate certificates have been obtained. We will expect this written confirmation to include the date that these confirmations were received

and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

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

11 STAFF INDUCTION, TRAINING AND DEVELOPMENT

11.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, online safety (including their roles and responsibilities around filtering and monitoring systems within our setting) and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges and other related policies. All governors and trustees should receive appropriate and regular safeguarding and child protection training at induction and during their tenure as Governors, this should include online safety training which covers roles and responsibilities around filtering and monitoring systems. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, "Working Together to Safeguard Children." Dec 2023

11.2 The induction will be proportionate to staff members' and governors' roles and responsibilities.

11.3 All Designated Safeguarding Leads (DSLs) will undergo updated DSL safeguarding training every two years. DSLs should undertake Prevent awareness training and disseminate an understanding of the Prevent Duty through the annual training programme that they deliver to staff each academic year.

11.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and takes place annually. *All governors must undergo governor specific awareness training to equip governors with the knowledge to provide strategic challenge, so they are assured safeguarding policies/procedures are effective and deliver a robust whole-school approach to safeguarding. This training should be regularly updated.* All staff will have access to WSCP (Wandsworth Safeguarding Children Partnership) multi-agency safeguarding training and e-learning. Training - Wandsworth Safeguarding Children Partnership (wscp.org.uk)

11.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. through the use of on-line modules.

11.6 The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years. All governors will receive appropriate safeguarding training annually.

11.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

11.8 The Designated Safeguarding Lead will provide safeguarding briefings at key meetings during the school year to ensure a continuous focus on safeguarding. The Designated Safeguarding Lead will also brief school staff on any changes to safeguarding legislation and procedures and

relevant learning from Child Safeguarding Practice Reviews (CSPR's) in line with Working Together to Safeguard Children 2023. These will occur annually or more frequently when necessary. Please refer to 7 minute learning briefings – Wandsworth Safeguarding Children Partnership as a resource for staff training.

11.9 The school will maintain accurate and up to date records of staff induction and training.

12 CONFIDENTIALITY, CONSENT, AND INFORMATION SHARING

12.1 We recognise that all matters relating to Safeguarding are confidential.

12.2 The head teacher or the Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only.

12.3 All staff members must be aware that they cannot promise a child to keep key information a secret to themselves which might compromise the child's safety or well-being.

12.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

12.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

12.7 Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

12.8 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment, and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers May 2024 supports staff who need to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations regarding the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children. (KCSIE 2025 – Pg 19, Paragraph 55)

13 INTER-AGENCY WORKING

13.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police, and Children's Social Care. In line with managing internally, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse by providing support as soon as a problem emerges at any point in a

child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support. More information on the early help process can be found in Working Together to Safeguard Children 2023. For more information follow the link What is Early Help? / Wandsworth Family Information Service.

13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences, core groups, CIN meetings, PEP (Personal Education Plan) meetings, TAC & TAF meetings. We will ensure that thoughtful and up to date information is provided and considered in relation to individual children.

13.3 We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and audits as and when required to do so by the Wandsworth Safeguarding Children Partnership. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

14 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

14.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2025.* If assurance is not obtained, permission to work with our children or use our school premises may be refused.

14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

15 WHISTLE-BLOWING AND COMPLAINTS

15.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. The Whistle Blowing policy is located on TEAMS.

15.2 We will refer to the Whistleblowing: Guidance for Employers and Code of Practice for further information and note that the Whistleblowing Advice Line is available for all workers on - 0800 028 0285 and via email via: *help@nspcc.org.uk*
Advice is also DfE guidance available Guidance:
Blowing the whistle to the Department for Education.

15.3 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which does include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).

15.4 We have a clear reporting procedure for children, parents, and other people to report concerns or complaints, including abusive or poor practice. We also acknowledge that Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. Procedures are in place for confidentially sharing and handling of low-level concerns.

15.5 We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires, and other means.

16 SITE SECURITY & OUT OF SCHOOL PROVIDERS

16.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting any concerns that may come to light.

16.2 We will check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. The visitor policy is located on the Inventry system.

16.3 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child, or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

16.4 We will ensure that when our premises are used by organisations or individuals outside of the school day that all reasonable steps are taken, as required by law, to ensure the safety of the children and to protect them from harm. We will ensure that providers, their staff, and volunteers have a duty of care toward the children who attend. The document "After – school clubs, community activities, and tuition – safeguarding guidance for providers" (SEPT 2023) details the safeguarding arrangements that schools and colleges should expect these providers to have in place. We will also refer to the guidance for parents Using after-school clubs, tuition and community activities , and signpost outside providers to the Government guidance Out-of-school settings: safeguarding guidance for providers – which details Safeguarding guidance, e-learning and resources for providers of after-school clubs, activities and tuition, and other out-of-school settings. More guidance for sports activities can be found in the NSPCC information Safeguarding in Sports.

16.5 We will follow our safeguarding policies and procedures, as with any safeguarding allegation, including informing the LADO, if we receive an allegation relating to an incident that has happened when an individual or organisation has used our school premises for the purposes of running activities for children. This will cover any community group, sports associations, or service provider that runs extra-curricular activities on our school site.

17 QUALITY ASSURANCE

17.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

17.2 We will complete an audit of the school's safeguarding arrangements annually, which will aim to illustrate how as a school we are fulfilling our statutory safeguarding responsibilities (Section 175) and will enable us to feedback any findings / learning into our safeguarding action plan. Findings if requested will be fed back to the Local Authority and the Wandsworth Safeguarding Partnership when requested. (NSPCC Self-Evaluation Tool & LA Professional Conversation Offer)

17.3 At intervals we will consider participating in a safeguarding review and will identify areas for development within school improvement plans as identified by the school leadership team and governing body.

17.4 The school's senior management and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in our safeguarding procedures without delay.

18 POLICY REVIEW

18.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

18.2 The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.

18.3 Additional updates to the Safeguarding policy and Procedures and Appendix will take place as and when needed.

Updated Policy Date:	Date Agreed by Governors	Scheduled review by SCHOOL
August 2025	9th October 2025	October 2026