



**West Wimbledon Primary School**

**Wimbledon Park Primary School**

Executive Headteacher: Paul Lufkin

Reviewed: September 1st 2020

Updated in line with KCSIE guidance 2020, effective from 1st September 2020

**Please also refer to the separate Covid-19 Arrangements Addendum to this Child Protection and Safeguarding Policy**

Safeguarding Governor:

Designated Safeguarding Lead: Rosie Williamson (West Wimbledon Primary School)

Esther Bird (Wimbledon Park Primary School)

Status & Review Cycle: Sept 2020 v1 Statutory Annual

Next Review Date: September 2021

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**West Wimbledon Primary School - Key Personnel**

Designated Safeguarding Lead (DSL) is: Rosie Williamson

Contact details: rosie.williamson@westwimbledon.merton.sch.uk

Deputy DSL(s) is: Paul Lufkin

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Deputy DSL(s) is: Monika Dennemont

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Deputy DSL(s) is: Helen Lawlor

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The nominated safeguarding governor is: Doctor Yvonne Young

Contact details: [school@westwimbledon.merton.sch.uk](mailto:school@westwimbledon.merton.sch.uk)

The Executive Headteacher is: Paul Lufkin – executiveheadteacher@westwimbledon.merton.sch.uk

The Head of School is: Rosie Williamson – rosie.williamson@westwimbledon.merton.sch.uk

The Chair of Governors is: Jo Reynolds

Contact details: jo.reynolds@westwimbledon.merton.sch.uk

The Local Authority Designated Officer (LADO) is: Mr John Shelley

Contact details:

**Wimbledon Park Primary - Key Personnel**

Designated Safeguarding Lead (DSL) is: Esther BIrd

Contact details: [ebird@wimbledonpark.merton.sch.uk](mailto:ebird@wimbledonpark.merton.sch.uk)

Deputy DSL(s) is: Lauren Clogg

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Deputy DSL(s) is/are: Lisa Kingsbury

Contact details: [lkingsbury@wimbleodnpark.merton.sch.uk](mailto:lkingsbury@wimbleodnpark.merton.sch.uk)

Deputy DSL(s) is/are: Paul Lufkin

Contact details: [head@wimbledonpark.merton.sch.uk](mailto:head@wimbledonpark.merton.sch.uk)

The nominated safeguarding governor is: Doctor Yvonne Young

Contact details: [office@wimbledonpark.merton.sch.uk](mailto:office@wimbledonpark.merton.sch.uk)

The Executive Headteacher is: Paul Lufkin – executiveheadteacher@westwimbledon.merton.sch.uk

The Head of School is: Lauren Clogg - headofschool@wimbledonpark.merton.sch.uk

The Chair of Governors is: Jo Reynolds

Contact details:

The Local Authority Designated Officer (LADO) is: Mr John Shelley

Contact details:

**Safeguarding Statement 2020**

At West Wimbledon Primary School and Wimbledon Park Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the schools’ safeguarding responsibilities. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils.

We follow the **Merton Children’s Safeguarding Partnership** procedures and have a number of policies and procedures in place which contribute to our safeguarding commitment, including our Child Protection & Safeguarding Policy. A copy of this policy is available on our website.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

**Introduction**

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: ‘Working Together to Safeguard Children’ 2018, ‘What to do if You are Worried a Child is Being Abused’ 2015.

The policy also reflects, both statutory guidance ‘Keeping Children Safe in Education’ 2020 (KCSIE), and Merton Children’s Safeguarding Partnership (MCSP) Procedures.

This policy is also based on Part 3 of the schedule to the [Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/part/3/made), which places a duty on academies to safeguard and promote the welfare of pupils at the school. (Delete as appropriate)

The Governing Body takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

This policy applies to all members of staff and governors in both schools within the Wimbledon Primary Federation namely West Wimbledon Primary School and Wimbledon Park Primary School.

**Guidance and documents referred to in this policy**

* [Working Together to Safeguard Children (2018](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2))
* [Keeping Children Safe in Education 2020 (KCSIE)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)
* [Disqualification under the Childcare Act 2006 (updated 2018)](https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006)
* [FGM Act 2003 Mandatory Reporting Guidance 2016](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)
* [‘What to do if you are worried a child is being abused’ 2015](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
* [Teacher Standards 2011](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf)
* [Information Sharing Advice for Practitioners’ guidance 2018](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)
* [The Equality Act 2010](https://www.gov.uk/guidance/equality-act-2010-guidance)
* [Advice from NSPCC – When to call the police](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf)
* [Government advice on Coronavirus (Covid-19)](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers)
* [Revised Prevent Duty Guidance for England and Wales 10 April 2019](https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales)

**Policy Principles & Values**

The welfare of the child is paramount

Children have a right to feel safe and secure, they cannot learn effectively unless they do so.

All children have a right to be protected from harm and abuse.

All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of school. All staff, but especially the DSLs will consider whether children are at risk of abuse or exploitation in situations outside of their families, recog~~n~~ising that extra-familial harms include, but are not limited to, sexual exploitation, criminal exploitation and serious youth violence.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.

Whilst both schools will work openly with parents as far as possible, it reserves the right to contact Social Care or the police, without notifying parents if this is believed to be in the child’s best interests.

**Policy Aims**

To demonstrate the schools’ commitment with regard to safeguarding and child protection to pupils, parents and other partners.

To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.

To enable the schools to effectively contribute to Early Help, assessments of need and support for those children.

To provide robust school systems and procedures that are followed by all members of the schools’ communities in cases of suspected abuse.

To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.

To ensure that all staff working within our schools who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE guidance), and a Single Central Record is kept for audit.

We comply with the [Disqualification under the Childcare Act 2006](https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006https:/www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006) guidance issued in February 2015.

**Supporting Children**

We recognise that school may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.

We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

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

West Wimbledon Primary School and Wimbledon Park Primary School will support all children:

We will promote a caring, safe and positive environment within the schools.

We will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school communities.

We will ensure children are taught to understand and manage risk through Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety and anti-bullying, road safety, pedestrian and cycle training. As well as focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

We will respond sympathetically to any requests for time out to deal with distress and anxiety.

We will offer details of helplines, counselling or other avenues of external support.

We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.

We will notify Social Care immediately if there is a significant concern.

We will provide continuing support to a child about whom there have been concerns who leave school by ensuring that information is shared under confidential cover to the child’s new setting and ensure the school medical records are forwarded as a matter of priority and within statutory timescales.

We will encourage the use of strategies to encourage children to share concerns as well as access to ELSA. Children know who they can talk to if they don’t feel safe.

**Prevention / Protection**

We recognise that school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

West Wimbledon Primary School and Wimbledon Park Primary School will:

Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.

Ensure that all children know there is and can access an adult in their school whom they can approach if they are worried or in difficulty.

Include safeguarding across the curriculum, including opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, accessing emergency services, road safety, pedestrian and cycle training.

Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

**Safe School, Safe Staff**

We will ensure that:

West Wimbledon Primary School and Wimbledon Park Primary School operate a safer recruitment procedure that includes statutory checks on staff suitability to work with children. All staff have a responsibility to inform their school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school.  A DBS check is carried out for all new employees, staff have a responsibility to inform the Executive Headteacher or their Head of School if their circumstances change whilst employed at the school. This statement is in the Staff Code of Conduct, which all staff signed and agree to adhere to annually.

All staff receive information about their school’s safeguarding arrangements, the school’s safeguarding statement, Staff Behaviour Policy (Code of Conduct), Child Protection and Safeguarding Policy, the role and names of the Designated Safeguarding Lead and their deputy(s), and [Keeping Children Safe in Education (2020) part 1 and annex A.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)

All staff receive safeguarding and child protection training at induction in line with advice from Merton Children’s Safeguarding Partnership which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually.

All members of staff are trained in and receive regular updates in online safety and reporting concerns

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection and Safeguarding Policy on the schools’ website and hard copies being available at each school office.

We provide a coordinated offer of Early Help when additional needs of children are identified and contribute to Early Help arrangements and inter-agency working and plans.

Our lettings policy seek to ensure the suitability of adults working with children on school sites at any time.

Community users organising activities for children are aware of the schools’ Child Protection and Safeguarding Policy, guidelines and procedures.

The name of the designated members of staff for safeguarding and child protection, the Designated Safeguarding Lead and deputies, are clearly advertised in both schools with a statement explaining the schools’ role in referring and monitoring cases of suspected harm and abuse.

**Roles and Responsibilities**

**All School Staff:**

All staff at West Wimbledon Primary School and Wimbledon Park Primary School have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

* Provide a safe environment in which children can learn.
* Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
* Ensure children know that there are adults in their school who they can approach if they are worried or have concerns.
* Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
* Know how to respond to a pupil who discloses harm or abuse following training of ‘Working together to Safeguard Children’, and ‘What to do if you are worried a child is being Abused’ (2015).
* At West Wimbledon Primary School, safeguarding concerns should be reported immediately to the DSL and a record made on My Concern. If the DSL is not contactable immediately, a concern should be raised on My Concern and one of the Deputy DSLs should be contacted. If you do not have access to My Concern, a blue paper welfare form should be completed and handed into a member of the DSL team as soon as possible.
* At Wimbledon Park, safeguarding concerns should be reported immediately to the DSL or deputy DSL. Support to accurately complete the Welfare Concern form will be given to all staff at this point. No member of staff should go home without having made contact with one of the safeguarding team and recording their concerns.
* Be prepared to refer directly to the MASH and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
* Inform the Headteacher if the disclosure is an allegation against a member of staff, supply staff or volunteer.
* Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
* Treat information with confidentiality but never promising to “keep a secret”.
* Have an understanding of Early Help and be prepared to identify and support children who may benefit.
* Liaise with other agencies that support pupils and provide early help.
* Know who the DSL and Deputy DSL of their school are and know how to contact them.
* Have an awareness of the role of the DSL, the schools Child Protection & Safeguarding Policy, Staff Behaviour Policy (Code of Conduct) Policy, Safe Working Practices Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education.
* All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection. See below for guidance:

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

* All staff must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential and the Executive Headteacher, Head of Schools or DSLs will only disclose information about a child to other members of staff on a need to know basis.
* 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.
* All staff will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.
* All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (Child In Need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
* Be mindful that the Teacher Standards states that teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
* Assist the Governing Body and Executive Headteacher in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

**The Executive Headteacher**

In addition to the role and responsibilities of all staff the Executive Headteacher willensure that:

* The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
* The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff at both schools.
* All staff are aware of the role of their Designated Safeguarding Lead (DSL), including the identity of the DSL and any deputies.
* Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL at both schools, to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
* Provide opportunities for a co-ordinated offer of Early Help when additional needs of children are identified
* Ensure Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
* With the Designated Safeguarding Leads, ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities.
* Where there is a safeguarding concern, that the child’s wishes, and feelings are taken into account when determining what action to take and what services to provide.
* Child-centred systems and processes are in place for children to express their views and give feedback.
* All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
* That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
* Ensure that allegations or concerns against staff, supply staff or volunteers are dealt with in accordance with guidance from Department for Education (DfE) and Merton Children’s Safeguarding Partnership.
* Ensure that statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

**The Designated Safeguarding Leads:**

In addition to the role and responsibilities of all staff the DSLs will:

* Hold the lead responsibility for safeguarding and child protection (including online safety) in their school and this responsibility is not able to be delegated.
* Liaise with the Local Authority, the three safeguarding partners and work in partnership with other agencies in line with Working Together to Safeguard Children.
* Report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent Referral Process. If the matter is urgent, the Police must be contacted.
* The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264)
* Refer cases where a crime may have been committed to the Police as required.
* Liaise with the “case manager” and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.
* Follow DfE and KCSIE guidance on ‘Peer on Peer Abuse’ when a concern is raised that there is an allegation of a pupil abusing another pupil within either school.
* Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.
* Act as a source of support and expertise in carrying out safeguarding duties for their whole school community.
* Follow DfE and KCSIE guidance ‘Peer on Peer Abuse’ and their school’s Child protection and safeguarding Policy when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.
* Be available during term time (during school hours) for staff in their school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.
* Act as a source of support and expertise in carrying out safeguarding duties for their whole school community.
* Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
* Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training must be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
* Have a secure working knowledge of Merton Children’s Safeguarding Partnership procedures and understand the assessment process for providing Early Help and statutory intervention, including the local authority Family Wellbeing Model and referral arrangements.
* Have a clear understanding of access and referral to the local Early Help offer and will support and advise members of staff where intervention is appropriate.
* Understand and support their school delivery with regards to the requirements of the Prevent Duty and provide advice and guidance to staff on protecting children from radicalisation.
* Liaise with staff from their school (especially pastoral support, behaviour leads, school health colleagues and the SENDCo) on matters of safety and safeguarding .
* Be alert to the specific needs of a Child In Need, those with SEND and Young Carer.
* Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.
* Keep detailed, accurate records (either written or using appropriate secure online software), that includes all concerns about a child even if there is no need to make an immediate referral and the rationale for decisions made and action taken.
* Ensure that when a pupil transfers school, their Safeguarding file is passed to the new school as soon as possible, and within statutory timescales (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is received. If possible, this file should be hand delivered to the new school. When this is not possible, a postal service with a signed delivery should be used.
* Ensure that where a pupil transfers school and is on a Child Protection Plan or is a Looked After Child, their information is passed to the new school immediately, using the Child protection file and/or My Concern (at West Wimbledon Primary School) if available at the transition school, and that the child’s social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.
* Ensure that a copy of the Safeguarding Protection file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be securely destroyed and the My Concern files (at West Wimbledon) can then be archived.
* Work with the DSL team, local authority and social workers to make informed decisions in the best interests of the child, for instance the child’s safety, educational outcomes and welfare. This should be a matter of routine. Furthermore, the social worker and the DSL need to work together to respond to unauthorised absences etc., and promote welfare.
* Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and SLT to ensure that relevant members of staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
* Report to the executive headteacher any significant issues for example use of the MCSP multi-agency escalation procedures enquiries under section 47 of the Children’s Act 1989 and police investigations.
* Ensure that the case holding Social Worker is informed of any LAC child or child currently with a child protection plan who is absent without explanation.
* Ensure that all staff, within 3 months of employment at West Wimbledon Primary School and Wimbledon Park Primary school and updated once a year thereafter, sign to say they have read, understood and agree to work within the school’s Safeguarding and Child Protection Policy, Staff Behaviour Policy (Code of Conduct) and Keeping Children Safe in Education (KCSIE) Part 1 and annex A and ensure that the policies are used effectively.
* Organise child protection and safeguarding induction, regularly updated training, following the training guidance published by the London Borough of Merton Safeguarding in Schools Officer, and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
* Ensure that in collaboration with the school leadership and governors, the Safeguarding and Child Protection Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
* Ensure that the Safeguarding and Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this.
* Will ensure that the name of the designated members of staff for Safeguarding and Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in both schools, with a statement explaining the schools' role in referring and monitoring cases of suspected abuse.
* Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2020.

**The Deputy Designated Safeguarding Lead(s):**

In addition to the role and responsibilities of all staff each Deputy DSL will:

* Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.
* Provide support and capacity to the DSL in carrying out delegated activities of the DSL.
* In the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

**The Governing Body**

All members of The Governing Body understand and fulfil their responsibilities to ensure that:

* West Wimbledon Primary School and Wimbledon Park Primary have effective safeguarding policies and procedures including a Safeguarding and Child Protection Policy, a Staff Code of Conduct, a Behaviour Policy and a safeguarding response to children who go missing from education. Ensure policies are consistent with Merton Children’s Safeguarding Partnership and statutory requirements, are reviewed annually and that the Child Protection Policy is available on the school website.
* That both schools operate a safer recruitment procedure that includes statutory checks on staff suitability to work with children and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
* That at least one member of the governing body has completed safer recruitment training to be repeated every five years.
* Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education (2020) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
* That all staff including temporary staff and volunteers are provided with the school’s Safeguarding Child Protection Policy and Staff Behaviour Policy.
* That both schools have procedures for dealing with allegations of abuse against staff (including supply staff and the Executive Headteacher), volunteers and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
* That a Designated Governor for Safeguarding is identified.
* That a member of the Senior Leadership Team has been appointed, at both schools, by the Governing Body as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder’s job description.
* That on appointment, the DSL and deputies undertake DSL New to Role and then ‘Update’ training every two years as well as attending DSL network events and meetings.
* That children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through relationship and sex education (RSE).
* That the schools will comply with regular data returns requested by the Local Authority, regarding all pupils, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.
* That appropriate online filtering and monitoring systems are in place.
* Enhanced DBS checks are in place for all Governors.

**Multi-agency Working**

School has a pivotal role to play in multi-agency safeguarding arrangements. The Governing Body, SLT and DSLs need to ensure that both schools contribute to the multi-agency working in line with statuto~~r~~y guidance Working Together to Safeguard Children 2018. Agencies will work together to safeguard and promote the welfare of children, including identifying and responding to their needs.

**Confidentiality and Sharing Information**

All matters relating to safeguarding and child protection will be treated as confidential and only shared as per the [‘Information Sharing Advice for Practitioners’ (DfE 2018) guidance](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice).

Information will be shared with staff within the school who ‘need to know’.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All staff must also be aware of the provisions in their school’s current Data Protection and Subject Access Request Policy.

**Safeguarding Procedures**

The following procedures apply to all staff working at West Wimbledon Primary School and Wimbledon Park Primary School and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children and those with disabilities, Special Educational Needs and with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information related to the concern using My Concern (at WWPS) or via a Welfare Concern form (at WPPS and WWPS if there is no access to a My Concern account).
2. Report it to the DSL immediately or a DDSL if the DSL is not available.
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

Dates and times of their observations

Dates and times of any discussions in which they were involved.

Any injuries identified on a body map

Explanations given by the child / adult

Rationale for decision making and action taken

Any actual words or phrases used by the children

1. Any paper records must be signed and dated by the author. The record needs to be completed by the adult who received the information.
2. In the absence of the DSL or the deputies, staff must be prepared to refer directly to the MASH, and the police if appropriate, if there is the potential for immediate significant harm.

**Report of Concerns**

Following a report of concerns the DSL must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the MASH and the police if it is appropriate.
2. Try to discuss any concerns about a child’s welfare with the family and where possible to seek their agreement before making a referral to the MASH. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child’s views should also be taken into account.
3. Contact the MASH If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify MASH of the occurrence and what action has been taken
4. Contact the MASH if the DSL feels unsure about whether a referral is necessary to discuss concerns.
5. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider Early Help.
6. Arrange to take the child to the Accident and Emergency Unit of the local hospital when a pupil is in need of urgent medical attention, and if there is suspicion of abuse the DSL or their Deputy must inform the MASH. The DSL should seek advice about what action the MASH will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

**Dealing with disclosures**

**All staff**

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff must know who the DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the MASH or Police directly and must do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the school premises at the time and have concerns about sending a child home.

**Talking to and listening to children**

If a child chooses to disclose, you SHOULD:

* Listen and reassure
* be accessible and receptive
* listen carefully and uncritically at the child’s pace
* take what is said seriously
* tell the child that you must pass this information on
* explain what will happen next
* make a careful record of what was said in the child’s words
* sign, date and record the time on records

You should NEVER:

* take photographs of injuries
* examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
* investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
* make promises to children about confidentiality or keeping ‘secrets’
* assume that someone else will take the necessary action
* jump to conclusions or react with shock, anger or horror
* speculate or accuse anybody
* confront another person (adult or child) allegedly involved
* offer opinions about what is being said or about people allegedly involved
* forget to record what you have been told
* delay or fail to pass the information on to the correct person
* ask a child to sign a written copy of the disclosure or a ‘statement’.

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

**What happens next?**

It is important that concerns are followed up and it is everyone’s responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. Ensure the incident is recorded. At West Wimbledon Primary, all My Concern users to ensure their notifications are turned on, following a referral, in order to receive updates recorded.

If they have concerns that the disclosure has not been acted upon appropriately, they must inform the Executive Headteacher or Safeguarding Governor of the school and/or may contact the MASH.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

**Allegations against adults who work with children**

Procedure

This procedure must be used in all cases in which it is alleged a member of staff, supply staff or volunteer at West Wimbledon Primary School or Wimbledon Park Primary School school, or another adult who works with children has:

* behaved in a way that has harmed a child, 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; or
* behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In dealing with allegations or concerns against an adult, staff must report any concerns about the conduct of any member of staff, supply staff or volunteer to the Executive Headteacher immediately.

If an allegation is made against the Executive Headteacher, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.

There may be situations when the Executive Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

Once an allegation has been received by the Executive Headteacher or Chair of Governors they will contact the LADO immediately and before taking any action or investigation.

Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to Children’s Social Care via the MASH and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from Local Authority colleagues in following procedures set out in part 4 of ‘Keeping Children Safe in Education’ (2020) and the Merton Children’s Safeguarding Partnership procedures.

When using an agency for supply staff, both schools will inform the agency of its process for managing allegations.

Where an allegation is made against a member of supply staff, the Executive Headteacher will immediately contact the LADO. The school will ensure that any allegations are dealt with appropriately and liaise with relevant parties. The school will continue to support any investigation that is required.

**What is child abuse?**

The following definitions are taken from Working Together to Safeguard Children (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, subjected to Honour Based Abuse, Forced Marriage or Female Genital Mutilation.

**What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

**Physical abuse**

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 fabricates the symptoms of, or deliberately induces, illness in a child. Any mark or noticeable bruise on the body of a child must be noted on a Body Map.

**Indicators of physical abuse / factors that should increase concern**

* Multiple bruising or bruises and scratches (especially on the head and face)
* Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
* Bruises around the neck and behind the ears – the most common abusive injuries are to the head
* Bruises on the back, chest, buttocks, or on the inside of the thighs
* Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
* Bite marks
* Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
* Scalds with upward splash marks or *tide marks*
* Untreated injuries
* Recurrent injuries or burns
* Bald patches.

In the context of school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

* the explanation given does not match the injury
* the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
* no explanation is forthcoming
* the child (or the parent/carer) is secretive or evasive
* the injury is accompanied by allegations of abuse or assault

You should be concerned if a child:

* is reluctant to have parents/carers contacted
* runs away or shows fear of going home
* is aggressive towards themselves or others
* flinches when approached or touched
* is reluctant to undress to change clothing for sport
* wears long sleeves during hot weather
* is unnaturally compliant in the presence of parents/carers.
* has a fear of medical help or attention
* admits to a punishment that appears excessive.

**Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), 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 maltreatment of a child, although it may occur in isolation.

**Indicators of emotional abuse**

Developmental issues

* Delays in physical, mental and emotional development
* Poor school performance
* Speech disorders, particularly sudden disorders or changes.

Behaviour

* Acceptance of punishment which appears excessive
* Over-reaction to mistakes
* Continual self-deprecation (I’m stupid, ugly, worthless etc)
* Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
* Self-mutilation
* Suicide attempts
* Drug/solvent abuse
* Running away
* Compulsive stealing, scavenging
* Acting out
* Poor trust in significant adults
* Regressive behaviour – e.g., wetting
* Eating disorders
* Destructive tendencies
* Neurotic behaviour
* Arriving early at school, leaving late

Social issues

* Withdrawal from physical contact
* Withdrawal from social interaction
* Over-compliant behaviour
* Insecure, clinging behaviour
* Poor social relationships

Emotional responses

* Extreme fear of new situations
* Inappropriate emotional responses to painful situations (“I deserve this”)
* Fear of parents being contacted
* Self-disgust
* Low self-esteem
* Unusually fearful with adults
* Lack of concentration, restlessness, aimlessness
* Extremes of passivity or aggression

**Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Indicators of sexual abuse**

Physical observations:

* Damage to genitalia, anus or mouth
* Sexually transmitted diseases
* Unexpected pregnancy, especially in very young girls
* Soreness in genital area, anus or mouth and other medical problems such as chronic itching
* Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:

* Sexual knowledge inappropriate for age
* Sexualised behaviour or affection inappropriate for age
* Sexually inappropriate behaviour
* Hinting at sexual activity
* Inexplicable decline in education progress
* Depression or other sudden apparent changes in personality as becoming insecure
* Lack of concentration, restlessness, aimlessness
* Socially isolated or withdrawn
* Overly-compliant behaviour
* Acting out, aggressive behaviour
* Poor trust or fear concerning significant adults
* Regressive behaviour,
* Onset of wetting, by day or night; nightmares
* Arriving early at school, leaving late, running away from home
* Suicide attempts, self-mutilation,
* Suddenly drawing sexually explicit pictures
* Eating disorders or sudden loss of appetite or compulsive eating
* Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
* Become worried about clothing being removed
* Trying to be ‘ultra-good’ or perfect; overreacting to criticism.

**Neglect**

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.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

* provide adequate food, clothing and shelter (including exclusion from home or abandonment)
* protect a child from physical and emotional harm or danger
* ensure adequate supervision (including the use of inadequate care-givers)
* ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Indicators of abuse**

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

* provide adequate food, clothing and shelter
* protect a child from physical and emotional harm or danger
* ensure adequate supervision or stimulation
* ensure access to appropriate medical care or treatment

NSPCC research has highlighted the following examples of the neglect of children under 12 years old:

* frequently going hungry
* frequently having to go to school in dirty clothes
* regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
* being abandoned or deserted
* living at home in dangerous physical conditions
* not being taken to the doctor when ill
* not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You’re Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff must be discussed with the DSL.

**Sexual violence and sexual harassment between children in schools**

**Peer on Peer Abuse**

* In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. West Wimbledon Primary School and Wimbledon Park Primary School recognise that children are capable of abusing their peers. It will not be passed off as ‘banter’ or ‘part of growing up’. The forms of peer on peer abuse are outlined below.

# Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.

# Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.

# Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others.

# Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19’ i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. ‘Youth violence’ is defined in the same way, but also includes assault with injury offences.

# The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

# There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE (2020)

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

We will minimise the risk of peer on peer abuse by:-

* West Wimbledon Primary School and Wimbledon Park Primary school taking on a whole school approach to safeguarding & child protection through a safeguarding curriculum
* All staff being trained and highly vigilant and aware of specific characteristics which may indicate peer on peer abuse e.g. vulnerability and controlling behaviour
* Providing a values based curriculum, underpinned by the each schools' behaviour policy and pastoral support; and by a planned programme of evidence based content delivered through the curriculum.
* Working in partnership with parents and carers
* Engaging with specialist support and interventions.

**Responding to reports of sexual violence and sexual harassment**

* Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
* If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
* Staff taking the report will inform the DSL or a Deputy DSL immediately.
* Staff taking a report will never promise confidentiality.
* Parents or carers should usually be informed (unless this would put the child at greater risk).
* If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to the MASH.

**Risk Assessment:**

Following a report the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The risk assessment will consider;

* The victim, especially their protection and support.
* The alleged perpetrator, their support needs and any discipline action.
* All other children at the school.
* The victim and the alleged perpetrator sharing classes and space at school.
* The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school’s approach to supporting and protecting pupils.

Support regarding risk assessments can be accessed from Ian McGraw, Safeguarding in Schools Officer, email: Ian.McGraw@merton.gov.uk

**Action: The DSL will consider:-**

* The wishes of the victim.
* The nature of the incident including whether a crime has been committed and the harm caused.
* Ages of the children involved.
* Developmental stages of the children.
* Any power imbalance between the children.
* Any previous incidents.
* Ongoing risks.

Other related issues or wider context.

**Options:**

* Manage internally
* Early Help intervention
* Refer to MASH
* Report to the police (generally in parallel with a referral to MASH)

**Ongoing Response:**

The DSL at both schools will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Merton Children’s Services.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on their school premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the relevant school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially themselves and other pupils).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the Executive Headteacher or Head of School should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other affected children& adults will receive appropriate support and safeguards on a case-by-case basis.

The relevant school will take any disciplinary action against the alleged perpetrator in accordance with the school's behaviour policy.

West Wimbledon Primary School and Wimbledon Park Primary School recognise that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

**Physical Abuse**

While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

[DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges May 2018](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

**Harmful Sexual Behaviour**

The [Brook Traffic Light Tool](https://legacy.brook.org.uk/brook_tools/traffic/Brook_Traffic_Light_Tool.pdf) uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

* Make decisions about safeguarding children and young people
* Assess and respond appropriately to sexual behaviour in children and young people
* Understand healthy sexual development and distinguish it from harmful behaviour
* By categorising sexual behaviours, school can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

West Wimbledon Primary School and Wimbledon Park Primary School recognise that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

**Anti-Bullying/Cyberbullying**

Both schools' policies on anti-bullying are set out in separate documents and acknowledge that to allow or condone bullying may lead to consideration under safeguarding and child protection procedures.

We keep a record of known bullying incidents which is shared with, and analysed by the governing body. All staff are aware that children with SEND and/or differences/ perceived differences are more susceptible to being bullied/victims of child abuse.

When there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’ a bullying incident should be addressed as a safeguarding concern. If the anti-bullying procedures are seen to be ineffective, the Executive Headteacher, Head of Schools and the DSL will also consider safeguarding procedures.

PHSE education regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

**Online Safety**

West Wimbledon Primary School and Wimbledon Park Primary School both have an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents. We follow the ‘Teaching online safety in school; Guidance supporting schools to teach our pupils how to stay safe online, within new and existing school subjects ([Teaching Online Safety in Schools, June 2019)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf) to guide practice.

Children increasingly use electronic equipment, including at home, on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, twitter, Instagram, Snapchat and Voodoo and for online gaming.

Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings.

Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The online safety co-ordinator at both schools is the executive Headteacher.

The governing body ensure that appropriate filters and monitoring systems are in place. This is to ensure that children have access to ‘safe’ information and that ‘over blocking’ does not restrict access to their learning. Government supported online safety websites provide information to support governing bodies to keep children safe online (including when children are at home). Please see below list of links on the section entitled “**Further advice on safeguarding and child protection is available”** for guidance and information. We have a named Online Safety Leader and a system to log any Online Safety incidents.

We ensure that monitoring systems are in place using a program from the London Grid for Learning, which is checked weekly by the Head of Schools and the Executive Headteacher and any actions taken.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

* cause harm,
* disrupt teaching,
* break school rules,
* commit an offence,
* cause personal injury, or
* damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.  
  
Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy. The school follows DFE '[Searching, screening and confiscation at school'](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf) guidance.

**Racist Incidents**

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

**Radicalisation and Extremism**

[The Prevent Duty for England and Wales (2015)](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children’s services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs’. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. [(Revised Prevent Duty Guidance for England and Wales 10 April 2019).](https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales)

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

Both schools are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

Both schools seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the [DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).](https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published)

The school governors, the Executive Headteacher, the Heads of school and the Designated Safeguarding Leads (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, due diligence checks for external speakers and private hire of facilities, anti-bullying policy and other issues specific to the school’s profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance.

They should then follow the safeguarding procedures and refer cases by e-mail to [the](mailto:preventreferrals@surrey.pnn.police.uk) MASH If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or contact the the Anti-terrorism hotline on 0800 789 321

The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

**Indicators of vulnerability to radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

* The demonstration of unacceptable behaviour by using any means or medium to express views which:
* Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
* Seek to provoke others to terrorist acts;
* Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
* Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

* Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
* Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
* Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
* Unmet Aspirations – the student / pupil may have perceptions of injustice or a feeling of failure,
* Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
* Special Educational Needs and Disability – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

* Being in contact with extremist recruiters;
* Accessing violent extremist websites, especially those with a social networking element;
* Possessing or accessing violent extremist literature;
* Using extremist narratives and a global ideology to explain personal disadvantage;
* Justifying the use of violence to solve societal issues;
* Joining or seeking to join extremist organisations; and
* Significant changes to appearance and / or behaviour;
* Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf) can be accessed via this link.

Extremist activity can also be reported via the **Anti-Terrorist Hotline on 0800 789 321**. The line is confidential, anonymous and intended for the reporting of non-life threatening activity.

**Domestic Abuse**

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships, including impacting upon their own personal, intimate relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

Both schools are enrolled onto the Operation Encompass scheme, a joint project between the Metropolitan Police Service and Merton Schools; where the DSLs are notified of all domestic abuse incidents that have occurred and been reported to Police in the previous 24 hours which involved a child at this school (72 hours on a Monday morning). This provides an opportunity for us to ensure the right support is in place at the right time for children who are experiencing domestic abuse.

**What should I do if I suspect a family is affected by domestic abuse?**

To talk through your concerns, call the MASH or talk to your local outreach service.

**Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Child Sexual Exploitation and Child Criminal Exploitation are forms of child abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child in sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic and other resources. In some cases the abuse will be in exchange for something the victim needs or wants and will be to the financial benefit or other advantage, such as increased status, of the perpetrator of facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be one off occurrences or a series of incidents over time. It can range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears to be consensual and exploitation as well as being physical can be facili~~t~~ated and/or take place online.

All staff are aware of the link between online safety and vulnerability to exploitation.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to their relevant DSL.

Both schools are aware there is a clear link between regular non-attendance at school and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

Both schools are aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

Both schools include the risks of sexual exploitation in the SRE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

* underage sexual activity
* inappropriate sexual or sexualised behaviour
* sexually risky behaviour, 'swapping' sex
* repeat sexually transmitted infections
* in girls, repeat pregnancy, abortions, miscarriage
* receiving unexplained gifts or gifts from unknown sources
* having multiple mobile phones and worrying about losing contact via mobile
* having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
* changes in the way they dress
* going to hotels or other unusual locations to meet friends
* seen at known places of concern
* moving around the country, appearing in new towns or cities, not knowing where they are
* getting in/out of different cars driven by unknown adults
* having older boyfriends or girlfriends
* contact with known perpetrators
* involved in abusive relationships, intimidated and fearful of certain people or situations
* hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
* associating with other young people involved in sexual exploitation
* recruiting other young people to exploitative situations
* truancy, exclusion, disengagement with school, opting out of education altogether
* unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
* mood swings, volatile behaviour, emotional distress
* self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
* drug or alcohol misuse
* getting involved in crime
* police involvement, police records
* involved in gangs, gang fights, gang membership
* injuries from physical assault, physical restraint, sexual assault.

**Child Criminal Exploitation & Gangs**

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

Criminal exploitation of children is a typical feature of county lines criminal activity with children being exploited to move and store drugs and money. “County 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”. Children might be involved in violence, be pressured into doing things like stealing, carrying drugs or weapons or be abused, exploited and put into dangerous situations. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. Both schools are aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

A referral to the MASH will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL at their school. The DSL will contact the MASH. If there is concern about a child’s immediate safety, the Police will be contacted on 999.

**Children at Risk or Involved in Serious Violent Crime**

Serious Violent Youth Crime' is defined by the Home Office Assessment of Policing and Community Safety (APACS) as 'any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19'

Indicators:

* Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
* Increased absence from school
* Change in friendship/relationships with others/groups
* Significant decline in performance
* Signs of self-harm/significant change in wellbeing
* Signs of assault/unexplained injuries

**Youth Produced Sexual Imagery (sexting)**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Youth produced sexual imagery refers to both images and videos where:

* A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
* A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
* A person under the age if 18 is in possession of sexual imagery created by another person under the age of 18.
* Voyeurism Act 2019 – Upskirting is now a criminal act in the UK. The response to this in schools need to be the same as peer on peer sexual abuse and may including contacting the police. The [Criminal Prosecution Service (CPS)](https://www.cps.gov.uk/legal-guidance/voyeurism)defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person’s clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders. “

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance [‘Sexting in schools and colleges: responding to incidents and safeguarding young people’](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the safeguarding procedures and refer to the DSL at their school immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the MASH or the Police as appropriate.

Immediate referral at the initial review stage should be made to Children’s Social Care/Police if:

* + The incident involves an adult.
  + There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
  + What you know about the imagery suggests the content depicts sexual acts which are unusual for the child’s development stage or are violent.
  + The imagery involves sexual acts.
  + The imagery involves anyone aged 12 or under.
  + There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Head of school or Executive Headteacher, to respond to the incident without referral to the MASH or the Police.

During the decision making the DSL will consider if:

* There is a significant age difference between the sender/receiver.
* There is any coercion or encouragement beyond the sender/receiver.
* The imagery was shared and received with the knowledge of the child in the imagery.
* The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
* There is a significant impact on the children involved.
* The image is of a severe or extreme nature.
* The child involved understands consent.
* The situation is isolated or if the image been more widely distributed.
* There other circumstances relating to either the sender or recipient that may add cause for concern.
* The children have been involved in incidents relating to youth produced imagery before.
* Voyeurism occurred.

If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the MASH or the Police.

The DSL will record all incidents of youth produced sexual imagery, including the actions taken, rationale for actions and the outcome.

**Honour-Based Abuse**

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. They are a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour-Based Abuse might be committed against people who:

* become involved with a boyfriend or girlfriend from a different culture or religion;
* want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion;
* want to get out of an arranged marriage;
* want to get out of a forced marriage
* wear clothes or take part in activities that might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

**Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. [A mandatory reporting duty requires teachers to report ‘known’ cases of FGM in under 18s](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information), which are identified in the course of their professional work, to the police.

The duty applies to all persons in school who is employed or engaged to carry out ‘teaching work’ in the school, whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made immediately.

School staff are trained to be aware of risk indicators of FGM.

Concerns about FGM outside of the mandatory reporting duty should be reported using the school’s child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and practicing community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

* Type 1 Clitoridectomy – partial/total removal of clitoris
* Type 2 Excision – partial/total removal of clitoris and labia minora
* Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
* Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that: FGM brings status/respect to the girl – social acceptance for marriage

* Preserves a girl’s virginity
* Part of being a woman / rite of passage
* Upholds family honour
* Cleanses and purifies the girl
* Gives a sense of belonging to the community
* Fulfils a religious requirement
* Perpetuates a custom/tradition
* Helps girls be clean / hygienic
* Is cosmetically desirable
* Mistakenly believed to make childbirth easier

This procedure is also known as cutting, sunna, gudnin (Somali) and Tahur (Sudanese)

Circumstances and occurrences that may point to FGM happening are:

* Child talking about getting ready for a special ceremony
* Family taking a long trip abroad
* Child’s family being from one of the ‘at risk’ communities for FGM: Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
* Knowledge that the child’s sibling has undergone FGM
* Child talks about going abroad to be ‘cut’ or to prepare for marriage

Signs that may indicate a child has undergone FGM:

* Prolonged absence from school and other activities

Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued

* Bladder or menstrual problems
* Finding it difficult to sit still and looking uncomfortable
* Complaining about pain between the legs
* Mentioning something somebody did to them that they are not allowed to talk about
* Secretive behaviour, including isolating themselves from the group
* Reluctance to take part in physical activity
* Repeated urinal tract infection
* Disclosure

**Forced Marriage**

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the MAP and/or the Forced Marriage Unit 200 7

**One Chance Rule**

All staff are aware of the ‘One Chance’ Rule’ in relation to forced marriage, FGM and HBA. Staff recognise they may only have one chance’ to speak to a child who is a potential victim and have just one chance to save a life.

Both schools are aware that if the victim is not offered support following disclosure that the ‘One Chance’ opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

**Private Fostering Arrangements**

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

Children looked after by the local authority or who are place in residential schools, children’s homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age.

Both schools recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children’s Social Care as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this will the DSL and the DSL will notify the MAP.

**Mental Health**

West Wimbledon Primary School and Wimbledon Park Primary School have an important role to play in supporting the mental health and wellbeing of our pupils. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Although it is only appropriately trained professionals who can diagnose mental health problems, staff observe children day-to-day and identify those whose behaviour suggests that they may be experiencing mental health problems or be at risk of developing one.

Where children have suffered abuse and neglect and other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences can impact on mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking with one of their school’s DSLs. School has access to a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies. School has access to the Mental Health and Behaviour in Schools Guidance (<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>)

**Looked After Children (LAC)**

The most common reason for children becoming looked after is as a result of abuse and neglect.

West Wimbledon Primary School and Wimbledon Park Primary School ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child’s looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The Designated Teacher and governor for Looked After Children will have the appropriate level training to equip them with the knowledge and skills to undertake their role.

The designated teacher for Looked After Children and the DSL have details of the child’s social worker and the name and contact details of the Merton Council’s Head of Virtual School.

The Designated Teacher for Looked After Children and Previously Looked After Children will work in partnership with the Virtual School Assistant Headteacher to discuss how Pupil Premium Plus funding can be best used to support the progress of children in the school and meet the needs of the child’s within their personal education plan.

**Contextual Safeguarding**

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from influences outside of their families. The school recognises that these extra-familial threats might arise from within their peer groups, from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

* exploitation by criminal gangs and organised crime groups such as county lines
* trafficking
* online abuse
* sexual exploitation
* extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials.

Staff are trained on contextual influences and follow the school procedures for reporting concerns. Any concerns regarding supply staff should be referred immediately to the Executive Head teacher or the Head of School.

**Children with Special Educational Needs and Disabilities**

Both schools recognises that children with Special Educational Needs (SEN) and Disabilities can face additional safeguarding challenges. Additional barriers that can exist when recognising abuse and neglect in this group of children include:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;

• being more prone to peer group isolation than other children;

• the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

• communication barriers and difficulties in overcoming these barriers.

Both schools address these additional challenges by considering extra pastoral support for children with SEN and disabilities.

**Children Missing Education**

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

Both schools recognise that children missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Both schools hold more than one emergency contact number for each pupil.

Both schools will ensure that there is a record of joiners and leavers as defined in The Education (Pupil Registration) (England) 2006.

Both schools will ensure that there is a record of joiners and leavers as defined in [The Education (Pupil Registration) (England) 2006.](https://www.kelsi.org.uk/news-and-events/news/primary/changes-to-the-education-pupil-registration-england-regulations-2006)

When removing a child’s name, the school will notify the Local Authority of:

(a) the full name of the child,

(b) the full name and address of any parent with whom the child normally resides,

(c) at least one telephone number of the parent,

(d) the child’s future address and destination school, if applicable, and

(e) the ground in regulation 8 under which the child’s name is to be removed from the school register.

Both schools will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Authority, before deleting the child’s name from the school register if the deletion is under regulation 8(1), sub-paragraphs (f) (iii) and (h) (iii)of [The Education (Pupil Registration) (England) 2006.](https://www.kelsi.org.uk/news-and-events/news/primary/changes-to-the-education-pupil-registration-england-regulations-2006)

West Wimbledon Primary School and Wimbledon Park Primary School will:

* Enter pupils on the admissions register on the first day on which the school has agreed, or has been notified, that the pupil will attend the school.
* Notify the Local Authority within five days of adding a child’s name to the admission register. The notification must include all the details contained in the admission register for the new pupil.
* Monitor each child’s attendance through their daily register and follow the Merton Council procedure in cases of unauthorised absence.
* Remove a child’s name from the admissions register on the date that the child leaves the school.
* notify the Local Authority when they are about to remove a child’s name from the school register under any of the fifteen grounds listed in the regulations, no later than the date that the child’s name is due to be removed.

Where parents notify the school, in writing, of their intention to electively home educate the school will forward a copy of the letter to the Elective Home Education Team / Education Welfare. Where parents orally indicate that they intend to withdraw their child to be home educated and no letter has been received, the school will not remove the child from roll and will notify Education Welfare at the earliest opportunity.

**Pupils Missing Out of Education**

The vast majority of children engage positively with school and attend regularly. However, in order to flourish, some children require an alternative education offer or may require a modified timetable to support a return to full time education provision. It is recognised that children accessing alternative provision or a reduced or modified timetable may have additional vulnerabilities. Ofsted refer to these as Pupils Missing Out On Education, because they are not accessing their education in school in the ‘usual way’.

Where children are educated offsite or in dual placements safeguarding risk assessments are completed.

Both schools will gain consent (if required in statute) from parents to put in place alternative provision and/or a reduced or modified timetable

Both schools will ensure that parents (and the local authority where the pupil has a statement of special educational needs) are given clear information about alternative provision placements and reduced or modified timetables: why, when, where, and how they will be reviewed;

Both schools will keep the placement and timetable under review and involve parents in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the pupil is benefitting from it;

Both schools will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child

Both schools will comply with regular data returns requested by the Local Authority, regarding all pupils, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.

The school leadership teams at both schools will report to governors of any formal direction of a pupil to alternative provision to improve behaviour.

The school leadership at both schools will report to governor’s information regarding the use and effectiveness of the use of alternative provision and modified timetables.

**Children who need the support of a Social Worker**

Children may need a social worker due to safeguarding or welfare needs, such as abuse, neglect and complex family circumstances. These experiences can leave children vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The local authority should inform the school if a child has a social worker, and the DSL should hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:

Responding to unauthorised absence or missing education where there are known safeguarding risks

The provision of pastoral and/or academic support

See https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need

**Education at Home**

Where children are being asked to learn online at home the advice from the government will be followed using the latest version of [Covid 19 Safeguarding in Schools guidance](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers)and [Safeguarding and Remote Education](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19). Both schools will use Google Suite, Google Classrooms to facilitate home learning should we be required to do so.

**School Attendance and Behaviour**

Additional policies and procedures are in place regarding school attendance and behaviour.

Both schools recognise that absence from school and exclusion from school may be indicators of abuse and neglect, including the exploitation of children. The DSL at both schools, will regularly liaise with members of school staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

Both schools will work in partnership with Merton Police and other partners for reporting children that go missing from the school site during the school day. Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

**Restrictive Physical Intervention**

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is or at immediate risk of harming him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in “Positive Options” techniques.

All staff who work within the ARP at West Wimbledon Primary School are MAPA trained and only these trained staff are permitted to use safe handling procedures only if necessary for the safety of children and staff.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise that touch is appropriate in the context or working with children, and all staff have been given ‘Safe Practice’ guidance to ensure they are clear about their professional boundaries.

When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.

**Health (including Mental Health)**

Any child with a significant health condition requiring regular medication or treatment will require a **personal health care plan** which will be completed with the parent and school nurse. It is vital that parents inform us if their child has a health condition of this nature to enable us to ensure that their child’s health needs are managed appropriately whilst they are at school. Information from this plan will be shared with key staff members to ensure that they are alert to the child’s individual needs.

Current research suggests that one in ten children aged between 5 and 16 years has a mental health problem, and many continue to have mental health problems into adulthood.

* All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
* Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
* Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
* Staff should take action on any mental health concerns that are also safeguarding concerns, following the school's child protection policy and speaking to the DSL or deputy

Early interventions, particularly with vulnerable children and young people, can improve lifetime health and wellbeing and prevent mental illness.

West Wimbledon Primary and Wimbledon Park Primary School recognise that all children need the foundation of positive mental health to benefit fully from all of the opportunities available to them and that schools have an important role to play in supporting the mental health and wellbeing of their pupils

Mental Health is how we feel, how we think and how we behave.  Mental Health Promotion for children and young people is everybody’s business.  It is about:

* Being able to form and maintain relationships with others
* Being adaptable to change and other people’s expectations
* Being able to have fun
* Being open to learning
* Being able to develop a sense of right and wrong
* Being able to develop the resilience to manage ordinary setbacks

At West Wimbledon Primary School and Wimbledon Park Primary School we promote a mentally healthy environment where parents and carers:

* Are recognised for their significant contribution to children and young people’s mental health
* Are welcomed, included and work in partnership with agencies
* Are provided with opportunities where they can ask for help when needed
* Are signposted to appropriate agencies for support
* Are clear about their role in working in partnership with the school
* Opinions are sought and valued and responded to.

Our schools provide opportunities which promote positive mental health through:

* Regular circle times
* The use of values education and restorative justice materials in PSHE studies.
* Play
* Differentiated learning activities
* Challenging stereotypes
* Targeted additional intervention
* Team building
* Rewards and celebrations
* Close links with outside agencies such as CAMHS, Children’s Services and School Health
* A broad and balanced curriculum
* Home/School links

Governing boards should ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems

**Whistle-blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school’s safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO in accordance with the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Whistle-blowing regarding the Executive Headteacher should be made to the Chair of the Governing Body, whose contact details are readily available to staff by contacting the Clerk to the Governors, through the school office or emailing the Chair of the Governing Body directly on (insert email address) .

**Links with other school policies:**

* *Behaviour*
* *Anti-bullying*
* *Staff handbook*
* *Staff Behaviour (Code of Conduct)*
* *SEND*
* *Whistleblowing*
* *Health ~~&~~ Safety*
* *Allegations of abuse against staff*
* *Complaints*
* *Attendance*
* *Curriculum*
* *Teaching and Learning*
* *Supporting Pupils with Medical Needs, including Administration of Medicines*
* *Drug Education*
* *Relationships and Sex Education*
* *Touch and Physical intervention*
* *Online Safety, including staff use of mobile phones*
* *Social Media*
* *Risk Assessment*
* *Recruitment and Selection*
* *Intimate Care*
* *Preventing Radicalisation and Extremism*
* *Data Protection*
* *ICT & Computing Acceptable Use Agreement*
* *Peer on Peer Abuse*
* *Wellbeing & Positive Mental Health*
* *Looked After Children*

**Further advice on safeguarding and child protection is available from:**

Contextual Safeguarding Network <https://www.contextualsafeguarding.org.uk/>

UK Councils support sites

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Statutory Guidance to Relationships, education and sex education (RSE) and health education (2020) <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

OFSTED publication on safeguarding during inspections <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>

UK Council for Internet safety (UKCIS) guidance: <https://www.gov.uk/government/publications/education-for-a-connected-world>

**Additional advice and support**

**Abuse**

* [What to do if you're worried a child is being abused](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2) – DfE advice
* [Domestic abuse: Various Information/Guidance](https://www.gov.uk/domestic-violence-and-abuse) - Home Office (HO)
* [Faith based abuse: National Action Plan](https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief) - DfE advice
* [Relationship abuse: disrespect nobody](https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/) - Home Office website

**Bullying**

* Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
* [Preventing and Tackling Bullying](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) - DfE advice
* [Cyber bullying: advice for headteachers and school staff](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) - DfE advice

**Children missing from education, home or care**

* [Children missing education](https://www.gov.uk/government/publications/children-missing-education) - DfE statutory guidance
* [Child missing from home or care](https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care) - DfE statutory guidance
* [Children and adults missing strategy](https://www.gov.uk/government/publications/missing-children-and-adults-strategy) - Home Office strategy

**Children with family members in prison**

* [National Information Centre on Children of Offenders](https://www.nicco.org.uk/) - Barnardo’s in partnership with HM Prison and Probation Service

**Child Exploitation**

* [Trafficking: safeguarding children](https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance) - DfE and HO guidance

**Drugs**

* [Drugs: advice for schools](https://www.gov.uk/government/publications/drugs-advice-for-schools) – DfE and ACPO advice
* [Drug strategy 2017](https://www.gov.uk/government/publications/drug-strategy-2017) - Home Office strategy
* [Information and advice on drugs](http://www.talktofrank.com/)  - Talk to Frank website
* [ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention](http://mentor-adepis.org/) - Website by Mentor UK

**“Honour Based Abuse” (so called)**

* [Female genital mutilation: information and resources-](https://www.gov.uk/government/collections/female-genital-mutilation) Home Office guidance
* [Female genital mutilation: multi agency statutory guidance](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation) - DfE, DH, and HO statutory guidance

**Health and Well-being**

* [Fabricated or induced illness: safeguarding children](https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced)  - DfE, DH, HO
* [Rise Above: Free PSHE resources on health, wellbeing and resilience](https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources)  - Public Health England
* [Medical-conditions: supporting pupils at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3) - DfE statutory guidance
* [Mental health and behaviour](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2) - DfE advice

**Homelessness**

• [Homelessness: How local authorities should exercise their functions](https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities)  - Ministry of Housing, Communities & Local Government guidance

**Online**

* [Sexting: responding to incidents and safeguarding children](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)  - UK Council for

Internet Safety

**Private fostering**

* [Private fostering: local authorities](https://www.gov.uk/government/publications/children-act-1989-private-fostering)  - DfE statutory guidance

**Radicalisation**

* [Prevent duty guidance-](https://www.gov.uk/government/publications/prevent-duty-guidance) Home Office guidance
* [Prevent duty: additional advice for schools](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty) and childcare providers - DfE advice
* [Educate Against Hate website](http://educateagainsthate.com/)  - DfE and Home Office advice
* [Prevent for FE and Training](http://preventforfeandtraining.org.uk/) - Education and Training Foundation (ETF)

**Upskirting**

* [Upskirting know your rights](https://www.gov.uk/government/news/upskirting-know-your-rights) – UK Government

**Violence**

* [Gangs and youth violence: for schools and colleges](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)  - Home Office advice
* [Ending violence against women and girls 2016-2020 strategy](https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020) - Home Office strategy
* [Violence against women and girls: national statement of expectations for victims](https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations) - Home Office guidance
* [Sexual violence and sexual harassment between children in schools and colleges](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)  - DfE advice
* [Serious violence strategy](https://www.gov.uk/government/publications/serious-violence-strategy) - Home Office Strategy

**Advice for governing bodies/proprietors and senior leaders**

* [Childnet](http://www.childnet.com/cyberbullying-guidance) provide guidance for schools on cyberbullying
* [Educateagainsthate](http://www.educateagainsthate.com/) provides practical advice and support on protecting children from extremism and radicalisation
* [London Grid for Learning](https://www.lgfl.net/) provides advice on all aspects of a school or college’s online safety arrangements
* [NSPCC](https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools) provides advice on all aspects of a school or college’s online safety arrangements
* [Safer recruitment consortium](https://www.saferrecruitmentconsortium.org/) “guidance for safe working practice”, which may help ensure staff behaviour policies are robust and effective
* [Searching screening and confiscation](http://www.gov.uk/government/publications/searching-screening-and-confiscation) is departmental advice for schools on searching children and confiscating items such as mobile phones
* [South West Grid for Learning](http://www.swgfl.org.uk/) provides advice on all aspects of a school or college’s online safety arrangements
* [Use of social media for online radicalisation](https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
* UK Council for Internet Safety have provided advice on [sexting-in-schools-andcolleges](https://www.gov.uk/government/publications/sexting-in-schools-and-colleges) and [using-external-visitors-to-support-online-safety-education](https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings)

**Remote education, virtual lessons and live streaming**

* [Case studies](https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19) on remote education practice are available for schools to learn from each other
* [Departmental guidance on safeguarding and remote education](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19) including planning remote education strategies and teaching remotely
* [London Grid for Learning](https://coronavirus.lgfl.net/safeguarding) guidance, including platform specific advice
* [National cyber security centre](https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations) guidance on choosing, configuring and deploying video conferencing
* [National cyber security centre](https://www.ncsc.gov.uk/guidance/video-conferencing-services-using-them-securely) guidance on how to set up and use video conferencing
* [UK Safer Internet Centre](https://swgfl.org.uk/resources/safe-remote-learning/) guidance on safe remote learning

**Support for children**

* Childline for free and confidential advice
* [UK Safer Internet Centre](https://reportharmfulcontent.com/) to report and remove harmful online content
* [CEOP](https://www.ceop.police.uk/safety-centre/) for advice on making a report about online abuse

**Parental support**

* [Childnet o](https://www.childnet.com/parents-and-carers/parent-and-carer-toolkit)ffers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
* [Commonsensemedia](http://www.commonsensemedia.org/) provide independent reviews, age ratings, & other information about all types of media for children and their parents
* [Government advice](https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
* [Government advice](https://www.gov.uk/guidance/covid-19-staying-safe-online) about security and privacy settings, blocking unsuitable content, and parental controls
* [Internet Matters](https://www.internetmatters.org/?gclid=EAIaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAYASAAEgIJ5vD_BwE) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
* [Let’s Talk About It](https://www.ltai.info/staying-safe-online/) provides advice for parents and carers to keep children safe from online radicalisation
* [London Grid for Learning](http://www.lgfl.net/online-safety/) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
* [Lucy Faithfull Foundation StopItNow](https://www.stopitnow.org.uk/) resource can be used by parents and carers who are concerned about someone’s behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
* [National Crime Agency/CEOP Thinkuknow](http://www.thinkuknow.co.uk/) provides support for parents and carers to keep their children safe online
* [Net-aware](https://www.net-aware.org.uk/) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
* [Parentzone](https://parentzone.org.uk/) provides help for parents and carers on how to keep their children safe online
* [Parent info](https://parentinfo.org/) from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
* [UK Safer Internet Centre](https://www.saferinternet.org.uk/advice-centre/parents-and-carers) provide tips, advice, guides and other resources to help keep children .

**CODE OF CONDUCT**

West Wimbledon Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. By signing this agreement you are also acknowledging that you have read and understood the school’s ‘Safeguarding and Child Protection’ policy and the DFE Keeping Children Safe in Education document - September 2020 (Parts 1 and Annex A). It is everyone’s responsibility to ensure that children are cared for appropriately and safeguarded from any harm, and all staff have a responsibility is to promote the health, safety and welfare of all members of the school community.

The duty to safeguard children includes the immediate obligation to report concerns about a child to the School's Designated Safeguarding Lead (DSL) for Child Protection. The School's DSL is Rosie Williamson and the deputy DSLs are Paul Lufkin, Helen Lawlor and Monika Dennemont.

Adults working in a school are in a position of trust and their conduct is, therefore, governed by specific laws and guidance and the policies and procedures agreed by the head teacher and governing body.

Staff occasionally express uncertainty as to what is and is not acceptable and seek guidance regarding those behaviours which, whilst most probably innocent, may be perceived by others as inappropriate \*.

The following is, therefore, a code of appropriate conduct for all adults working in or on behalf of the school, including those involved in home visits or any out of school activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

**You should always:**

* Adhere to all school policies, many of which are specifically written with safeguarding in mind. For example: Child Protection, Behaviour, Equal Opportunities, Health and Safety, Managing Pupils with Medical Needs, Procedures for Uncollected Children. All policies are available in the school office.
* Maintain the highest standards of honesty and integrity in your work. This includes the handling and claiming of money and the use of school property and facilities.
* Behave in a mature, respectful, safe, fair and considered manner at all times.
* Ensure that children in your care remain adequately supervised until returned to the parent/carer or another responsible adult.
* Provide a good example and ‘positive role model’ to children.
* Observe other people’s right to confidentiality unless there is a safeguarding/child protection issue.
* Treat other adults and children in school with respect.
* Show tolerance of and respect for the rights of others.
* Treat all children fairly: never confer favour on particular children, or build ‘special relationships’ with individual children, except where one to one working is part of a plan agreed with your manager (e.g. for counselling, tuition, mentoring or other purpose).
* Wear clothing which is appropriate to your role and is not likely to be viewed as offensive, revealing or provocative.

**Report to the Head teacher, Paul Lufkin, or your line manager (or in the case of an allegation concerning the Head teacher, the Chair of Governors, Jo Reynolds):** (As soon as possible)

* Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation against yourself.
* Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
* Any behaviour of another adult in the school which give you cause for concern or breach of this code of conduct or other school policies and procedures.

**You should never:**

* **Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to care for other people’s children.**
* Touch children in a manner which is or may be considered sexual, indecent, threatening, gratuitous or intimidating.
* While in school, use a mobile phone in the presence of children or use a personal device to take still or moving images of children.
* Discriminate either favourably or unfavourably towards any child.
* Give personal contact details, text, email or telephone except for agreed work purposes using IT, or make arrangements to contact, communicate or meet children outside of work.
* Develop ‘personal’ or sexual relationships with children.
* Push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so.
* Use force as a form of punishment.
* Be sarcastic, shout, embarrass or humiliate, make remarks or “jokes” to children of a personal, racist, discriminatory, intimidating or otherwise inappropriate\* or offensive nature (e.g. unprofessional personal remarks, suggestive remarks, attempts to scapegoat or demean).
* Give or receive (other than token) gifts unless arranged through your line manager or Head teacher, for example, outgrown sports kit, football boots or uniform.
* Allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol.
* Undertake any work with children when you are not in a fit and proper physical or emotional state to do so. For example: under the influence of medication which includes drowsiness; with a medical condition which dictates that you should not be caring for children; under extreme stress which is likely to impair your judgement.
* Adults must only ever use physical intervention as a last resort and in line with specialist training and School policies, when a child is endangering him/herself or others, and that at all times it the physical interventions must be necessary and proportionate to the level or risk to the child and/or another person. Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct.
* Never promote personal views, particularly those which are deemed to be radical or extremist.

**Conduct out of school**

* Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the reputation of other members of the school community.
* Staff are reminded not engage in the inappropriate use of social media which may bring themselves, the school or members of the school community into disrepute.
* Staff are at liberty to undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school and is not at a level that might affect an individual's work performance.

***\* Please note:***

*It is the perception of the person subject to a remark or action rather than your stated intention that defines ‘appropriate’ or ‘inappropriate’.*

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,(print name) agree to abide by the Code of Conduct guidance applied above.

Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Head teacher and Governors of West Wimbledon Primary School thank you for your support of the arrangements made for the safety and care of young people and adults in our school community.

**Safe Working Practice Agreement**

Wimbledon Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. By signing this agreement you are also acknowledging that you have read and understood the school’s ‘Safeguarding and Child Protection’ policy. It is everyone’s responsibility to ensure that children are cared for appropriately and safeguarded from any harm, and all staff have a responsibility to promote the health, safety and welfare of all members of the school community.

The duty to safeguard children includes the immediate obligation to report concerns about a child to the School's Designated Safeguarding Lead (DSL) for Child Protection. The School's DSL is Esther Bird and the deputy DSLs are Lauren Clogg, Lisa Kingsbury and Paul Lufkin.

Adults working in a school are in a position of trust and their conduct is, therefore, governed by specific laws and guidance and the policies and procedures agreed by the head teacher and governing body.

Staff occasionally express uncertainty as to what is and is not acceptable and seek guidance regarding those behaviours which, whilst most probably innocent, may be perceived by others as inappropriate \*.

The following is, therefore, a code of appropriate conduct for all adults working in, or on behalf of, the school, including those involved in home visits or any out of school activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

**You should always:**

* Adhere to all school policies, many of which are specifically written with safeguarding in mind. For example: Child Protection, Behaviour, Anti Bullying, Equal Opportunities, Health and Safety, Managing Medicines, Managing Allergies, Procedures for Uncollected Children. All policies are available in the school office.
* Maintain the highest standards of honesty and integrity in your work. This includes the handling and claiming of money and the use of school property and facilities.
* Behave in a mature, respectful, safe, fair and considered manner at all times.
* Ensure that children in your care remain adequately supervised until returned to the parent/carer or another responsible adult.
* Provide a good example and ‘positive role model’ to children.
* Observe other people’s right to confidentiality unless there is a safeguarding/child protection issue.
* Treat other adults and children in school with respect.
* Show tolerance of and respect for the rights of others.
* Treat all children fairly: never confer favour on particular children, or build ‘special relationships’ with individual children, except where one to one working is part of a plan agreed with your manager (e.g. for counselling, tuition, mentoring or other purposes).
* Wear clothing which is appropriate to your role and is not likely to be viewed as offensive, revealing or provocative.

**Report to the Head teacher or your line manager (or in the case of an allegation concerning the Head teacher, the Chair of Governors):** (As soon as possible)

* Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation against yourself
* Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately
* Any behaviour of another adult in the school which give you cause for concern or breach of this code of conduct or other school policies and procedures.

**You should never:**

* **Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to care for other people’s children**
* Touch children in a manner which is or may be considered sexual, indecent, threatening, gratuitous or intimidating
* Use a mobile phone in the presence of children in school when they are changing their clothes.
* Use a personal device to take still or moving images of children.
* Discriminate either favourably or unfavourably towards any child
* Give personal contact details, text, email or telephone except for agreed work purposes using IT, or make arrangements to contact, communicate or meet children outside of work
* Develop ‘personal’ or sexual relationships with children
* Push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so
* Use force as a form of punishment
* Be sarcastic, embarrass or humiliate, make remarks or “jokes” to children of a personal, racist, discriminatory, intimidating or otherwise inappropriate \* or offensive nature (e.g. unprofessional personal remarks, suggestive remarks, attempts to scapegoat or demean)
* Give or receive (other than token) gifts unless arranged through your line manager or Head teacher, for example, outgrown sports kit, football boots or uniform
* Allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol
* Undertake any work with children when you are not in a fit and proper physical or emotional state to do so. For example: under the influence of medication which includes drowsiness; with a medical condition which dictates that you should not be caring for children; under extreme stress which is likely to impair your judgement.
* Adults must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it the physical interventions must be necessary and proportionate to the level or risk to the child and/or another person. Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct.
* Never promote personal views, particularly those which are deemed to be radical or extremist.

***\* Please note:***

*It is the perception of the person subject to a remark or action rather than your stated intention that defines ‘appropriate’ or ‘inappropriate’.*

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ,(print name) agree to abide by the Safe Working Practice guidance applied above.

Role:

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DISQUALIFICATION FROM WORKING WITH CHILDREN**

**STAFF DECLARATION FORM**

*It is all employees’ responsibility to safeguard children. You must provide notification should you receive any convictions, cautions, court orders, reprimands or warnings since the date of your last DBS clearance with the school or since joining the school whichever is later. You must also inform the school of any changes to your health that may impact upon your ability to work with children or any changes to your own circumstances that we should be aware of.*

*This is a requirement of the Childcare Act 2006, the Childcare (Disqualification) Regulations 2009 and Keeping Children Safe in Education 2020. Disqualification criteria include being on the Children’s Barred list, being cautioned or convicted of certain violent and sexual criminal offences against children and adults, grounds relating to the care of children (where an order is made in respect of a child under a person’s care), having registration refused or cancelled in relation to childcare or children’s homes or being disqualified from private fostering, living in the same household where another person that the above applies to lives or works.*

*All employees are required to provide relevant information people who live in the same household as them, who may have influence over the employee working with children and who may therefore pose a risk to children i.e. “by association”.*

|  |  |
| --- | --- |
| Have you received any criminal convictions, cautions, court orders, reprimands or warnings since the date of your most recent DBS or your last declaration to the school? | YES/NO |
| Do you have any health concerns that may affect your ability to work with children? | YES/NO |
| Has a court order been made relating to any children in your care?? | YES/NO |
| Have you had registration refused or cancelled in relation to childcare or children’s homes or been disqualified from private fostering? | YES/NO |
| Has anyone living in your household been barred from working with children by the DBS? | YES/NO |
| Has anyone living in your household been disqualified from working with children under the childcare Act 2006? | YES/NO |

If you have answered **YES** to the above, please provide further information below (you may provide additional information sheet if necessary):

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Any relevant information will be passed to OfSTED to make a decision as to whether the offence would lead to disqualification by association and you will be notified of their decision accordingly.

**Declaration**

I confirm that the information I have declared above is correct and understand that I have duty to inform the Headteacher should any of this information change at any time during my employment with the school.

Signed: .…………………………………………………………………

Name (in capitals) ………………………………………………………………….

Date ………………………………………………..

**Wimbledon Primary Federation**

**Register of Interests**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the interests of transparency and accountability, all staff and governors are required to register in advance interests that are capable of causing conflicts.

Staff and governors must regard themselves as having a personal interest in any matter if that matter directly relates to, or impacts on, their interests or any decision they are asked to take that would affect the well-being or financial position of themselves, a relative or close friend.

Full details of the school’s Policy on Declaration of Interests for Staff and Governors is available for inspection from the school office.

|  |  |  |
| --- | --- | --- |
| **Name of company or organisation** | **Nature of interest** | **Paid Y/N** |
|  |  |  |

I declare the above information, to my knowledge, represents all information that may potentially compromise my impartiality as a member of school staff/governor. I also undertake to inform the school of any change in these business interests.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*‘Relative’ means spouse, partner, parent, step-parent, parent-in-law, son, daughter, step-son, step-daughter, child of a partner, brother, sister, grandparent, grandchild, uncle, aunt, nephew, niece, or the spouse or partner of any of the preceding persons in relation to:*

* + *Any employment or business carried on by such persons*
  + *Any organisation in which such persons have a beneficial interest*
  + *Any organisation in which such persons hold a position of general management.*

*The following list illustrates specific situations where interests should be recorded:*

* + *Relevant securities which are not placed in a Blind Trust*
  + *Paid employment, office or profession*
  + *Paid employment, office, or profession of relatives, other regular significant sources of payment from an organisation or an investment which might be considered relevant*
  + *Directorships, whether paid or not, of any organisation*
  + *Membership of other public bodies (e.g. governing bodies of universities, colleges and schools, and local authorities), trusteeships (e.g. of museums, galleries and similar bodies), and acting as an office holder or trustee for pressure groups, trade unions and voluntary or not-for-profit organisation*
  + *Members of* ***school staff that are relatives***

**Staff IT Acceptable Use Agreement**

Covers use of all digital technologies in school: i.e. **email, Internet, intranet, network resources,** learning platform, software, communication tools, social networking tools, school website, **equipment and systems.**

These rules will help to keep everyone safe and to be fair to others. School systems and users are protected and monitored by security and filtering services to provide safe access to digital technologies.

* I will only use the school’s digital technology resources and systems for Professional purposes or for uses deemed ‘reasonable’ by the Head and Governing Body.
* I will not reveal my password(s) to anyone.
* I will follow ‘good practice’ advice in the creation and use of my password and change my passwords regularly. If my password is compromised, I will ensure I change it. I will not use anyone else’s password if they reveal it to me and will advise them to change it.
* I will not allow unauthorised individuals to access email / Internet / intranet / network, or other school systems, or any Local Authority (LA) system I have access to.
* I will ensure all documents, data, etc. are printed, saved, accessed and deleted / shredded in accordance with the school’s network and data security protocols.
* I will not engage in any online activity that may compromise my professional responsibilities.
* I will only use the approved email system(s) for any school business.
* I will not support or promote extremist organisations, messages or individuals. I will not give a voice or opportunity to extremist visitors with extremist views. I will not browse, download or send material that is offensive or of an extremist nature.
* I will report any accidental access to, or receipt of inappropriate materials, or filtering breach or equipment failure to the headteacher.
* I will not download any software or resources from the Internet, including browser toolbars that can compromise the network or might allow me to bypass the filtering and security system or are not adequately licensed.
* I will check copyright and not publish or distribute any work including images, music and videos, that is protected by copyright without seeking the author’s permission.
* I will not use personal digital cameras or camera phones or digital devices for taking, editing and transferring images or videos of pupils or staff and will not store any such images or videos at home or on any personal devices.
* I will only use school approved equipment for any storage, editing or transfer of digital images / videos and ensure I only save photographs and videos of children and staff on the school network.
* I will follow the school’s policy on use of mobile phones/devices at school contained in the online Safety Policy.
* I will only take or publish images of staff and students with their permission and in accordance with the school’s policy on the use of digital / video images. Images published on the school website, online learning environment etc. will not identify students by name, or other personal information.
* I will ensure that any private social networking sites / blogs, etc. that I create or actively contribute to are not confused with my professional role.
* I will ensure, where used, I know how to use any social networking sites / tools securely, so as not to compromise my professional role.
* I will ensure any confidential data that I wish to transport from one location to another is protected by encryption (for example by using encrypted memory sticks) and that I follow school data security protocols when using any such data at any location.
* I understand that data protection policy requires that any information seen by me with regard to staff or pupil information, held within the school’s information management system, will be kept private and confidential, EXCEPT when it is deemed necessary that I am required by law to disclose such information to an appropriate authority.
* I understand it is my duty to support a whole-school safeguarding approach and will report any behaviour of other staff or pupils, which I believe may be inappropriate or concerning in any way, to the school’s designated safeguarding lead.
* I understand that all Internet and network traffic / usage can be logged and this information can be made available to the headteacher on their request.
* I understand that Internet encrypted content (via the https protocol), may be scanned for security and/or safeguarding purposes.
* I will only use any local authority system I have access to in accordance with their policies.
* *Staff that have a teaching role only:* I will embed the school’s on-line safety / digital literacy / counter extremism curriculum into my teaching.

*I agree to abide by all the points above. I understand that I have a responsibility for my own and others’ online safeguarding and I undertake to be a ‘safe and responsible digital technologies user’. I understand that it is my responsibility to ensure that I remain up-to-date and read and understand the school’s most recent online safety / safeguarding policies. I understand that failure to comply with this agreement could lead to disciplinary action.*

Signed: ………………………………………………

Print name: ……………………….………..………. Date: ………………..

**Changing for PE**

**General Principles**

This policy for changing has been developed in consultation with parents and children in order to take account the needs of pupils of different ages, and from different religions, beliefs and cultural backgrounds.

Pupils need to change for PE for reasons of hygiene, and pupils of all ages, from Reception upwards, should be encouraged to be as independent as possible when changing for PE.

Being in a state of undress can cause some children to feel vulnerable, and changing for PE can cause anxiety for some pupils. All pupils should be treated fairly and with respect for their privacy and dignity.

Adults/staff (particularly male adults working in key stage 2) can worry about supervision and how it accords with safer working practice. All adults supervising changing for PE need to have disclosure and vetting clearance. Adults should never change in the same room and at the same time as the children. Adults should never handle or use any device that can take or record images during changing for PE.

**Changing for PE**

Children in Year 3 and below will change for PE in their classroom under the supervision of a member of staff/sports coaches. Wherever possible there should be two adults present during changing, and in particular, male staff/coaches should try to ensure another adult is present during changing for PE.

Children in Years 4 to 6 will separate into boys and girls for changing:

* This could occur by swapping classrooms, using spare rooms or toilets
* Wherever possible, members of staff should supervise or assist pupils of the same sex (i.e. a class should have a male and female adult to supervise changing)
* Where this is not possible, adult supervision should happen from outside the changing rooms/areas with clear expectations for timing and behaviour from the pupils. If there is a need for the adult to enter the changing room it is recommended they should alert pupils to this by announcing it to give them the opportunity to cover up if they want to.
* If pupils in years 4 to 6 need to be supervised in the changing room by an adult of the opposite sex for safety or behaviour reasons, then wherever possible, two adults should be present. In particular, male members of staff should ask for another adult to be present during changing for PE.
* All adults, but particularly those of the opposite sex, should avoid watching pupils, or repeatedly go in and out of a changing area without good reason.

If children have PE during the morning, they are able to come into school wearing PE kit (but should have their uniform in school to change into after the PE lesson). If children have PE as the last lesson in the afternoon, they are able to go home in their PE kit.

In Year 3, those supervising may choose to organise changing so that there is some accommodation of boys and girls separately, for example separate areas within the classroom.

A parent may request in writing to the school that their child changes separately and unsupervised. Arrangements will be made by the class teacher or sports coach for the child to somewhere suitable to do so, such as a cloakroom area or toilets, alone or with a same sex class friend depending on the circumstance.

Teachers/coaches will need to think about providing suitable privacy (e.g. drawing blinds) if classroom is facing the playground, park or a public area.

The same procedures and principles should apply when lunchtime or after school clubs are changing for PE/sport. If a parent helps their child change for an after school club (for example football club in year 1), they should only help their own child change under the overall supervision of the club leader.

**Changing for Swimming**

Particular care should be taken in supervision arrangements for swimming because of the greater vulnerability and sensitivity of children:

* Adults should never change as the same time as children
* Any adult overseeing changing needs disclosure and vetting clearance
* Separate changing rooms for boys and girls should be used
* Wherever possible, adults (staff, coaches or volunteers) should supervise or assist pupils of the same sex (i.e. a swimming groups should have a male and female adult to supervise changing), and in no circumstances should a single male adult supervise in the girls changing room on his own.
* If children need to be supervised in the boys changing room by an adult of the opposite sex, then wherever possible, two female adults should be present.
* Supervision of changing should not happen from outside the changing rooms/areas because of the greater risk poolside