Safeguarding Policy

FLOREAT WANDSWORTH PRIMARY SCHOOL

ADOPTED BY: LGB

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1. Mission Statement

We will enable children to flourish in school by giving them a knowledge-rich academic education and developing their character strengths and virtues. Our pupils will learn how to work hard and study well, and also to be good and to do good for others. This will set them up for a future of success and wellbeing, whatever they choose to do in their lives.

2. Purpose of Policy Statement

Floreat Wandsworth Primary School is committed to helping children achieve good outcomes by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances.

In line with the Education Act 2002, the school will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- Providing a safe, healthy learning environment that allows them to develop to their full potential;
- Safeguarding their welfare, particularly those pupils who are most disadvantaged;
- Providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare;
- Ensuring safe recruitment practices;
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns;
- Monitoring and supporting pupils who are subject to child protection plans and contributing to the implementation of their plan;
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns;
- Teaching children to keep themselves safe and ensuring they know who to approach for help; and,
- Promoting partnership working with parents and professionals.

3. Key Contacts

3.1 Floreat Wandsworth Primary School

- Designated Member Staff: Matthew Custance (Headteacher)
- Deputy DMS: Rebekah Goodrem (Head of Early Years)
- Nominated governor for child protection: Paul White (Chair of Governors)

3.2 London Borough of Wandsworth

- Head of Safeguarding Standards Service: 020 8871 7858
- Child protection lead officer and Local Authority Designated Officer (LADO): 020 8871 7226
- Safeguarding in Education Advisor: 020 8871 7961
- Wandsworth Child Safeguarding Children Board (www.wscb.org.uk): 020 8871 7401
- MASH: Duty + Referrals 020 8871 6622
4. Roles and responsibilities

4.1 London borough of Wandsworth
Wandsworth Council Education and Social Services division will support the school to safeguard and promote the welfare of pupils by:

• Co-ordinating the delivery of specialist children’s services within the borough;
• Providing services under the Children Act 1989 for those children who have been assessed as being in need, in need of protection or requiring alternative accommodation;
• Providing the school with advice, support and guidance, policy and procedures, training and a dedicated lead officer with responsibility for child protection and safeguarding;
• Dealing with allegations against members of staff and volunteers; and,
• Taking responsibility for those children who are not in education.

4.2 Governing Body
The governing body will ensure that:

• The school’s safeguarding policies and procedures are consistent with Wandsworth Safeguarding Children Board procedures and that these are regularly monitored, reviewed and updated where necessary;
• Related school policies around pupil welfare, such as behaviour and attendance, are in place to support the wider safeguarding of pupils;
• There is a responsible safeguarding governor and a designated safeguarding lead who reports directly to the governing body on the implementation of child protection policies and liaises with Wandsworth Council on safeguarding matters;
• Parents are made aware of the school’s safeguarding policies and procedures;
• The school has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers that are consistent with statutory guidance and reviewed on an annual basis;
• All staff receive safeguarding and child protection training at least every 2 years;
• Action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within the school; and,
• Other organisations using the school premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place.

4.3 Headteacher
The Headteacher will ensure that:

• Staff are fully aware of the school safeguarding and child protection policies and that these policies are fully implemented;
• All staff have a good understanding of their role in the identification and referral of safeguarding concerns;
• The designated child protection teacher is given sufficient time and resources to carry out their responsibilities;
• Staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school;
• Safe recruitment practice is followed whenever recruiting to posts;
• The school offers a safe environment for staff and pupils to raise concerns about poor or unsafe practice;
• Appropriate action is taken whenever an allegation is made against a member of staff; and,
• Safeguarding issues are brought to the attention of the governing body.

5. Safeguarding children

5.1 Definition
Safeguarding covers a broad agenda and aims to achieve the following:
• Protecting children from maltreatment;
• Preventing impairment of children’s health or development;
• Ensuring children are growing up in circumstances consistent with the provision of safe and effective care; and,
• Undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

Safeguarding is a preventative agenda that helps children to achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement.

5.2 Safeguarding framework
The framework for safeguarding is set out in the statutory guidance “Working together to safeguard children” (2015). The guidance sets out how organisations such as schools should work together to safeguard children, including:
• Making sure vulnerable children get help before problems escalate and more robust interventions such as child protection is needed;
• Carrying out an Early Help Assessment (EHA), using the Signs of Safety and Wellbeing model, to identify a child’s needs;
• Making appropriate referrals where there are safeguarding concerns; and,
• Sharing information and working in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child’s needs.

6. Role of the Floreat Wandsworth Primary School
The school recognises that pupils may face many barriers to learning that may affect their prospects in later life. The school will safeguard and promote pupils’ welfare by focussing on preventative actions and services so that all pupils are able to fulfil their potential under each of the five Every Child Matters outcomes: Being Healthy; Staying Safe; Enjoying and Achieving; Making a Positive Contribution; Achieving Economic Wellbeing.
6.1 Being healthy
The school will promote pupils’ health by educating them on healthy diets and lifestyles using the healthy schools programme and school policies on healthy eating and physical exercise, as well as delivering information on sexual health and relationships and substance misuse via the curriculum. The school will work closely with health professionals to monitor pupils’ health and ensure that pupils with health needs receive the extra support they need to fully participate in education. Pupils affected by their parents’ or their own substance misuse will be referred to Wandsworth’s Drug & Alcohol Service to receive advice and support (MASH referral in first instance).

Key safeguarding policies
• Intimate care (see section 7.5.3)
• Healthy schools (http://www.healthyschoolslondon.org.uk)

6.2 Staying safe
The school aims to provide a safe learning environment where pupils are:
• Kept safe from accidents whilst at school and during outings;
• Protected from maltreatment through the implementation of Wandsworth Safeguarding Children Board child protection procedures and safe recruitment practices
• Taught to keep themselves safe via safety messages delivered through the curriculum and other forums;
• Feel supported, safe and protected and able to raise concerns.

Safety messages will be delivered via the curriculum and pupils will be provided with opportunities to discuss issues they feel are affecting their safety at school and within the community.

6.3 Key safeguarding policies:
• Child protection policies and procedures listed in section 6
• Health and safety and risk assessments (see section 7.6)
• Monitoring visitors (see section 7.4)
• Safe recruitment (see section 7.1)
• The school’s e-safety policy
• The school’s behaviour policy and procedures
• The school’s equality policy and procedures
• The school’s educational visit policy
• Children missing from school: action to be taken when a child disappears from the school role
• Teaching approaches that help to build resilience to extremism among young people (https://www.gov.uk/government/publications/teaching-approaches-that-help-to-build-resilience-to-extremism-among-young-people)


• The right to choose: guidance on dealing with forced marriage (https://www.gov.uk/forced-marriage)

6.4 Enjoying and achieving
The school will ensure that pupils attend regularly, enjoy learning and are achieving to their full potential.

6.5 Key safeguarding policies:
• The school’s SEND policy and procedures
• The school’s attendance policy and procedures
• The school’s behaviour policy and procedures
• Use of reasonable force in schools (https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

6.6 Making a positive contribution
The ethos of the school is one where pupils feel valued and are able to participate and contribute to the development of policies that support co-operation, inclusion and integration. Pupils are encouraged to participate in a wide range of activities at school and within the community and discouraged from engaging in anti-social behaviour. The school follows Wandsworth guidance “Recording and reporting racist incidents” in order to challenge racist abuse or harassment by pupils and promote good race relations.

Key safeguarding policies:
• The school’s equality policy and procedures
• The school’s behaviour policy and procedures
• Exclusion from maintained schools, academies and pupil referral units in England 2015 (https://www.gov.uk/government/publications/school-exclusion)

6.7 Supporting pupils
The school supports all pupils who have been assessed as having extra needs or are subject to a child protection plan. All children are made aware of who they can approach if they have any problems and will be listened to and their concerns taken seriously.

6.8 Powers regarding management of pupil behaviour
The school acknowledges guidance from the Department for Education that provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school. Details of these may be found in the policies listed at the following links: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools / https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools
The school also acknowledges that Wandsworth strongly advises schools:

- not to carry out non-consensual searches of pupils or their bags or lockers except in the presence of the safer schools police officer; and,
- only to use reasonable force where there is a risk of harm to the pupil or others or a risk of substantial damage to property.

The school is familiar with Wandsworth’s local policies on bullying, use of physical restraint and guidance on carrying out searches of pupils.

7. Working with parents and carers

Parents and carers have the main responsibility for safeguarding and promoting their child’s welfare and the school recognises the importance of working in partnership with them to ensure the welfare and safety of pupils.

The school will:

- Make parents aware of the school’s statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school web-site or on request;
- Provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- Consult with and involve parents and carers in the development of school policies to ensure their views are taken into account;
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers; and,
- Provide advice and signpost parents and carers to other services and resources where pupils need extra support.

7.1 Inter-agency working

The school recognises its duty under the Children Act 2004 to work in partnership with other professionals and agencies within the children’s workforce in order to deliver integrated services that focus on prevention.

To achieve this, the school will lawfully share information with agencies in order to ensure pupils receive appropriate services, and will use the EHA framework to assess those children with extra needs and make appropriate referrals to agencies on behalf of the pupil.

The school recognises the central role they play in safeguarding pupils and will ensure that a representative attends all multi-agency meetings such as case conferences and core group meetings.

The school will liaise with Wandsworth’s lead officers for safeguarding wherever there are any concerns or issues relating to safeguarding practice or the safeguarding of individual pupils.
7.2 Children who are missing from education or home educated
The school is aware of those children who are persistently absent or missing from school. Where this is a welfare concern a MASH referral will be made. Our attendance policy clearly states who needs to be notified and what action should be taken and any relevant timescales. The school refers to Wandsworth’s procedures for children missing from education.

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications are made:

- The Education Welfare Service is notified of all decisions
- If the child is already known to Wandsworth Children’s Specialist Services, their allocated social worker is notified immediately
- If the child is not known to Wandsworth Children’s Specialist Services, but the school has concerns about their welfare, the designated child protection teacher makes a referral to Wandsworth Children’s Specialist Services.

7.3 Collection of children from school
The school has procedures in place regarding handing over children to adults who are not their parent or known carer at the end of the school day.

Parents are made aware that the school should be notified of who will normally collect the child and of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. Parents are also asked to inform the school where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave and will contact the parent immediately.

The school also has a procedure in place to deal with situations where a child is uncollected at the end of the school day:

- The school will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent.
- The school will put Wandsworth Children’s Specialist Services on notice at 4.00 pm if there are difficulties in contacting parents or other family members.
- If no contact can be made with the parent by 4.30pm, the school should contact the duty social worker who will come to collect the child or make arrangements for the child to be transported to the Wandsworth Children’s Specialist Services office.
- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
Where children are regularly uncollected or collected late, the school will report this to the Education Welfare Service. If there are also child protection concerns, a referral will be made to Wandsworth Children’s Specialist Services via MASH.

8. Role of Wandsworth Children’s Specialist Services
Wandsworth Children’s Specialist Services is responsible for carrying out Wandsworth’s statutory duty to safeguard and promote the welfare of children in the borough by providing services for children who have been assessed as being in need, in need of protection or in need of accommodation under the Children Act 1989.

Intervention by Wandsworth Children’s Specialist Services is based on the assessed level of need or risk the child is experiencing. Levels of need and risk and corresponding responses by Wandsworth Children’s Specialist Services are explained in the division’s eligibility criteria for services. Wandsworth Children’s Specialist Services offer a service at the following levels:

8.1 Children in Need
These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Services for these children focus on early intervention and prevention, and are aimed at supporting families so that children are able to remain at home.

Staff who are concerned that a pupil may require extra support and services from Wandsworth Children’s Specialist Services because they are in need should complete a CAF assessment and make a referral to the relevant duty and assessment team. Parental consent must be sought prior to making any referral. Staff may use the monitoring form shown at appendix 2 to record any concerns and / or monitor the pupils’ progress.

8.2 Children in need of protection
These are children who it is believed are suffering or likely to suffer significant harm requiring statutory intervention via child protection procedures.

9. Child protection

9.1 Role of school
The school will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- Working together to safeguard children (2015)
- The London Safeguarding Children Board child protection procedures
In line with these policies and procedures, the school will carry out the following:

- Identifying where there are child protection concerns and referring the pupil on to Wandsworth Children’s Specialist Services;
- Contributing to the development and monitoring of child protection plans as a member of the core group;
- Ensuring that the school has a senior member of staff who is designated to take on lead responsibility for child protection issues; and,
- Ensuring staff are aware of their responsibilities and receive adequate training to enable them to carry these out.

9.2 Role of the Designated Member of Staff (DMS)

The school will ensure that a senior member of staff is appointed to the role of DMS to take lead responsibility for child protection issues, and that another member of staff is appointed to deputise in their absence.

Their role is to:

- Refer cases on appropriately to relevant agencies;
- Provide advice and guidance for staff on child protection issues;
- Take the lead in developing, monitoring and reviewing the school/college child protection policy and procedures and keeping abreast of new policy developments;
- Oversee child protection systems within the school, including management of records, provision of information to other agencies and the monitoring of pupils who are subject to child protection procedures;
- Link with and report to the head teacher/principal and the board of governors regarding child protection issues within the school;
- Provide a link between the school and other agencies, particularly Wandsworth Children’s Specialist Services and the Wandsworth Safeguarding Children Board;
- Ensure staff, including temporary staff, are aware of the school policies and procedures and that appropriate training is taken up at the required frequency; and,
- Ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved.

10. Child protection procedures

The following procedures set out what actions the school will take where there are child protection concerns regarding a pupil.

10.1 Recognition

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the DMS.
- Staff should refer to Appendix 1 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
• Any concerns held by staff should be discussed in the first instance with the designated teacher or their deputy and advice sought on what action should be taken.
• Concerns may be monitored over time and recorded on the monitoring / incident form shown in Appendix 2. Details of any concerning incidents should also be recorded on this form.

10.2 Dealing with disclosures
If a pupil discloses to a member of staff that they are being abused, the member of staff should:
• Listen to what is said without displaying shock or disbelief and accept what the child is saying. Allow the child to talk freely;
• Reassure the child but not agree confidentiality, as a referral may have to be made;
• Reassure the child that what has happened is not their fault and that they were right to tell someone;
• Not ask direct questions but allow the child to tell their story;
• Not criticise the alleged perpetrator;
• Explain what will happen next and who has to be told; and,
• Make a formal record and pass this on to the designated teacher.

10.3 Referral
• A decision on whether or not to refer a pupil to Wandsworth Children’s Specialist Services should be made by the DMS or their deputy following a discussion with the member of staff who has raised concerns.
• Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the DMS may discuss the case on a “no names” basis with Wandsworth’s duty and assessment manager or senior practitioner to obtain advice on how to proceed.
• Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
• If the child already has an allocated social worker, the referral should be made directly to them. If the child is not already known to Wandsworth Children’s Specialist Services, referrals should be made to the relevant duty and assessment team depending on child’s home address. If the child lives outside Wandsworth, a referral should be made to their home local authority.
• Referrals should be in writing and all referrals will be acknowledged by Wandsworth Children’s Specialist Services (MASH) within 24 hours and the referrer informed of what action will be taken. Carry out an Early Help Assessment (EHA), using the Signs of Safety and Wellbeing model, to identify a child’s needs.
• A copy of the EHA can be found at http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/advice.page?id=QospX0VGq3c
10.4 Attendance at case conferences and core groups

- The DMS will liaise with Wandsworth Children’s Specialist Services to ensure that all relevant information held by the school is provided to Wandsworth Children’s Specialist Services during the course of any child protection investigation.
- The DMS will ensure that the school is represented at child protection case conferences and core group meetings:
  1. Where possible, a member of staff who knows the child best will be nominated to attend;
  2. Failing that, the designated teacher or their deputy will attend; and,
  3. If no-one from the school can attend, the designated teacher will ensure that a report is made available to the conference or meeting.

10.5 Monitoring

Where a pupil is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan;
- Monitoring will be carried out by the relevant staff member in conjunction with the DMS;
- All information will be recorded on the child protection monitoring/incident form shown at Appendix 2 prior to each conference and core group meeting;
- The completed monitoring form will be kept on the pupil’s file and copies made available to all conferences and core group meetings; and,
- The DMS will notify Wandsworth Children’s Specialist Services if the child is removed from the school roll, excluded for any period of time or goes missing.

10.6 Records

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil’s education records. These records will be securely held within the school.
- The DMS will ensure that all welfare records have a basic information sheet (see Appendix 3) attached and that this information is kept up to date.
- The DMS is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on the safeguarding monitoring/incident form (see Appendix 2) and all records should be signed and dated.
- Records should show:
  1. What the concerns were;
  2. What action was taken to refer on concerns or manage risk within the school;
  3. Whether any follow-up action was taken; and;
  4. How and why decisions were made.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- The monitoring/incident form must be completed:
i. Whenever concerns arise or there is a serious incident; and,

ii. Where a child is being monitored, prior to a case conference or core group meeting.

- Where a child who is subject to a protection plan transfers to another school, the DMS is responsible for ensuring that copies of all relevant records are passed to the DMS at the new school.
- Child protection records will only be kept until the pupil leaves the school and should be disposed of as confidential waste.
- The designated teacher is responsible for keeping central records of child protection and welfare concerns which should be recorded on the form shown at Appendix 4, and for completing the safeguarding return to Wandsworth Council as shown at Appendix 5.

10.7 Confidentiality and information sharing

- All information obtained by school staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family’s consent.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.
- Where a child is at risk of suffering significant harm the school has a legal duty to share this information with Wandsworth Children’s Specialist Services and make appropriate referrals. Equally, where a child is subject to a child protection investigation the school must share any information about the child requested by Wandsworth Children’s Specialist Services.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this.
- Parental consent to referral need not be sought if seeking consent is likely to cause further harm to the child. Before taking this step the school should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school’s duty to share information as a matter of course.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated teacher or seek advice from Wandsworth Children’s Specialist Services safeguarding lead officer or a duty social worker.
10.8 Children who harm other children
The school may sometimes need to deal with children whose behaviour causes significant harm to other children. Examples of this may be children who sexually abuse other children, are violent towards other children or who set fires.

These cases will be dealt with under the joint protocol between schools, Wandsworth Children’s Specialist Services. In general, incidents will require a strategy meeting under child protection procedures and specialist assessment and intervention from Wandsworth Children’s Specialist Services.

11. Safe learning environment

11.1 Safe recruitment
The school recognises safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable and do not pose any kind of risk.

The school will follow the guidance set out in “Keeping children safe in education” (2015).

- The school will carry out extensive enquiries on applicants for all positions, including voluntary and support roles and governors. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries have been satisfactorily completed.
- All applicants for positions that involve regulated activity will be subject to checks with the Independent Safeguarding Authority to ensure they have not been barred from working with children. This will include any applicant whose work will bring them into contact with children on a frequent or intensive basis, defined as working once a week or more or four days in a single month.
- The school will also ensure that all current staff that have regular or unsupervised contact with pupils have an up-to-date Disclosure and Barring Service (DBS) check.
- The school will ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure.
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safe recruitment practices.
- Staff and governors who normally sit on interviewing panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken this training.
- Although the Headteacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practise and ensure all statutory checks are carried out.
- The school will use a checklist to ensure all safe recruitment practices are carried out (see Appendix 6) for every applicant applying for posts. School and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- The Headteacher will keep a single central record of all staff, volunteers and governors that includes details of all checks carried out and the outcome of these checks in the format shown at Appendix 5.
• Where staff are recruited via third parties such as employment agencies, the CEO and the board of governors will seek written confirmation from the agency that they have carried out all necessary checks on the individual and request written confirmation of the outcome of all checks and ask to see the DBS disclosure prior to making any decision regarding the individual’s employment. On arrival in school, photo ID will be requested.

• A further DBS check will be made via Wandsworth Human Resources for all agency staff appointed.

The school will:

• Verify the applicant’s identity and immigration status from their passport, including having sight of passports and/or relevant Home Office documents.

• Carry out enhanced DBS checks.

• In the case of teaching staff, check the applicant’s academic and vocational qualifications and registration status.

• Where the applicant has been living abroad, make enquiries in the country of origin.

• Make extensive enquiries of at least two referees, including previous and recent employers.

11.2 DBS checks

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school will take out police and other checks (i.e.: List 99) with the Disclosure and Barring Service (DBS) as part of the recruitment process. The school will also refer individuals that are considered to be unsuitable to work with children to the DBS.

DBS checks will only be taken out on individuals who are involved in regulated activity, which is defined as close, unsupervised contact on a regular basis involving activities such as:

• Teaching
• Training
• Supervising
• Care
• Guidance and advice
• Driving a vehicle
• Personal or intimate care.

The activity must be carried out regularly as part of the staff member’s day to day responsibilities and the checks will be reasonable in order to safeguard children. Decisions on whether a person’s role requires a DBS check will be made by whoever is responsible for recruitment in the school, for example the head teacher or governor, and the following will be taken into consideration when deciding on whether or not to take out a DBS check:

• The age of the children
• Their level of vulnerability
• The numbers of children in the group
• The nature of the role
The school has robust day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

11.3 Volunteers

The Headteacher will ensure that unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom, are:

- Subject to a DBS check where they are carrying out a regulated activity that brings them into frequent or intensive contact with children (see section 7.2 for details);
- Required to undergo a recruitment process, such as reference checks and interviews, that is appropriate and proportional to the duties assigned to them;
- Competent to carry out the duties assigned to them;
- Only assigned duties suitable to their qualification and experience;
- Suitably supervised by teaching staff at all times; and,
- Fully inducted in relation to all school policies and procedures.

It is the Headteacher’s responsibility to decide whether or not an individual volunteer requires DBS and depending on the level of contact with pupils.

11.4 Site security and visitors

- The board of governors is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
- The Headteacher will decide whether or not individual visitors or contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils. To help with this decision, the Headteacher will apply the frequent or intensive basis test.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Headteacher will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:
  i. Informed to report to reception on arrival;
  ii. Expected to wear a name-badge or carry some form of identification at all times when on the school premises;
  iii. Suitably supervised by school staff at all times; and,
  iv. Made aware of school health and safety procedures.
• The Headteacher and the board of governors will ensure that any contract entered into with contractors’ sets out clearly the expectations for worker’s behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.

• Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.

• Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have with pupils.

12. Staff

12.1 Induction and training

• The Headteacher will ensure that all staff are fully inducted, are made aware of the school’s safeguarding policy and procedures and that staff are fully aware of their role in implementing these.

• The designated teacher will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on a two-yearly basis.

• The CEO will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.

• School staff and governors will receive annual multi-agency safeguarding training provided by Wandsworth Safeguarding Children Board, (training for staff that regularly work with children, young people and families) which should enable them to:

  i. Develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children, including those suffering or at risk of suffering significant harm;

  ii. Describe inter-agency roles and responsibilities for safeguarding children;

  iii. Understand what will happen once they have informed someone about those concerns;

  iv. Make a full contribution to the process of child protection and have an understanding of the purpose of inter-agency activities and the decisions required at each stage of the child protection process; and,

  v. Demonstrate skills in effective collaboration between agencies to achieve intended outcomes for the child and their family.

• The DMS and deputy DMS will receive:

  i. Specific training on the role of the DMS; and,

  ii. Relevant multi-agency training courses provided by Wandsworth SCB.

ANNUAL STAFF CHECKLIST

1. Understanding how to effectively use the Early Help Assessment.

2. Read and understand the FW Safeguarding Policy (all staff must sign).
3. Read and understand ‘Keeping Children Safe in Education’ [Keeping Children Safe in Education](#) (all staff must sign).

4. All staff to read and display ‘FW Safeguarding’ poster – Appendix 7

### 12.2 Conduct and safe teaching practice
- The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and maintain appropriate boundaries.
- The Headteacher will ensure that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in Wandsworth guidance for safer working practice for adults working with children & young people.
- Staff should have read, fully, the schools ‘Staff Handbook’.

### 12.3 Providing intimate or personal care to pupils
Staff may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.

The school has a written policy in place in order to promote safe working practices for staff and ensure children’s privacy. Children are encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed:
- Staff should follow the agreed school policy when providing intimate or personal care;
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen;
- Parents should always be notified if intimate care has been provided;
- When providing intimate care, staff should carefully and sensitively observe the child’s emotional response and report any concerns to the designated teacher;
- When children are changing, levels of supervision should be appropriate to the pupil’s age;
- Staff should avoid any physical contact unless a child needs help; and,
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

### 12.4 Physical intervention and restraint
It is the school’s policy to use physical intervention and restraint only in line with the guidance contained in: Use of reasonable force in schools ([https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools))
12.5 Allegations against staff
In the event that an allegation is made against a member of staff or volunteer, the school will follow Wandsworth’s “Guidance for the management of an allegation against a member of staff”.

The Headteacher will be the school representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer for all allegations raised. The CEO and Trust Executive Team will act as deputy in their absence or if allegations are made against the Headteacher. If allegations are made against the Headteacher and the CEO and/ or Trust Executive Team, these will be referred to the Chair of Governors.

Where a staff member is removed or resigns from the school following the upholding of an allegation against that person and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the DBS.

The DBS referral form and guidance for completing the form can be accessed on line via the DBS website at: https://www.gov.uk/government/organisations/disclosure-and-barring-service

12.6 Whistleblowing
The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or the school are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following:

- Wandsworth’s lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil;
- Wandsworth Council’s confidential help-line for protected disclosure (020 8871 7208) or the Ofsted whistleblowing line on 0300 123 3155 where there are issues regarding the school’s overall procedures around safeguarding.
- The Headteacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff.

13. Health and safety and risk assessments

13.1 Policy
Governing bodies are legally responsible for ensuring the safety of pupils and staff within the school environment and all schools should have a robust health and safety policy in place.
The Department of Education has issued advice to schools on health and safety issues which stress the need to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

Governing bodies should delegate their day-to-day responsibilities to a member of staff who is competent to carry out these duties and who has received the appropriate training.

Wandsworth can also provide schools with specialist health and safety advice: Health and Safety in Schools.

The advice covers issues such as reporting accidents, communicable diseases, safer management, risk assessment, science and technology safety and school trips and journeys.

13.2 Risk assessments
Risk assessments are a method of:
• Identifying hazards;
• Evaluating the risks these hazards may present to pupils and staff; and,
• Deciding on appropriate action to eliminate or reduce these risks.

The school carries out risk assessments:
• On an annual basis for the school environment as a whole;
• For all school trips;
• For pupils travelling between locations during the school day;
• When a pupil who has been excluded for risky or violent behaviour is returning to the school;
• Whenever there are significant changes to the school environment or school practices; and,
• Following any serious incident.

13.3 Working with aggressive and violent parents
It is inevitable that parents who are involved with Wandsworth Children’s Specialist Services may become frustrated, angry or hostile; this is a very common reaction as parents are fearful of their children being removed from their care and from the level of stress that Wandsworth Children’s Specialist Services intervention is likely to cause to their family. Such a reaction may be reflected in a mistrust of other agencies working with the child.

Wandsworth Children’s Specialist Services is aware of the impact of parental hostility on schools and take the matter very seriously; any threats against a member of the child’s professional network must be examined in order to ensure the safety of the whole network, and may provide an important indication of risk to the child.
Where the school is working with families who are known to Wandsworth Children’s Specialist Services and there are concerns about the behaviour of parents towards members of school staff, this will be shared with Wandsworth Children’s Specialist Services.

If there are high levels of risk involved in contact with parents, Wandsworth Children’s Specialist Services may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

14. Early Years settings within schools

14.1 Legal and policy framework
As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance. Advice regarding EYFS safeguarding: Susan Reid 020 8871 8789; and training: Phil Smith 020 8871 7850.

The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

14.2 Safeguarding
All safeguarding policies listed in section 5 of this policy will apply equally to children in early years settings so far as they are relevant to that age group.

14.3 Child protection
Early years settings within the school will follow the child protection procedures set out in section 6 of this policy.

In addition, in relation to the use of mobile phones and cameras within the early years setting:

i. Parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;

ii. Parents are prohibited from taking any photographs of children in the early years setting;

iii. Staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose; and,

iv. Staff switch-off personal mobile phones in the early years setting and use them only during breaks outside the setting.
14.4 Suitable people
The school will follow the safe recruitment policy set out in section 7.1 of this policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 5 of this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role responsibilities, all school policies and the school’s expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the ‘Wandsworth LADO Procedure – Managing allegation against adults working with children’. The Headteacher will be responsible for making notifications to Ofsted where an allegation is made against a member of the early years staff.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the Headteacher.

A member of staff who holds a current paediatric first aid certificate will be on the school premises at all times and will accompany children on school trips.

14.5 Staff ratios
The school will ensure that staff levels within the early years setting comply with statutory guidance and can meet the needs of the children and keep them safe. For nursery classes:

• There will be at least one member of staff for every 13 children;
• One member of staff will be a qualified teacher; and,
• One member of staff will hold a full and relevant level 3 qualification. All TAs have a level 3 NVQ as a minimum.

For reception classes:

• Class sizes will be limited to 30 pupils; and,
• Classes will be led by a qualified teacher supported by suitably qualified support staff.

14.6 Safety and suitability of premises
The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific procedures for ensuring that children are released to the care of their parent or other responsible adult with the parent’s consent at the end of the day as well as policies for dealing with uncollected children.
15. Safeguarding vulnerable children

Some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from Wandsworth Children’s Specialist Services or other agencies in order to overcome problems or keep them safe. The following has been written to help school staff recognise those children.

15.1 Children at risk of sexual exploitation
Child sexual exploitation describes situations where a young person takes part in sexual activity either under duress or in return for goods, food or accommodation. It normally takes place in the context of an exploitative relationship where there is a power imbalance between the young person and their abuser, for example a much older boyfriend.

In order to protect these young people, the school will make appropriate referrals to Wandsworth Children’s Specialist Services. Some children may already be in exploitative sexual relationships, others may be being groomed. In particular, the school will be aware of pupils who are truanting or who have unexplained expensive goods.

15.2 Children at risk of female genital mutilation (FGM)
FGM is a cultural practice that involves a procedure to remove part or all of a young girl’s female genital organs. UK law regards FGM as violence against women and girls and forbids the practice in the UK or the removal of a woman or girl to another country for the purpose of carrying out the procedure.

The practice of FGM can be found mainly amongst communities from sub-Saharan Africa but can also be practised in communities from the Middle East and Asia. The procedure can be carried out at any age from birth onwards but the average age tends to be 10 to 12 years. The practice can have negative health consequences for the girl both in the short and long term.

The school will be aware of girls who are at risk of FGM or have been abused through FGM. For those at risk, the school will be aware of family plans to take the girl out of the UK for a prolonged period. If there is good reason to suspect that the child may be about to have the procedure, the school will contact Wandsworth Children’s Specialist Services without notifying parents. All staff receive FGM specific training as part of their safeguarding training.

For girls who have already had the procedure, the school will be aware of girls returning from a long period abroad and any noticeable changes in behaviour or health difficulties related to this.

Any concern will be referred to Wandsworth Children’s Specialist Services immediately, especially if the girl has younger female siblings.

15.3 Children at risk of forced marriage
Any young person who is being forced into a marriage that they do not consent to will be the victim of child abuse and should be protected. They are likely to be in conflict with their family and may have little trust of adults, especially those from their own community. The family may have made plans to take the young person abroad for the marriage and once this has happened, it becomes more difficult for the authorities in the UK to intervene.
The Forced Marriage Unit of the Foreign and Commonwealth Office has issued guidance for agencies on what action to take when there is reasonable cause to believe a young person may be being forced into marriage. Chapter 7 deals exclusively with the role of schools.

Where the school is concerned or aware that a young person is about to be taken out of the UK for the purposes of a forced marriage, it will notify Wandsworth Children’s Specialist Services immediately. The family will not be notified or approached in any way (Forced marriage - Detailed guidance - GOV.UK).

15.4 Children who run away
Running away is a dangerous activity that puts children at risk. If the school is worried about a child or young person who is thinking about running away, they will refer the young person to the MASH.

The school is aware that going missing can be an indicator of other issues, such as child sexual exploitation, gang activity and trafficking.

15.5 Young people living with domestic or sexual violence
Some young people may be at risk because of parental/sibling domestic violence or because they are involved in a violent relationship themselves. Schools can refer young people affected by domestic or sexual violence to the specialist worker based in the Wandsworth Safety Net on 020 7924 4094 for advice and support.

A term which is increasingly used to refer to domestic violence is ‘domestic abuse’, which has the advantage that it reflects the non-physical abuses. Domestic abuse is defined by the Home Office as:

‘Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality’.

The main characteristic of domestic abuse is that the behaviour is intentional and is calculated to exercise power and control within a relationship. Examples of these behaviours are:

- Psychological / emotional abuse – intimidation and threats (e.g. about children or family pets), social isolation, verbal abuse, humiliation, constant criticism, enforced trivial routines, marked over intrusiveness.
- Physical violence – slapping, pushing, kicking, stabbing, damage to property or items of sentimental value, attempted murder or murder;
- Physical restriction of freedom – controlling who the mother or child/ren see or where they go, what they wear or do, stalking, imprisonment, forced marriage;
- Sexual violence – any non-consensual sexual activity, including rape, sexual assault, coercive sexual activity or refusing safer sex; and
- Financial abuse – stealing, depriving or taking control of money, running up debts, withholding benefits books or bank cards.
Floreat Wandsworth safeguarding procedures apply to all circumstances of domestic abuse. Most domestic abuse is perpetrated by men against women, but can also be perpetrated by women against men, within same sex relationships, and between any other family members.

15.6 Young people at risk from gang activity or serious youth violence
Some young people may be at risk either because they are involved in gang activity or because they become a victim of gangs. Gang members may also be putting younger siblings at risk of violence from rival gangs, or younger siblings may be being groomed into the gang culture. Female siblings in particular may be at risk of sexual exploitation or sexual violence. Referrals via MASH will be made where the school has concerns. For more information, the school can refer to the Department for Education guidance: Safeguarding children and young people who may be affected by gang activity (https://www.gov.uk/government/publications/safeguarding-children-and-young-people-who-may-be-affected-by-gang-activity).

15.7 Trafficked children
Some children may have been illegally brought into the UK for the purposes of commercial gain, for example as domestic servants or forced labour. They will be heavily controlled by their exploiters and likely to be moved frequently in order to avoid detection by the authorities. To avoid suspicion, traffickers may enrol a child on entry to the UK posing as a family member but remove the child from school shortly after. The school will be aware of any child who suddenly “disappears” off the school roll with no prior explanation, or applications for a place at the school for several unrelated children from the same address. Any concerns about a child will be notified to Wandsworth Children’s Specialist Services. Referrals via MASH will be made where the school has concerns.

15.8 Privately fostered children
A privately fostered child is a child or young person aged up to 16 who is cared for by someone who is not a parent or close family member such as a grandparent, aunt, uncle or sibling, and where the care arrangement will last more than 28 days. Private fostering is a private arrangement between parents and the carer and normally happens where parents are working or studying away or a child is sent to the UK to live with family friends or distant relatives. If the school is concerned about a privately fostered child a referral will be made to the Privately Fostered Children Coordinator, on 020 8871 8932.

All private fostering arrangements must be notified to the local authority and Wandsworth has a duty to visit a privately fostered child in order to safeguard their welfare. The school has a legal duty to notify the local authority of any pupil they know to be privately fostered. The school will contact the Fostering team on 020 8871 7250 to notify Wandsworth of any private fostering arrangements that come to their notice.

15.9 Young carers
Young carers are children who frequently take on responsibility for looking after parents or younger siblings, carrying out household tasks such as cleaning and cooking beyond what would normally be expected of a child of their age. This may be due to parental disability or ill health. Being a young carer can severely restrict a child’s life and can lead to
poor educational outcomes and social isolation. If school has concerns about a pupil they believe to be a young carer, they will contact Wandsworth Young Carers Project (020 8874 0730) for advice and can refer the pupil on for services and support.

15.10 Children at risk of radicalisation
Floreat Wandsworth takes seriously its responsibility to promote fundamental British values and to ensure that children learn about the universal character virtues that underpin a happy, successful and fulfilling life. Part of the responsibility means proactively promoting these values, ensuring that pupils are not at risk of radicalisation, and working to identify any pupils who are at risk and drawing on all available to support to address the problem. More detail can found within our Anti-Radicalisation Policy on the website: http://www.floreat.org.uk/wandsworth/wp-content/uploads/sites/3/2015/06/Floreat-Wandsworth-Anti-Radicalisation-Policy.pdf.

16. Monitoring and reviewing policies
To enable the school to monitor the safety of the premises and the school environment, as well as the implementation of policies, the Headteacher will ensure that;
• All school policies are regularly monitored by the designated teacher and annually reviewed by the head teacher and governing body.
• The school keeps a central record of all accidents and incidents including what action was taken and by whom.
• Staff are aware of their responsibility to record accidents and incidents.
• The Headteacher has an overview all accidents/incidents;
• Racist incidents are recorded and dealt with in accordance with London Borough of Wandsworth guidance.
• Serious accidents and incidents are reported to the board of governors.
• The designated teacher ensures a high standard of recording of child protection concerns; and,
• All accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns.
Appendix 1: CHILD PROTECTION DEFINITIONS AND INDICATORS

1.1 Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, Wandsworth Children’s Specialist Services has a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering significant harm, which is defined as:

**Neglect:** failure to provide basic care to meet the child’s physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

**Physical abuse:** causing physical harm or injury to a child.

**Sexual abuse:** involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

**Emotional abuse:** failure to provide love and warmth that affects the child’s emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect

<table>
<thead>
<tr>
<th>Neglect</th>
<th>Physical abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate or inappropriate clothing</td>
<td>Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury</td>
</tr>
<tr>
<td>Appears underweight and unwell and seems constantly hungry</td>
<td>Injuries in unexpected places or that are not typical of normal childhood injuries or accidents</td>
</tr>
<tr>
<td>Failure to thrive physically and appears tired and listless</td>
<td>High frequency of injuries</td>
</tr>
<tr>
<td>Dirty or unhygienic appearance</td>
<td>Parents seem unconcerned or fail to seek adequate medical treatment</td>
</tr>
<tr>
<td>Frequent unexplained absences from school</td>
<td></td>
</tr>
<tr>
<td>Lack of parental supervision</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sexual abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development</td>
</tr>
</tbody>
</table>
| **Emotional abuse** | • Developmental delay  
| | • Attachment difficulties with parents and others  
| | • Withdrawal and low self-esteem  
| **Indirect indicators of abuse and neglect** | • Sudden changes in behaviour  
| | • Withdrawal and low self-esteem  
| | • Eating disorders  
| | • Aggressive behaviour towards others  
| | • Sudden unexplained absences from school  
| | • Drug/alcohol misuse  
| | • Running away/going missing  
| **Parental attributes** | • Misusing drugs and/or alcohol  
| | • Physical/mental health or learning difficulties  
| | • Domestic violence  
| | • Avoiding contact with school and other professionals  

### 1.2 Child Sexual Exploitation
Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### 1.3 E-safety
Protecting children from exposure to harmful content and influences accessible through the internet is an essential part of our safeguarding approach. Our internet is provided through the London Grid for Learning, which has inbuilt filters
to prevent access to inappropriate sites. Children will not be allowed mobile phones in the school and all adults will have to lock phones away in the office or staff room, as appropriate, before taking part in school activities.

The main areas of risk for our school community can be summarised as follows:

**Content**
- Exposure to inappropriate content, including online pornography, ignoring age ratings in games (exposure to violence associated with often racist language), substance abuse;
- Lifestyle websites, for example pro-anorexia/self-harm/suicide sites;
- Hate sites; and,
- Content validation: how to check authenticity and accuracy of online content.

**Contact**
- Grooming;
- Cyber-bullying in all forms; and,
- Identity theft (including ‘frape’ (hacking Facebook profiles)) and sharing passwords.

**Conduct**
- Privacy issues, including disclosure of personal information;
- Digital footprint and online reputation;
- Health and well-being (amount of time spent online (Internet or gaming));
- Sexting (sending and receiving of personally intimate images) also referred to as SGII (self-generated indecent images); and,
- Copyright (little care or consideration for intellectual property and ownership – such as music and film)

(Ref Ofsted 2013)

1.4 Floreat Wandsworth:
- Has a clear, progressive e-safety education programme as part of the Computing curriculum / PSHE curriculum. It is built on LA / LGfL e-safeguarding and e-literacy framework for EYFS to Y6/ national guidance. This covers a range of skills and behaviours appropriate to their age and experience, including:
  - to STOP and THINK before they CLICK
  - to develop a range of strategies to evaluate and verify information before accepting its accuracy;
  - to be aware that the author of a web site / page may have a particular bias or purpose and to develop skills to recognise what that may be;
  - to know how to narrow down or refine a search;
  - [for older pupils] to understand how search engines work and to understand that this affects the results they see at the top of the listings;
  - to understand acceptable behaviour when using an online environment / email, i.e. be polite, no bad or abusive language or other inappropriate behaviour; keeping personal information private;
• to understand how photographs can be manipulated and how web content can attract the wrong sort of attention;
• to understand why on-line ‘friends’ may not be who they say they are and to understand why they should be careful in online environments;
• to understand why they should not post or share detailed accounts of their personal lives, contact information, daily routines, location, photographs and videos and to know how to ensure they have turned-on privacy settings;
• to understand why they must not post pictures or videos of others without their permission;
• to know not to download any files – such as music files - without permission;
• to have strategies for dealing with receipt of inappropriate materials;
• [for older pupils] to understand why and how some people will ‘groom’ young people for sexual reasons;
• To understand the impact of cyberbullying, sexting and trolling and know how to seek help if they are affected by any form of online bullying.
• To know how to report any abuse including cyberbullying; and how to seek help if they experience problems when using the Internet and related technologies, i.e. parent or carer, teacher or trusted staff member, or an organisation such as ChildLine or the CLICK CEOP button.

• Plans Internet use carefully to ensure that it is age-appropriate and supports the learning objectives for specific curriculum areas;
• Will remind students about their responsibilities through an end-user Acceptable Use Policy which every student will sign/will be displayed throughout the school/will be displayed when a student logs on to the school network;
• Ensures staff will model safe and responsible behaviour in their own use of technology during lessons;
• Ensures that when copying materials from the web, staff and pupils understand issues around plagiarism; how to check copyright and also know that they must respect and acknowledge copyright / intellectual property rights; and,
• Ensures that staff and pupils understand the issues around aspects of the commercial use of the Internet, as age appropriate. This may include, risks in pop-ups; buying on-line; on-line gaming / gambling.


1.5 Female Genital Mutilation
Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are
likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

1.6 Preventing Radicalisation
Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views. It is acceptable for children to be exposed to mainstream partisan political views, but only so long as children are given access to the full range of views across the school year. We will ensure that pupils are exposed to a range of views, by visiting and visits from local councillors, MPs and other political organisations. We will hold mock general elections and other activities to enable children to understand the importance of active citizenship and the right to participate fully in the political process.

However, we will not allow political organisations to hold meetings at the school, and all organisations letting space for events will be vetted by the Business Manager to confirm this. No third parties will be allowed to put up posters in the school and the Premises Manager will be responsible for ensuring any material associated with third party events taking place in the school is tidied up before children arrive.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of materials or symbols associated with an extremist cause;
- Attempts to recruit others to the group/cause;
- Communications with others that suggests identification with a group, cause or ideology;
- Using insulting to derogatory names for another group; and,
- Increase in prejudice-related incidents committed by that person – these may include;
  i. physical or verbal assault
  ii. provocative behaviour
  iii. damage to property
  iv. derogatory name calling
  v. possession of prejudice-related materials
vi. prejudice related ridicule or name calling
vii. inappropriate forms of address
viii. refusal to co-operate o attempts to recruit to prejudice-related organisations
ix. condoning or supporting violence towards others.

1.7 Reporting
It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to be ‘professionally inquisitive’ where concerns arise, referring any concerns to the DMS immediately.

1.8 Statement on Radicalisation from Working Together 2015
The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.
Appendix 2: Safeguarding children monitoring/incident form

Record of Concern Raised

Pupil Name: X
DOB: x
Class: x

Date: x
Time: x
Person Raising Concern: X

Concern:
- x

Next steps:
- Feedback to staff

Additional Information:

Attendance and Punctuality:

Presentation:

Academic Levels

SEN Need:

Behaviour and social relationships:

Parents’ communication / engagement with school:

Any other observations / concerns:

Details of referrals made to other services and outcomes:
Appendix 3: Safeguarding basic information record

Pupil Welfare File Record

Pupil Name:  X
DOB:  x
Class:  x

Child’s status:

☐ concern  ☐ child in need  ☐ child protection  ☐ looked after

Parent/carer details:

Contact number:

Name of GP:

Contact details:

Other agencies involved:

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<thead>
<tr>
<th>Name</th>
<th>Agency</th>
<th>Contact details</th>
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**Appendix 4: School central safeguarding record**

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<th>Status</th>
<th>Name of child</th>
<th>Name of social worker</th>
<th>Contact number</th>
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<tr>
<td>Children being formally monitored</td>
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<td>Children in need</td>
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<td>Children subject to a child protection investigation</td>
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<td>Children subject to a child protection plan</td>
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<td>Looked after children</td>
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## Appendix 5  Schools central checks record

<table>
<thead>
<tr>
<th>Name</th>
<th>School Start Date</th>
<th>Address</th>
<th>Role</th>
<th>QT S</th>
<th>Identity Check</th>
<th>Qualifications req.</th>
<th>Qualifications Checked</th>
<th>Children's Barred List check</th>
<th>Prohibited List check</th>
<th>DBS (CRB)</th>
<th>DBS No.</th>
<th>Safeguarding Declaration</th>
<th>Permission to work in the UK</th>
<th>Overseas references Req.</th>
<th>Overseas references checked</th>
<th>Extra Overseas references req.</th>
<th>Extra Overseas references checked</th>
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</table>

* For agency staff, please give details of confirmation of checks that have been carried out by the supplying agency.
## Appendix 6 Safer recruitment and Selection Checklist

<table>
<thead>
<tr>
<th>Pre-Interview:</th>
<th>Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timetable decided: job specification and description and other documents to be provided to application reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc. – paragraphs 3.17 – 3.20 and 3.22 to 3.29.</td>
<td></td>
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</tr>
<tr>
<td><strong>Vacancy advertised (where appropriate)</strong></td>
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<tr>
<td>Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be CRB checked – paragraphs 3.15, 3.16 and 3.21.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Applications on receipt</strong></td>
<td></td>
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<tr>
<td>Scrutinised – any discrepancies/ anomalies/ gaps in employment noted to explore if candidate considered for shortlisting – paragraphs 3.30, 3.31 and 3.33.</td>
<td></td>
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<tr>
<td><strong>Shortlist prepared</strong></td>
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<tr>
<td><strong>References – seeking</strong></td>
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<tr>
<td>Sought directly from referee on short listed candidates: ask recommended specific questions: include statement about liability for accuracy – paragraphs 3.32 and 4.30 to 4.36.</td>
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<tr>
<td><strong>References – on receipt</strong></td>
<td></td>
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<tr>
<td>Checked against information on application; scrutinised; any discrepancy/ issues of concern noted to take up with applicant (at interview if possible) – paragraphs 4.35 and 4.36</td>
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<tr>
<td><strong>Invitation to interview</strong></td>
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<tr>
<td>Includes all relevant information and instructions – paragraphs 3.36 – 3.39</td>
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<tr>
<td><strong>Interview arrangements</strong></td>
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<tr>
<td>At least 2 interviewers: panel members have authority to appoint: at least 1 panel member has received safer recruitment training; have met and agreed issues and questions/ assessment criteria/ standards – paragraphs 3.40 - 3.42.</td>
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<tr>
<td><strong>Interview:</strong></td>
<td>Initials</td>
<td>Date</td>
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<tr>
<td>Interview</td>
<td></td>
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<tr>
<td>Explores applicants' suitability for work with children as well as for the post – paragraphs 3.43 and 3.44.</td>
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</tbody>
</table>
NB Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents: copies of documents taken and placed on file; where appropriate applicant completed application for DBS Disclosure – paragraphs 3.37 and 3.38.

<table>
<thead>
<tr>
<th>POST-INTERVIEW:</th>
<th>Initials</th>
<th>Date</th>
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<tbody>
<tr>
<td>CONDITIONAL OFFER OF APPOINTMENT: PRE APPOINTMENT CHECKS</td>
<td></td>
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<tr>
<td>Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period – paragraphs 3.45 – 3.49.</td>
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<tr>
<td>REFERENCES (if not obtained and scrutinised previously).</td>
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<tr>
<td>IDENTITY (if that could not be verified straight after the interview) – paragraph 4.13.</td>
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<tr>
<td>QUALIFICATIONS (if not verified on the day of interview) – paragraph 4.28.</td>
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<tr>
<td>Permissions to work in UK if required – paragraph 4.65.</td>
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<tr>
<td>CRB – Where appropriate satisfactory DBS disclosure received – paragraphs 4.18 – 4.21.</td>
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<tr>
<td>ISA children’s list– person is not prohibited from taking up post – paragraph 4.15.</td>
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<tr>
<td>HEALTH – the candidate is medically fit – paragraph 4.38.</td>
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<tr>
<td>GTC England – (for teaching post in maintained schools and non-maintained special schools) the teacher is registered with the GTC or exempt from registration – paragraph 4.39.</td>
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<tr>
<td>QTS – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher Education Institute (HEI), or the FE Teaching Certificate conferred by an awarding Body – paragraph 4.40.</td>
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</tr>
<tr>
<td>STATUTORY INDUCTION (for teachers who obtained OTS after 7 May 1999) – paragraphs 3.50 and 3.51.</td>
<td>Initials</td>
<td>Date</td>
</tr>
<tr>
<td>Copy of staff handbook given</td>
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<tr>
<td>Copy of health and safety policy given</td>
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Appendix 7  FW Safeguarding Poster (to be displayed around the school)

Designated Safeguarding Lead: Mr Cusance (Headteacher)  
Nominated governor for child protection: Paul White (Chair of Governors)  
Deputy Designated Safeguarding Lead: Mrs Walker

Referred to Wandsworth’s Multi Agency Safeguarding Hub (MASH)  
- If you believe there is immediate need for a safeguarding response, or want to assess whether a safeguarding referral is appropriate, call the Multi-Agency Safeguarding Hub:  
  - Call 020 8873 6622 (9am to 5pm)  
  - Out of hours: 030 8671 0606 or email mash@wandsworth.gov.uk

How do I make a referral if I’m a professional?  
- Make a safeguarding referral to the Multi Agency Safeguarding Hub using the Early Help Assessment form. A copy of this can be found in the Safeguarding Policy.

Where can I find a copy of the Safeguarding Policy?  
- In the School Office, on classrooms and on our website: wwww.floreatwandsworth.org.uk/Safelife

London Borough of Wandsworth  
- Head of Safeguarding Standards: Ruth Lopez (020 8671 2859)  
- Child Protection Lead Officer and Local Authority Designated Officer (LADO):  
  - Telephone: 020 8671 7226  
  - Safeguarding in Education Advisor: Stella Hobbs, 020 8671 7261
  - mash@wandsworth.gov.uk

Multi Agency Safeguarding Hub (MASH)  
Wandsworth Town Hall, Wandsworth High Street,  
London, SW18 2PU  
- The reception is open to the public 8:30am to 4:30pm  
- mash@wandsworth.gov.uk

Copy of child protection policy given
Copy of e-safety guidelines given
Appendix 8 ANNUAL STAFF CHECKLIST

1. Understand how to effectively use the **Early Help Assessment**.
2. Read and understand the **FW Safeguarding Policy** *(all staff must sign)*.
3. Read and understand ‘Keeping Children Safe in Education’ *(all staff must sign)*.
4. All staff to read and display **FW Safeguarding** poster – Appendix 7
5. Headteacher to log signatures and training on P Drive.

Appendix 9 MEETING WITH PARENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Adults involved</th>
<th>Comments &amp; Actions</th>
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