



# Safeguarding Policy

<b>This policy will be reviewed annually</b>
Policy reviewed: August 2018 2017 by LTB/JG
Next review: August 2019 by LTB/JG

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## **1 Introduction**

1.1 Safeguarding and promoting the welfare of children is defined for statutory purposes as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to achieve the best outcomes.

1.2 The core safeguarding principles of Wimbledon Common Prep School (WCPS) - hereafter 'the school' are: It is everyone's responsibility, including the school and all school staff to protect and promote the children's welfare. Children who feel safe are happier, more emotionally secure and are more likely achieve their potential. Pupils, staff, parents and governors will be involved in the development and review of policy, processes and implementation. The Governing Body will review this document annually unless events mean this must be reviewed more frequently.

1.3 This policy has been authorised by the Governing Body, is addressed to all staff and volunteers, is available on request and is published on the WCPS website. It is a whole-school policy and applies wherever staff, Governors or volunteers are working with pupils, even where this is away from the school, for example on an educational visit.

1.4 The policy has been developed having regard to the following guidance and advice:

- Keeping Children Safe in Education (September 2018) (KCSIE)
- Working together to safeguard children ( September 2018)
- Prevent Duty Guidance for England and Wales (March 2015)
- Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)  
Multi-agency statutory guidance on FGM (2016)
- What to do if you're worried a child is being abused: advice for practitioners (2015); and
- Information sharing: advice for practitioners providing safeguarding services (2015)
- Children missing education (2016).

1.5 In addition it is consistent with the safeguarding procedures for Merton and the London local Safeguarding Children Boards.

1.6 It is also important that staff read this policy with reference to the more detailed guidance offered in the following policies:

- Acceptable Use Policy
- Behaviour
- Anti-Bullying
- Staff Code of Conduct
- Reporting a Wrong Doing at Work
- Recruitment, Selection and Disclosure
- Health and Safety
- Educational Visits
- Missing Pupil
- Computing policy
- SEND Policy
- PSHE policy
- Whistleblowing

1.7 As well as the explanations in this policy, colleagues may refer to the Safeguarding Handbook. The handbook provides more detailed documentation on the school's efforts to promote

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British Values, educate and listen to the pupils in safeguarding matters, follow the directives of the Prevent Duty and foster a respectful and caring school environment.

## **2 Statement**

2.1 Every pupil should feel safe and protected from any form of abuse and neglect. The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The school will ensure that we practice safer recruitment in checking the suitability of staff, governors and volunteers (including staff employed by another organisation) to work with children and young people. See also the school's Recruitment, Selection and Disclosure Policy; follow the local inter-agency procedures of the Merton Safeguarding Children Board; be alert to signs of abuse and neglect both in the school and from outside (including online) and to protect each pupil from any form of abuse and neglect, whether from an adult or another pupil deal appropriately with every suspicion or complaint of abuse and neglect and to support children who have been abused in accordance with his/her agreed safeguarding plan; design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations; be alert to the needs of children with physical and mental health conditions; operate robust and sensible health and safety procedures. assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area; identify children who may be vulnerable to radicalisation, and know what to do when they are identified; take all practicable steps to ensure that school premises are as secure as circumstances permit; consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the school or in the local area; and have regard to regulations and standards issued by the Secretary of State for Education in accordance with Section 94 of the Education and Skills Act 2008 and sections 29 and 38 of the Counter-Terrorism and Security Act 2015 and associated regulations.

## **3 Principles**

The child's welfare is paramount. All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection: to feel safe, secure, valued and respected and feel confident, and know how to approach adults if they are in difficulties.

All staff are responsible for safeguarding the welfare of children as part of their professional duties. All staff have an equal responsibility to act in accordance with this policy and procedures and KCSIE. All staff have to be alert to situations: (i) where a child might benefit from early help; or (ii) which give rise to concerns about a child; or (iii) which indicate a child is in danger or at risk of harm.

Part 1 of KCSIE is provided to colleagues each school year and at the start of their employment with the school and staff will be required to confirm that they have read and understand this.

3.1 The school is committed to operating safer recruitment procedures in compliance with relevant legislation and guidance and in accordance with the school's recruitment, selection and disclosure policy. Where staff from another organisation are working with pupils on another site, the school will have received confirmation that appropriate safeguarding checks have been carried out on those staff.

3.2 All staff and pupils involved in safeguarding issues will receive sustained and appropriate support from relevant members of the senior management team, who will follow this policy's guidance and statutory guidance in doing so.

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3.3 The school will work with other agencies to assess, identify, and support those children who could benefit from early help, are suffering harm or who may suffer harm without intervention. Such agencies may include the Police, Children's Social Care (CSC) and health services. Where requested, WCPS will allow access for children's social care from the local authority, and will supply information, as needed, to the local safeguarding children's board.

#### 4 Aims

To ensure good practice throughout the school; to illustrate the school's commitment to safeguarding children and to sustain an environment where staff feel able to raise concerns; and to provide all staff, volunteers and governors with the required information needed to fulfil their statutory responsibilities for safeguarding.

#### 5 Key staff

##### 5.1 WCPS (WCPS)

- The DSL is **Mrs. Jo Gannon** (deputy head) JG@wimbledoncommonprep.co.uk
- The deputy DSL is **Mrs. Tracey Buck** (Head teacher) [LTB@wimbledoncommonprep.co.uk](mailto:LTB@wimbledoncommonprep.co.uk)

5.2 The Safeguarding governor for the school is Mrs. Sally Hobbs, who can be contacted via the secretary to the governors, Anna Maria Clarke AM.Clarke@kcs.org.uk.

5.3 The chair of governors is Lord Deighton, who can be contacted via the secretary to the governors, Anna Maria Clarke AM.Clarke@kcs.org.uk

5.4 The vice chair of governors is Mr. Glen James, who can be contacted via the secretary to the governors, Anna Maria Clarke AM.Clarke@kcs.org.uk

#### 6 Roles and responsibilities

6.1 Role of the Governing Body: Designate a governor to take leadership responsibility for the School's safeguarding arrangements. It is the responsibility of the full governing body to review annually the safeguarding policy and effective implementation of its procedures.

Appoint a Designated Safeguarding Lead (DSL). The DSL is a senior member of staff of the School's leadership team with the necessary status and authority to take lead responsibility for safeguarding. I

Recognise the importance of the role of the DSL and deputies and support them; the DSL is the person most likely to have the complete safeguarding picture; ensure the training necessary to be effective is undertaken.

Ensure that there are safe and effective recruitment policies and disciplinary procedures in place.

Recognise the contribution the school can make to helping children keep safe through the teaching and encouragement of responsible attitudes to adult life through PSHE and other curriculum and co-curricular areas.

Ensure that appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate material online.

Ensure that the school's safeguarding arrangements take into account the procedures and practice of the Merton Safeguarding Children's Board, including understanding and reflecting local protocols for assessment and the referral threshold document.

Ensure that the governing body has an effective link with the multi-agency safeguarding hub. This may be achieved through speaking on the phone to the LADO and establishing contact.

Ensure that the School contributes to inter-agency working, including providing a coordinated offer of early help when additional needs of children are identified and support to children subject to safeguarding plans.

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Ensure that information is shared, as appropriate, with external agencies

Ensure that the school has effective policies in place for handling complaints and allegations.

Ensure, in conjunction with the DSL, that an appropriate member of staff with the necessary skills, knowledge and understanding is appointed, if appropriate, to look after the needs of a 'looked after' pupil.

6.2 The Governor with special responsibility for safeguarding should: have oversight of safeguarding matters; liaise with the local authority and/or partner agencies, as appropriate; instigate the full governing body's annual review of this policy by using the WCPS audit.

6.3 Key matters although not exclusive, to be checked by the annual audit of safeguarding carried out by the full governing body are: statutorily compliant procedures are in place for dealing with allegations of abuse made against members of staff; that procedures are in place to handle allegations against other children; that safer recruitment policies, training and procedures are in place; that training in child protection is undertaken in accordance with the Merton expectations, that the DSL and deputy DSL receive refresher training every two years and that regular safeguarding and child protection updates are received at least annually; issues and themes which may have emerged in the School and how these have been handled, the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

6.4 Duty of staff, governors and volunteers:

All staff, Governors and volunteers of the school are under a general legal duty to: protect children from abuse and neglect; be aware of the terms and procedures in this policy and to follow them; have read and understand Part 1 of KCSIE and, for staff in leadership positions and/or with direct contact with children, Annex A; attend appropriate safeguarding training (see section 10 below); abide by the guidance outlined in the Staff Code of Conduct and other related policies referenced in this policy and the appendices in particular the behavior policy and the missing pupil policy. The code of conduct gives clear guidance about behaviour so as to avoid placing pupils or staff at risk of harm, or at risk of allegations of harm; be aware of the signs of abuse and neglect so that they are able to identify potential issues (see Appendix 1 for further details); to keep a sufficient record of any concerns, discussions and decisions in accordance with this policy; and report any matters of concern in accordance with this policy.

6.5 Designated Safeguarding Lead (DSL)

The DSL is appointed from the school's senior leadership team. The DSL is the main point of contact for any safeguarding concerns as they are likely to have the complete picture. The broad areas of responsibility for the DSL are as follows, as stipulated in KCSIE:

6.5.1 Managing referrals; The DSL is expected to refer cases of suspected abuse to the local authority Children's Social Care as required; to support staff who make referrals to the local authority Children's Social Care; to refer cases to the Channel programme where there is a radicalisation concern as required; to support staff who make referrals to the Channel programme; to refer cases where a person is dismissed or left employment due to risk/harm to a child to the Disclosure and Barring Service as required; and to refer cases where a crime may have been committed to the Police as required.

6.5.2 Work with others Liaise with the head teacher to inform her of safeguarding issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations. As required, liaise with the Case Manager (see Appendix 4 of this policy) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member). Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

6.5.3 Training requirements:

The DSLs and Deputy DSL will receive training to provide them with the knowledge and skills required to carry out the role. This training, which includes Prevent awareness training, will be

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carried out every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments; have a working knowledge of locally agreed procedures for safeguarding and inter-agency working, in particular how local authorities conduct a safeguarding case conference and a safeguarding review conference and be able to attend and contribute to these effectively when required to do so; ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures and the Staff Code of Conduct, especially new and part time staff; are alert to and support the specific needs of children in need, those with special educational needs and young careers; are able to keep detailed, accurate and secure written records of concerns and referrals; understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation; obtain access to resources and attend any relevant or refresher training courses; and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

#### 6.5.3 Raising awareness:

The DSL should ensure the school's safeguarding policies are known, understood and used appropriately; Ensure this policy is reviewed annually (as a minimum) and that procedures and implementation are updated and reviewed regularly in light of changes in local procedures and national statutory requirements and guidance, and work with the Governing Body regarding this; Ensure this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made, recognising the role of the school in this process; and link with the local children's safeguarding board (LSCB) (Merton & London), to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

#### 6.5.4 Child protection file

Where children leave the school, ensure their safeguarding file is copied for any new school as soon as possible but transferred separately from the main pupil file, ensuring secure transit and that confirmation of receipt is obtained.

6.5.5 In accordance with the Prevent Duty Guidance for England and Wales (March 2015) and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the Designated Safeguarding Lead has, in addition, the following responsibilities: Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty; Co-ordinating Prevent duty procedures in the School;

Liaising with local Prevent coordinator's, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated; Undergoing WRAP or other appropriate training; Maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty. Please also see the DSL's full job description.

#### 6.6 Deputy DSL:

If the DSL is unavailable, the activities of the DSL will be carried out by the Deputy DSL. The Deputy DSL has also undertaken training to provide her with the knowledge and skills required to carry out the role (see 6.5.2 above). In this policy, reference to the DSL includes the deputy DSL where the DSL is unavailable.

Both the DSL and Deputy DSL may be contacted on their mobile telephone in relation to any safeguarding concerns out of School hours.

### 7 Safer recruitment

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7.1 The school is committed to safer recruitment and the school's HR department is responsible for implementing these practices. As part of the safer recruitment process, at least one of the persons conducting the interview will have completed the safer recruitment training. See the recruitment, selection and disclosure policy for details.

## **8 Guidelines for good practice**

8.1 To meet the responsibilities towards children, all staff are expected to: read and understand the school's Safeguarding Policy, the Behaviour Policy, the Staff Code Of Conduct, the Anti Bullying Policy, the Acceptable Use Policy, and the First Aid Policy; treat all children with respect; set a good example by conducting ourselves appropriately; involve children in decision-making which affects them; encourage positive and safe behaviour among children be alert to changes in children's behaviour and maintain an attitude of 'it could happen here' where safeguarding is concerned; recognise that challenging behaviour may be an indicator of abuse; encourage and maintain appropriate standards of conversation and interaction with and between children, avoiding and discouraging the use of inappropriate sexualised or derogatory language; be aware of the risks of peer-on-peer abuse; be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and/or abuse; be a good listener; and ask the child's permission before doing anything for them which is of a physical nature (except where there is an urgent need to take action to protect them or to prevent them from harming others), such as assisting with dressing, physical support during PE, or administering first aid.

## **9 Vulnerable children**

9.1 Some children may be at increased risk of significant harm as a result of neglect and/or physical, sexual or emotional abuse. (See Appendix 1 for details about the types and signs of abuse.) Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect

9.2 The School also recognises that children may not be at risk of significant harm but are in need of additional support for one or more agencies.

9.3 To ensure that all of our children receive equal protection, we will give special consideration and attention to any child who is: showing signs of abuse/neglect; disabled or have special educational needs; living in an identified domestic abuse situation; a young carer showing signs of engaging in anti-social or criminal behaviour; affected by known parental substance misuse; affected by a parent(s) suffering with mental health problems or living in chaotic, neglectful and unsupportive home situations; an asylum seeker; living away from home; vulnerable to being bullied, or engaging in bullying; living in temporary accommodation; living a transient lifestyle; vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality; involved directly or indirectly in prostitution or child trafficking; does not have English as a first language; is a 'looked after' child (LAC) or a child in care or who has returned home to his/her family from care. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care.

9.4 Special consideration and attention includes monitoring through the pastoral systems of the school. At WCPS this is achieved through: the class teacher and Head of Year structure secure notes kept in child's file cause for concern items in staff meetings; instances of bullying file; School counsellors may also be involved to support a child where this is deemed to be appropriate and the DSL liaises with CSC regarding involvement of outside support agencies.

9.5 Special consideration will also extend to the provision of safeguarding information, resources and support services in community languages and accessible formats. It may also include, as necessary, the appointment of an appropriately trained and informed teacher to promote the educational achievement of any child who is 'looked after' or who is otherwise considered in need of such support. Where a member of staff is placed in a position of working with a 'looked after' child, they will be provided with all necessary information, including: the child's status, up-to-date assessment

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information from the relevant Local Authority, the most recent care plan, contact arrangements with parents, care arrangements and delegated authority to carers and information available to the DSL.

9.6 Any concerns should be reported in accordance with the procedures set out in section 19 below.

Consideration of the appropriate action to take will be in accordance with the Merton Safeguarding Children Board threshold document. The School understands that providing early help is more effective in promoting the welfare of children than reacting later.

## **10 Training**

10.1 All training will be carried out in accordance with Merton Safeguarding Children Board procedures.

10.2 New staff, including temporary staff and volunteers as well as governors, will receive induction training on appointment, overseen by the DSL, that includes:

- the contents of this policy
- the guidance in the Prevent Duty Guidance for England and Wales (March 2015)
- the Staff Code of Conduct, including acceptable use and social media policies, behavior policy, missing pupil policy and the Reporting Wrong Doing at Work Policy identification and role of the DSL and deputy DSL Part 1 and, where appropriate, Annex A of KCSIE

10.3 All staff will receive a copy of this policy and Part 1 and Annex A of KCSIE, and will be required to confirm that they have read and understand these.

10.4 All staff will undergo safeguarding training, which will include training as advised in the Prevent Duty 2015, as required by the Merton Safeguarding Children Board, every 3 years. In addition, all staff members will receive safeguarding updates via e-mail and staff meetings on a regular basis and at least annually.

10.5 The School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health. The DSL and deputy DSL will update their training, included a more thorough level of Prevent Duty training, every 2 years at level 3 standard. Their knowledge and skills will also be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. In addition, senior staff will receive safer recruitment training. A record of all training will be kept by the head of HR.

10.6 The Safeguarding Governor, Chair of Governors and Vice Chair of Governors will receive appropriate training to enable them to fulfil their safeguarding responsibilities.

10.7 The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including staff meetings and professional development reviews.

10.8 Pupils will be made aware of safeguarding, including topics referred to in the Prevent Duty 2015, through the curriculum and PSHE lessons including guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, and providing information about who they should turn to for help.

## **11 School premises**

11.1 The school will take all practicable steps to ensure that school premises are as secure as circumstances permit. Visitors are to report to the main school entrance where they are to sign in. They will be given a visitor badge which they are to wear throughout their visit and will be asked to await collection or given further instruction.

11.2 No visitor is to move around the school building during term-time without an escort.

11.3 During school events, such as sports fixtures, parent's evenings and open days, visitors will not sign in but be guided to the appropriate areas and not allowed unsupervised access to buildings.

11.4 If a visitor wishes to see a pupil, then the visitor should be directed to reception and the appropriate senior teacher called.

11.5 Members of staff are asked to inform reception of expected visitors in advance.

11.6 Visitors without badges on the school site or badged and unaccompanied in a building should be politely challenged by members of staff.

11.7 See also the School's policy on Visiting Speakers at the end of this policy.

## **12 Photography and Images**

12.1 As set out in the School's terms and conditions, the school will include some photographs or images of pupils in the school's promotional material. We shall not disclose details such as the home address or the child's full name.

12.2 To ensure the safety and welfare of the boys in our care, our Use of Children's Photographs, Video footage and Mobile phones in School Policy outlines the protocols for the use of any film and electronic photographic equipment at Wimbledon Common Prep School and mobile phones used by parents and staff. The Use of Children's Photographs, Video footage and Mobile phones in School Policy is available on the school website and from the school office on request. All staff are to ensure that their mobile phones are left inside a bag or out of sight during the school day. Mobile phones should be set to silent, if any staff member has an emergency that requires them to keep their mobile close to hand, they should obtain permission from their head of year. When on outings only the school mobile should be used, this telephone does not have a camera function.

Parents should not use their mobile phone when on the school premises; this includes the playground and AstroTurf. Photographs of their own son may be taken; using a mobile phone providing a member of staff is present.

Parents who accompany staff on trips should not make or receive calls or use the camera and internet functions on their mobile phone during the trip. All parent volunteers will be given the number of the school mobile so that they can be contacted through the trip leader in an emergency.

Parents should not record video footage of their child when in the school building and grounds, performing in the school production or at a sports fixture/sports day.

Photographs of their son may be taken on these occasions under the supervision of staff. All school productions will be filmed professionally and a DVD available to purchase.

Only school owned equipment (E.g. work provided digital video cameras and Ipads will be used by staff to capture images of children. Use of personal cameras (including the camera function on a mobile phone) by staff is prohibited at all times.

Photographs will be disposed of should they no longer be required; hard copies may be returned to the parent or carer, deleted or shredded as appropriate. Photography is not permitted in sensitive areas of the schools, such as toilets and when the children are dressing undressing. Our policy further clarifies exactly how we will and will not use photographs and video of the boys and details the restrictions on using personal mobile phones or other such devices on the school premises by staff and parents.

## **13 Cyber Safety**

13.1 Mobile devices and computers are a source of education, communication and entertainment. However, we know that some adults and young people may use these technologies to harm children. The harm might range from sending hurtful or abusive texts, messages and emails, to enticing children to engage in sexually harmful conversations online, webcam filming, photography or face-to-face meetings. These technologies may also be used by those who wish to radicalise vulnerable children for their violent purposes.

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13.2 The safe use of technology is a focus in all areas of the curriculum and pupils receive guidance on cyber safety through our PSHE programme. The School has appropriate filters and monitoring systems in place and is mindful that this should not lead to unnecessary restrictions on learning. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Please refer to WCPS Acceptable Use Policy and the Anti-Bullying Policy for further information. Both of these policies as well as the Safeguarding Policy reflect the non-statutory guidance offered in The Use of Social Media for Online Radicalisation (July 2015).

## **14 Missing Child and Children Missing from Education Procedures**

14.1 A child who goes missing from an education setting is a potential indicator of abuse or neglect. All staff should be aware of the school's procedures which are used for searching for and reporting any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil/pupil's parent for being missing.

Please see the school's separate Missing Pupil Policy for further details.

14.2 The school shall inform the applicable local authority (within which the pupil resides when not at the school) of any pupil who is going to be deleted from the admission register where he /she:

- has been taken out of school by his /her parents and are being educated outside the school system e.g. home education;
- has ceased to attend the school and no longer live within reasonable distance of the school;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend School before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and the school does not reasonably believe he/she will be returning at the end of that period;
- has been permanently excluded; or
- has been withdrawn from the school and we are unable to confirm the name of his / her new school.

14.3 The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. This will assist the local authority to: fulfil its duty to identify children of compulsory school age who are missing from education; and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

14.4 The school shall inform the applicable local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

## **15 Action to prevent radicalisation**

15.1 WCPS recognises its responsibility to protect children and young people from being radicalised, influenced by extremist views or drawn into terrorism. All teachers will present their views or the views of another in a balanced and non-partisan way. Teachers will also challenge, as a matter of course, any extremist opinions or discriminatory views. Pupils' resilience against radicalisation or extremism is developed through the close pastoral relationships between staff, pupils and their families, but more specifically through the school's active promotion of British Values, as appropriate in lessons, and through the PSHE schemes of work that include lessons on the signs and dangers of extremism, as well as guidance on what to do if pupils are concerned for themselves or a friend. Staff are trained, as part of the safeguarding training, to recognise and know how to respond to a concern. If a member of staff is anxious about extremist views or attitudes being shown by a pupil, (or parent) or is concerned by any other aspect of their behaviour they should report the matter to the DSL, as they would any other safeguarding concern. The DSL will consult with senior colleagues and assess the level of risk. Further action might include the DSL's liaison and referral to the appropriate government agencies and local authorities (or police) as described in the government's Prevent Duty

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Guidance for England and Wales (March 2015). If a member of staff has an allegation about the behaviour and attitude of a colleague or visiting speaker, they should speak immediately to the Head teacher, who will liaise with the DSL.

## **16 Listening to pupils**

16.1 WCPS is an open and caring community, one in which colleagues, pupils and parents can raise and share views on school life. Appendix 5 'Listening to the pupil voice' details all the ways in which we aim to listen to the pupil voice for matters of safeguarding, behaviour, wellbeing and school improvement.

## **17 Complaints about staff**

17.1 All staff are required to report any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm in accordance with this policy. See the procedures set out in Appendix 4.

17.2 Staff and volunteers should also feel able to follow the School's separate procedures to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly safeguard the welfare of pupils, and that such concerns will be taken seriously. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. For further details of the procedures, please see the school's Reporting a Wrong Doing at Work Policy. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (the relevant contact details can be found in this policy).

17.3 The Complaints Policy will be followed if a parent raises a concern about poor practice or a wrongdoing by a member of staff that does not involve the safeguarding of children.

## **18 Recognising abuse and potential harm**

18.1 Full details on the types and signs of abuse are found in Appendix 1.

## **19 Procedures - what to do if you have a concern**

19.1 Every complaint or suspicion of abuse or neglect from within or outside the School will be taken seriously and in accordance with this policy. If staff are ever unsure, they must always speak to the DSL.

19.2 A member of staff suspecting or hearing a complaint of abuse or neglect must: listen carefully to the child and keep an open mind. All staff should have the attitude that 'it could happen here' and should not take a decision as to whether or not the abuse has taken place; not ask leading questions, that is, a question which suggests its own answer; reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this policy to ensure that the correct action is taken; and keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. Colleagues ought to use the Disclosure Form in Appendix 2 of this document.

19.3 Preserving evidence: All other evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be kept securely with the Disclosure Form and passed on in accordance with the procedures set out below.

19.4 Early Help:

19.4.1 The School understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life.

19.4.2 The School's safeguarding training includes guidance about the early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific

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safeguarding issues and those pupils who may face additional safeguarding challenges. See also section 9 above.

19.4.3 A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Merton Safeguarding Children Board referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

19.4.4 If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

19.4.5 Whilst all children may benefit from early help, all staff are required to be particularly alert to the following groups of more vulnerable children who may be at more risk of requiring early help:

- disabled children and those with special educational needs;

- is a young carer

- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organized crime groups

- is frequently missing or goes missing from care or from home

- is misusing drugs or alcohol themselves

- is at risk of modern slavery, trafficking or exploitation

- is in a family circumstance which presents challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;

- has returned home to their family from care;

- is showing early signs of abuse and/or neglect;

Is at risk of being radicalised or exploited;

Is a privately fostered child.

## 19.5 Concerns about a pupil's welfare:

19.5.1 If a member of staff is concerned about a pupil's welfare, the matter should be reported to the DSL as soon as possible.

19.5.2 On being notified of a concern the DSL will consider the appropriate course of action in accordance with the Merton Safeguarding Children Board referral threshold document. Such action may include early help or a referral to children's social care. Parental consent is not required for referrals to statutory agencies.

19.5.3 If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

19.5.4 Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

19.5.5 In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible

## 19.6 If a child is in immediate danger or at risk of harm:

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19.6.1 If a pupil is in immediate danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately.

19.6.2 Anybody can make a referral in these circumstances. See section 19.7 below for details on making a referral.

19.6.3 If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

#### 19.7 Making a referral:

19.7.1 The relevant contact information is set out at the front of this policy. If the referral is made by telephone, this should be followed up in writing.

19.7.2 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact CSC.

19.7.3 If after a referral, the pupil's situation does not appear to be improving, the DSL (or the person that made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.

19.7.4 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

19.7.5 Referrals concerning issues highlighted in the Prevent Duty 2015, will be raised with the MASH team at Merton and advice will then be sought as to the next step. This may include liaison with the relevant Channel Panel or local police contact.

19.8 Allegations against teachers, the head teacher, Governors, volunteers and other staff: The school has procedures for dealing with allegations against teachers, the Head teacher, Governors, volunteers and other staff who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow the guidance in Part 4 of KCSIE and are set out in Appendix 4.

19.9 Allegations against former staff and historical allegations: Allegations against a teacher who is no longer teaching and historical allegations should be referred directly to the head teacher, who will inform the Police.

19.10 Code of conduct: Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is mainly held in the Staff Code of Conduct stored on the idrive.

#### 19.11 Allegations against pupils:

19.11.1 The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Examples of behaviour by a pupil which may raise safeguarding concerns may include: violence, including gender based violence; threatening or intimidating behaviour; misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults; encouraging others to engage in inappropriate sexual behaviour; any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil; bullying, including cyberbullying.

19.11.2 The School takes steps to minimize the risk of peer on peer abuse. The School has robust anti-bullying procedures in place (see the School's Anti-Bullying Policy – peer on peer abuse) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe.

19.11.3 Allegations against pupils should be reported in accordance with the procedures set out in sections

19.4, 19.5 and 19.6 above.

19.11.4 A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's policy on behaviour, discipline and sanctions will apply. The DSL will take advice from the CSC and other external agencies during the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the school will ensure that, subject to the advice of the CSC, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

19.11.5 Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary. Informing parents: Parents will be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the LADO, the CSC, the Police and/or the head teacher before discussing details with parents. There is no requirement to gain parental consent before a referral is made, if this is in the best interests of the child. In all cases, the Designated Safeguarding Lead will be guided by the Merton Safeguarding Children Board referral threshold document.

## **20 Confidentiality and information sharing**

20.1 The school will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The school will co-operate with the Police and CSC to ensure that all relevant information is shared for the purposes of child protection investigations under Section 47 of the Children Act 1989.

20.2 Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

20.3 In relation to Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

## **21 Monitoring and review**

21.1 The DSL will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary and seeking contributions from staff. The Designated Safeguarding Lead will update the Senior Management Team regularly on the operation of the School's safeguarding arrangements.

21.2 Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the school and a prompt report to the governors. Where an incident involves a member of staff, the LADO will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

21.3 The governors will undertake an annual review of this policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The DSL will work with the Safeguarding Governor, preparing a written report commissioned by the full governing body. See section 6 for further information about the annual audit.

21.4 The full Governing Body will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. The governing body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the LADO. Detailed minutes recording the review by the governing body will be made.

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## **22 Contact numbers**

The telephone numbers of Merton's Multi-Agency Safeguarding Hub, Kingston, Richmond and Fulham are below:

### **MERTON:**

#### **Merton Multi Agency Safeguarding Hub (MASH Team)**

12th Floor, Merton Civic Centre

London Road

Morden, SM4 5DX

Tel: 020 8545 4226 or 020 8545 4227

Outside of normal working hours: 020 8770 5000

E-mail: [mash@merton.gov.uk](mailto:mash@merton.gov.uk)

Merton LADO (Local Authority Designated Officer) Dawn Houghton

Email: [lado@merton.gov.uk](mailto:lado@merton.gov.uk)

Tel: 020 8545 3179

Merton VCT (Vulnerable Children's Team)

Tel: 020 8545 3922 [vctmanager@merton.gov.uk](mailto:vctmanager@merton.gov.uk)

### **KINGSTON UPON-THAMES**

Single Point of Access (SPA) Team. (open 8am to 6pm Monday to Friday)

Telephone: 020 8547 5008

Out of hours: 020 8770 5000

Email: [safeguarding@rbk.kingston.gov.uk](mailto:safeguarding@rbk.kingston.gov.uk)

### **WANDSWORTH**

Telephone: 020 8871 6622

Out of hours: 020 8871 6000. Email: [mash@wandsworth.gov.uk](mailto:mash@wandsworth.gov.uk)

### **WESTMINSTER**

Telephone: 020 7641 4000

Out of hours: 020 7641 6000

### **RICHMOND**

Telephone: 020 8891 7969

Out of hours: 020 8744 2442

Email: [spa@richmond.gov.uk](mailto:spa@richmond.gov.uk)

### **HAMMERSMITH AND FULHAM**

*WCPS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

Telephone: 020 8753 5392

Out of hours: 020 8748 8588

**SURREY**

Telephone: 0300 200 1006

Out of hours: 01483 517 898

**OTHER**

Non-emergency DfE advice: 020 7340 7264

[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

NSPCC National Society for the Prevention of Cruelty to Children (NSPCC)

Weston House

42 Curtain Road

London

EC2A 3NH

Tel: 0808 800 5000

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

## **Appendix 1**

### **Safeguarding – Types and signs of abuse and specific safeguarding issues**

Wimbledon Common Prep School

#### **1 Types of abuse**

1.1 Abuse is a form 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 others (e.g. via the internet). A child might be abused by an adult or adults or another child or children.

1.2 Part 1 of KCSIE defines the following types of abuse, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

1.2.1 Physical abuse: a form of abuse which 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.

1.2.2 Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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 alone.

1.2.3 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 and / or 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 via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

1.2.4 Neglect: 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1.2.5 KCSIE acknowledges the following as specific safeguarding issues:

1.2.5.1 children missing from education (see section 14 above)

1.2.5.2 children missing from home or care

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- 1.2.5.3 bullying including cyberbullying
- 1.2.5.4 child sexual exploitation (see 1.2.6 below)
- 1.2.5.5 domestic violence
- 1.2.5.6 drugs
- 1.2.5.7 fabricated or induced illness
- 1.2.5.8 faith abuse
- 1.2.5.9 female genital mutilation (see 1.2.7.1 below)
- 1.2.5.10 forced marriage (see 1.2.7.2 below)
- 1.2.5.11 gangs and youth violence
- 1.2.5.12 gender-based violence / violence against women and girls (VAWG)
- 1.2.5.13 hate
- 1.2.5.14 mental health
- 1.2.5.15 missing children and adult's strategy
- 1.2.5.16 private fostering
- 1.2.5.17 preventing radicalisation (see 1.2.8 below)
- 1.2.5.18 relationship abuse
- 1.2.5.19 sexting
- 1.2.5.20 trafficking
- 1.2.5.21 children who are involved in the court system and who may have to attend court to give evidence
- 1.2.5.22 children with family members in prison
- 1.2.5.23 child criminal exploitation including county lines
- 1.2.5.24 children whose families are or who are made homeless
- 1.2.5.25 peer on peer abuse (see 1.2.9 below)
- 1.2.5.26 sexual violence and sexual harassment (see 1.2.10 below)

1.2.6 Child sexual exploitation: 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 is also important to recognise that some children who are being sexually exploited do not exhibit any external signs of this abuse.

## 1.2.7 Radicalisation and the Prevent duty

The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views in an age appropriate way. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The School is committed to providing a safe space in which children and staff can understand and discuss topics that examine similarities and differences between each other and begin to develop the knowledge and skills to be able to challenge extremist arguments.

The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "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"

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

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

"There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances."

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The DfE's briefing note 'The use of social media for on-line radicalisation' (2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

#### 1.2.8 Special educational needs and disabilities

The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's Policy on Special Educational Needs and Disability Policy.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration; pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

#### 1.2.9 Peer on peer abuse

*WCPS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying) sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or other causing physical harm, sexting and initiating/hazing type violence and rituals.

#### 1.2.10

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Sexual violence in the context of this policy has the same meaning as those offences set out in the Sexual Offences Act 2003. Sexual harassment means unwanted conduct of sexual nature. Being a victim of sexual violence or harassment may adversely affect a child's educational attainment. Sexual violence and harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable

Staff should:

- Make clear that sexual violence and harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerate or appear to dismiss sexual violence or harassment as "banter" "part of growing up" "just having a laugh" or "boys being boys". This might include telling sexual stories, making comments, taunting or jokes of a sexual nature.
- Challenge behaviours (which are potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- be aware that some groups are more risk: girls, children with special educational needs and LGBT children.

If a child makes a report of sexual violence or sexual harassment, the matter is likely to be complex and require difficult decisions to be made, often quickly and under pressure. As with all safeguarding matters, it is important that the DSL is informed as soon as practicable.

When a child reports that they have been the subject of sexual harassment or violence, it is important that they are taken seriously and reassured that they will be supported and kept safe. They should not be given the impression that they are creating a problem by reporting the issue and should not be made to feel ashamed for making a report.

## 2 Recognising Abuse

### 2.1 Physical Abuse

#### 2.1.1 Physical signs to look out for:

- Injuries which the child cannot explain, or explains unconvincingly.
- Injuries which have not been treated or treated inadequately.
- Injuries on parts of the body where accidental injury is unlikely, such as the cheeks, chest or thighs.
- Bruising which reflects hand or finger marks.
- Cigarette burns, human bite marks.
- Broken bones.

- Scalds, especially those with upward splash marks where hot water has been deliberately thrown over the child, or 'tide marks' – rings on the child's arms, legs or body where the child has been made to sit or stand in very hot water.

#### 2.1.2 Behavioural signs to look out for:

- A child who is reluctant to have his parents contacted.
- Aggressive behaviour or severe temper outbursts.
- A child who runs away or shows fear of going home.
- A child who flinches when approached or touched.
- Reluctance to get undressed for sporting or other activities where changing into other clothes is normal.
- Covering arms and legs even when hot.
- Depression or moods which are out of character with the child's general behaviour.
- Unnaturally compliant behaviour towards parents or carers.

### 2.2 Emotional Abuse

#### 2.2.1 Physical signs to look out for:

- A failure to grow or to thrive (particularly if the child thrives when away from home).
- Sudden speech disorders.
- Delayed development, either physical or emotional.

#### 2.2.2 Behavioural signs to look out for:

- Compulsive nervous behaviour such as hair twisting or rocking.
- An unwillingness or inability to play.
- An excessive fear of making mistakes.
- Self-harm or mutilation.
- Reluctance to have parents contacted.
- An excessive deference towards others, especially adults.
- An excessive lack of confidence.
- An excessive need for approval, attention and affection.
- An inability to cope with praise.

### 2.3 Sexual Abuse

#### 2.3.1 Physical signs to look out for:

- Pain, itching, bruising or bleeding in the genital or anal areas.
- Any sexually transmitted disease.
- Recurrent genital discharge or urinary tract infections without apparent cause.
- Stomach pains or discomfort when the child is walking or sitting down.

#### 2.3.2 Behavioural signs to look out for:

- Sudden or unexplained changes in behaviour.
- An apparent fear of someone.
- Running away from home.
- Nightmares or bed-wetting.
- Self-harm, self-mutilation or attempts at suicide.
- Abuse of drugs or other substances.
- Eating problems such as anorexia or bulimia.
- Sexualised behaviour or knowledge in young children.

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- Sexual drawings or language.
- Possession of unexplained amounts of money.
- The child taking a parental role at home and functioning beyond their age level.
- The child not being allowed to have friends.
- Alluding to secrets which they cannot reveal.
- Telling other children or adults about the abuse.
- Reluctance to get undressed for sporting or other activities where changing into other clothes is normal.

## 2.4 Neglect

### 2.4.1 Physical signs to look out for:

- Being constantly hungry and sometimes stealing food from others.
- Being in an unkempt state; frequently dirty or smelly.
- Loss of weight or being constantly underweight.
- Being dressed inappropriately for the weather conditions.
- Untreated medical conditions – not being taken for medical treatment for illnesses or injuries.
- 

### 2.4.2 Behavioural signs to look out for:

- Being tired all the time.
- Frequently missing school or being late.
- Failing to keep hospital or medical appointments.
- Having few friends.
- Being left alone or unsupervised on a regular basis.
- Compulsive stealing or scavenging, especially of food.

## 2.5 Radicalisation

### 2.5.1 Signs to look out for:

- Emotional changes such as appearing withdrawn or depressed.
- Increase in aggression or isolation.
- Increase in online activity.
- Changes in appearance related to religious observance or group identity.
- Pupil is increasingly judgemental or argumentative.
- 

The Merton Safeguarding Children Board can provide advice on the signs of abuse and the DfE advice and What to do if you're worried a child is being abused (2015) provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice

## **Appendix 2**

### **Child Protection – Pupil Disclosure Record**

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Wimbledon Common Prep School

#### **1 Introduction**

1.1 Please note that children ‘disclose’ in many different ways: through their conduct, creative work and, in addition to direct disclosure, their play and interaction with peers. Younger children are more likely to disclose, but they often lack the vocabulary to do this clearly. Please do be sensitive in your treatment of any issue.

This form comprises part of the school's child protection suite of documents and should be read in conjunction with the Safeguarding Policy, which is available on the school's website, in the handbook and from the school office.

This form is designed to be completed by any member of staff who receives information raising child protection concerns either through observation or direct disclosure, from a pupil or from another source. The purpose of this form is to ensure that an adequate amount of information is recorded at the outset. This form must be completed as soon as possible after the information is received even where this happens away from the school, for example on an educational visit.

Completed forms must be passed to the school's designated safeguarding lead (DSL), the Head teacher or chair of governors as appropriate, as a matter of urgency in accordance with the procedures set out in the School's Safeguarding Policy.

1.2 The DSL in WCPS is Mrs. Jo Gannon (Deputy Head). The LADO for WCPS works for the Merton Local Safeguarding Children Board (Merton LSCB). See the School's Safeguarding Policy for the relevant contact details.

#### **2 Data Protection Information Notes**

2.1 The school holds personal information about pupils in order to safeguard and promote their welfare, promote the objects and interests of the school, facilitate the efficient operation of the school and ensure compliance with all relevant legal obligations.

2.2 The content of this form, when completed, will contain personal information which is subject to the provisions of the Data Protection Act 1998. Pupils, and in certain circumstances their parents, have the right to request access to personal information about them held by the school, including the content of this form, although exemptions may apply depending on the circumstances. Legal advice should be sought before any information of this nature is disclosed to pupils or parents.

2.3 The school will keep this record confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. For example, where, in the professional opinion of the Head teacher or the DSL, it is deemed necessary we may share this record with the Social Services or the Police for the purpose of child protection investigations.

(To be completed by a member of staff)

Remember:

Ask "open" questions and not leading questions, that is, a question which suggests its own answer.

Listen carefully and keep an open mind.

Do not take a decision as to whether or not the alleged abuse or neglect has taken place.

Please complete in black pen

a) Date

.....

Time

.....

Place

.....

Member of staff present and position

.....

Pupil(s) (full name)

.....

b) Before proceeding have you reassured the child that you are there to help them but you cannot guarantee absolute confidentiality? Have you explained that in some cases you may need to pass the information on to ensure the correct action is taken?

Please tick: -

Yes

No

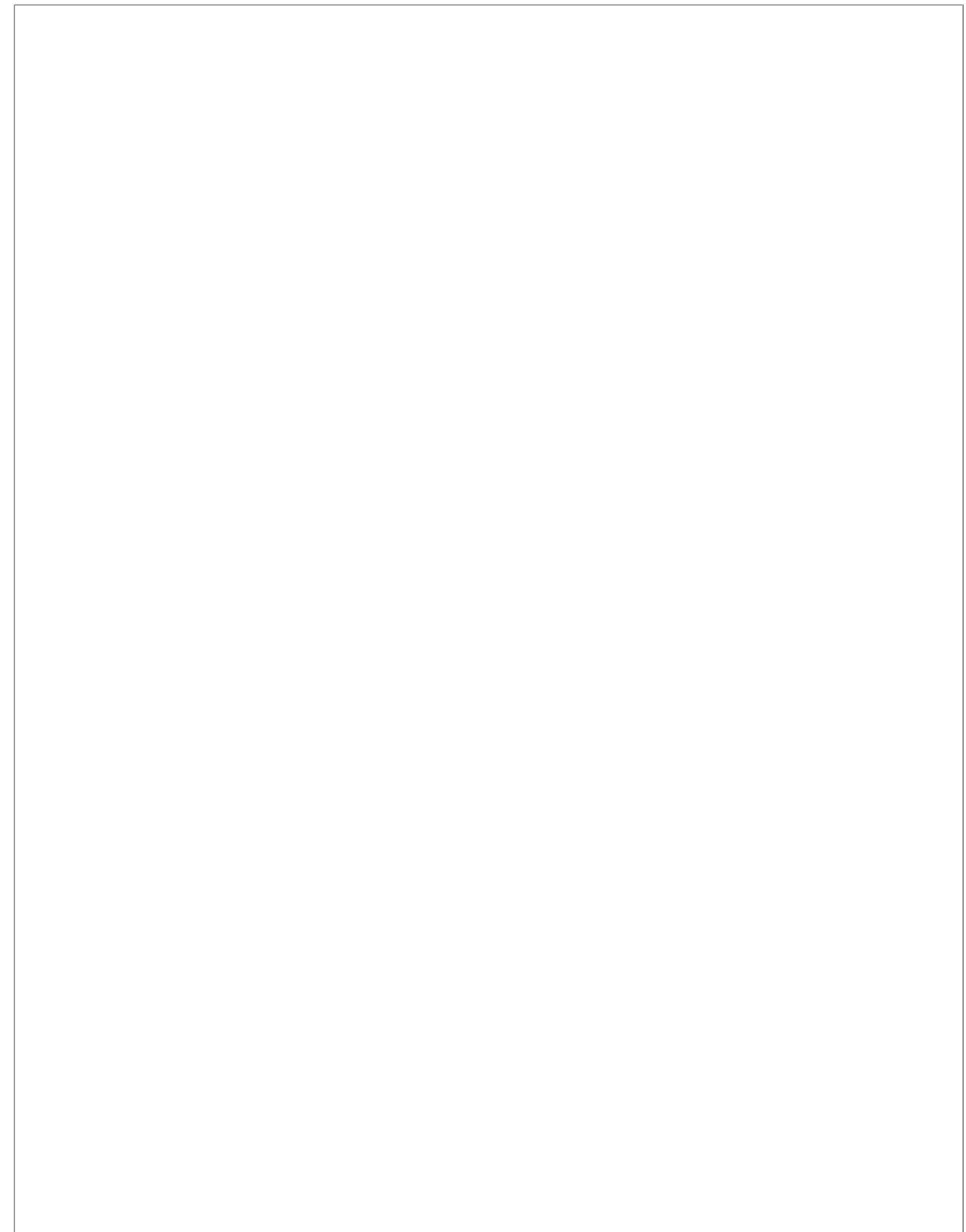
c) Ask the child to explain their concern or allegation and record details of the matter in the box below. Use a separate sheet if necessary and then attach to the form. A non-exhaustive list of the details to be included: -

What was said or done, by whom, to whom and in whose presence,

When the incident took place (date and time) and where,

Whether the child wishes their parents [or legal guardian] to be informed

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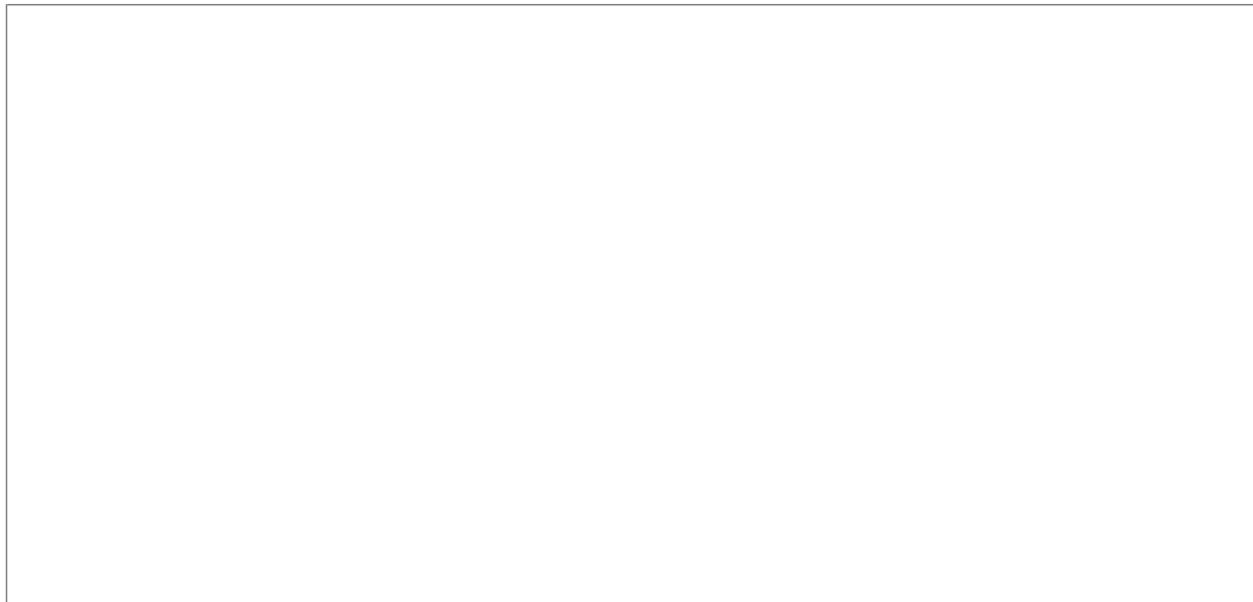


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d) Any other additional comments, remarks or evidence:

Details may include, for example, any concerns you may have about signs of abuse, emotional ill-treatment or neglect from outside of school.

Please also include a note of any other evidence, for example, written notes, items of clothing or mobile phone messages relating to the matter.



Concerns about a pupil's welfare must be reported to the designated safeguarding lead (DSL) Mrs. Jo Gannon or, in their absence, the deputy designated safeguarding lead Mrs. Tracey Buck.

If the complaint involves a member of staff or volunteer, it must be reported to the Head teacher or in his absence to Lord Deighton, Chair of Governors. The report may be made via the DSL or directly via [AM.Clarke@kcs.org.uk](mailto:AM.Clarke@kcs.org.uk)

DO NOT investigate the matter, as this could prejudice the investigations of outside agencies.

Where the concern or allegation is made against the Head teacher, you must immediately inform Lord Deighton, Chair of Governors, or in her absence Mr. Glen James, vice chair of governors, without first notifying the Head teacher. The chair of governors can be contacted C/o the Secretary to the governors Anna Maria Clarke - [AM.Clarke@kcs.org.uk](mailto:AM.Clarke@kcs.org.uk). The report may be made via the DSL. Where the concern or allegation is made against the DSL, or the deputy DSL, you must immediately inform the Head teacher.

See section 18 of the School's Safeguarding Policy for full details about reporting procedures.

- e) Please record what action you have taken and when including details of discussions and reasons for decisions made

**Full name of member of staff**

.....

Date.....

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## **Appendix 3**

### **Allegation referral to the LADO Safeguarding**

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Wimbledon Common Prep School

#### **1 Introduction**

1.1 This form comprises part of the school's Safeguarding suite of documents and should be read in conjunction with the Child Protection Policy, which is available on the school's website, from the school office and on the school, I drive. It should be completed by the Head teacher or chair of governors on receipt of an allegation against a current or previous member of staff and following the guidance set out in Allegations of Abuse against Teachers, the Head teacher, Governors, Volunteers and Other Staff (Appendix 4 of the Safeguarding Policy).

1.2 This form is to be completed by:

- the Head teacher; or
- the chair of governors, if the complaint is against the Head teacher.

1.3 This form must be completed and passed to the Local Authority Designated Office (LADO) as a matter of urgency after a report is received.

Important:

As soon as there are adequate grounds to think that an allegation (as per the terms in Appendix 4) should be referred to the LADO, this must be done without delay (or in any event, within one working day). If the referral form is not provided at the time of the initial referral to the LADO or the referral is made by telephone, you must complete this form and send to the LADO to confirm the referral within 24 hours. If no response or acknowledgment is received within one working day, you must contact the LADO again.

The Head teacher must be kept informed of all actions taken, unless the Head teacher is the subject of the complaint.

The LADO for WCPS is a member of the Merton Local Safeguarding Children Board.

#### **2 Data Protection Information Notes**

2.1 The school holds personal information about pupils in order to safeguard and promote their welfare, promote the objects and interests of the school, facilitate the efficient operation of the school and ensure compliance with all relevant legal obligations.

2.2 The content of this form, when completed, will contain personal information which is subject to the provisions of the Data Protection Act 1998. Pupils, and in certain circumstances their parents, have the right to request access to personal information about them held by the school, including the content of this form, although exemptions may apply depending on the circumstances. Legal advice should be sought before any information of this nature is disclosed to pupils or parents.

2.3 The school will keep this record confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. For example, where, in the professional opinion of the Head teacher or the designated safeguarding lead it is deemed necessary we may share this record with the Social Services or the Police for the purpose of child protection investigations.

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Please complete in black pen

(a) Date:

Name and position of member of staff making the referral:

Name and position of member(s) of staff against whom an allegation has been made:

Contact details for member(s) of staff against whom an allegation has been made

(b) Pupils details

Pupil(s) (full name)

A non-exhaustive list of the details to be included:

Pupil(s) history and family circumstances

Any Special Educational Needs or disability

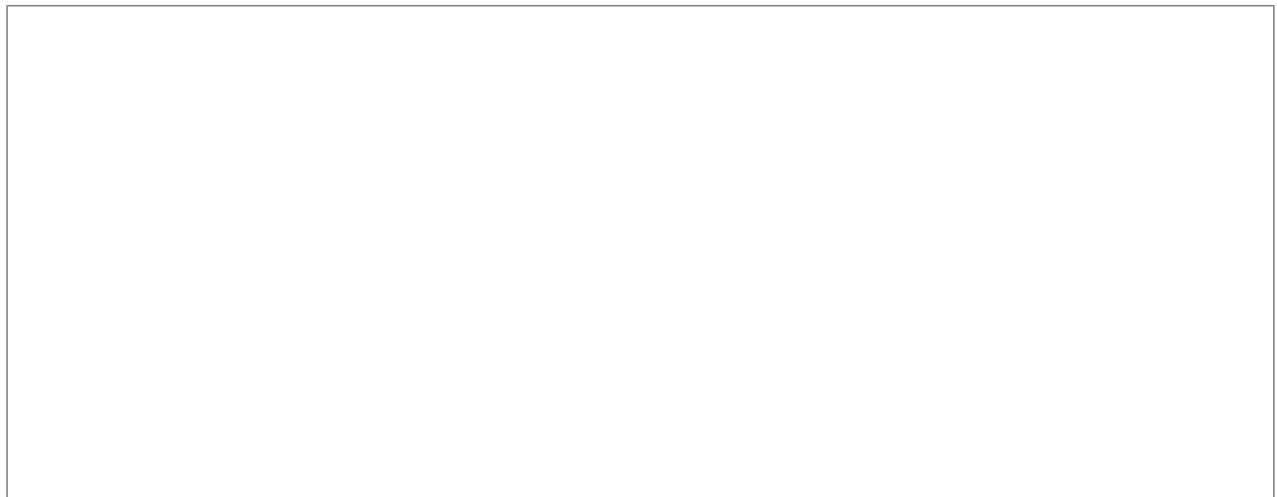
Any previous contact with the LADO concerning the pupil(s) and/or their family

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(c) Parents' details

A non-exhaustive list of the details to be included:

Marital status; Whether the parents are living together or apart and contact detail



(d) Details of the allegation or concern

Please ensure you include the following information, including details of discussions and reasons for decision made:

How the allegation or concern came to light;

The date you were notified of the allegation or concern (if you received a reporting form, please attach a copy);

What action has been taken so far and by whom including what action has been taken to protect the pupil(s);

What evidence exists in respect of the allegation or concern (without there having been an investigation by the school);

Whether the parents have been informed; and

The wishes and feelings of the pupil(s) concerned

(e) Any other additional comments or remarks:

Details may include, for example, particular concerns regarding abuse or neglect from outside of school.

(f) Please record what action you have taken and when:

.....

.....

.....

.....

.....

Full name of member of staff

.....

Signature

.....

Date

.....

## **Appendix 4**

### **Safeguarding Children**

#### **Allegations of Abuse against Teachers, the Head teacher, Governors, Volunteers and Other Staff**

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Wimbledon Common Prep School

This guidance reflects *Part 4: KCSIE* which will be followed when dealing with allegations against staff and volunteers.

#### **1 Key points:**

1.1 If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. Any unnecessary delays should be eradicated. The LADO will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria set out below.

1.2 Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, unfounded or malicious should not be referred to in employer references.

1.3 Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the Police if there are grounds for believing a criminal offence may have been committed).

#### **2 Procedure**

2.1 The School's procedures for dealing with allegations against staff will be used where the teacher, the Head teacher, Governor, volunteer or other member of staff 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 is unsuitable to work with children.

2.2 The procedures below for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay. Advice from the LADO will be sought in borderline cases.

2.3 The following definitions should be used when determining the outcome of allegation investigations:

- *Substantiated*: there is sufficient evidence to prove the allegation;
- *False*: there is sufficient evidence to disprove the allegation;
- *Malicious*: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

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- *Unsubstantiated*: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

### **3 Reporting an allegation**

3.1 The reporting requirements for allegations against a teacher, the Head teacher, Governor, volunteer or other member of staff are set out below. In all cases, the member of staff making the allegation may consider discussing his / her concerns with the DSL and making a referral via him / her. The only circumstances in which this would not be appropriate is if the allegation is against the DSL.

3.2 Where an allegation or complaint is made against any member of staff (other than the Head teacher), the Designated Safeguarding Lead or a volunteer, the matter should be reported immediately to the Head teacher, or in her absence to the chair of governors. The allegation will be discussed immediately with the LADO before further action is taken. Where appropriate, the Head teacher / chair of governors will consult with the DSL.

3.3 Where an allegation or complaint is made against the Head teacher, the matter should be reported immediately to the chair of governors or in her absence to the vice chair, without first notifying the Head teacher. The allegation will be discussed immediately with the LADO before further action is taken. Contact with the chair of governors can be made care of the secretary to the governors, Anna Maria Clarke - AM.Clarke@kcs.org.uk

3.4 Where an allegation is made against any governor, the matter should be reported immediately to the chair of governors or the Child Protection Governor. If either the chair of governors or the Child Protection Governor are the subject of an allegation, the matter should be reported to the other. The allegation will be discussed immediately with the LADO before further action is taken. Where appropriate, the chair of governors will consult the Child Protection Governor, and vice versa.

3.5 If it is not possible to report to the Head teacher, chair of governors, vice chair of governors or the Child Protection Governor in the circumstances set out above, a report should be made immediately to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Head teacher or, where appropriate, the chair of governors, vice chair of governors and the Child Protection Governor.

3.6 The person taking action in accordance with the procedures in this appendix is known as the "case manager".

## **4 Disclosure of information and confidentiality**

4.1 The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.

4.2 The parents of the child/ren involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

4.3 It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. There are statutory reporting restrictions in place preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

4.4 The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”.

4.5 The Head teacher / designated safeguarding lead should take advice from the LADO, the Police and

children's social care services as appropriate to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any, information can be reasonably given to the wider community to reduce speculation
- how to manage press interest if and when it should arise.

## **5 Further action to be taken by the School**

5.1 A School has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part Four of KCSIE and the School's employment procedures.

## **6 Resignations and compromise agreements**

6.1 If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

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6.2 So-called ‘compromise agreements’ or settlement agreements, by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in these cases. Such an agreement will not prevent a thorough police investigation where that is appropriate.

## **7 Record keeping**

7.1 Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

7.2 The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS disclosures reveal information from the Police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

7.3 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.

## **8 References**

8.1 Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

## **9 Oversight and monitoring**

9.1 The LADO has overall responsibility for oversight of the procedures for dealing with allegations; for resolving any inter-agency issues; and for liaison with the Local Safeguarding Children Board (LSCB) on the subject. The LADO will provide advice and guidance to the case manager, in addition to liaising with the Police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

## **10 Action following a conclusion of a case**

10.1 There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct (including inappropriate sexual conduct) that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. In such circumstances, the duty to refer an individual to the DBS arises where an employer has removed the individual from relevant work with children or the person has chosen to cease relevant work in circumstances where they would have been removed had they not done so. Referrals should be made as soon as possible.

10.2 Where a teacher has been removed from relevant work with children or has chosen to cease relevant work in circumstances where they would have been removed had they not done so, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made.

10.3 Professional misconduct cases should be referred to the relevant regulatory body – NCTL.

## **11 Action in respect of unfounded or malicious allegations:**

11.1 If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the children’s social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head teacher should consider whether any disciplinary action is

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appropriate against the pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil. Where a parent has deliberately invented an allegation, the Head teacher may ask the parent to withdraw their child from the school

## **Appendix 5**

### **Listening to the Pupil Voice at WCPS**

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#### **Introduction**

This document is intended to summaries the ways in which WCPS listens to the opinions of pupils.

#### **1 Class teachers**

The class teacher is responsible for the day to day well-being of pupils in his/her class and is the first port of call for pupils or parents should they have any concerns. Class teachers are available to their pupils throughout a school day and this allows pupils to have easy access to raise any concerns. All teachers are expected to listen to pupils, to take seriously and to act appropriately on any concerns. All teachers are given training in safeguarding and child protection, which is refreshed every three years.

Pupils are encouraged to voice ideas and any concerns.

#### **2 Teaching Assistants**

Teaching assistants are a regular contact for all pupils and are available throughout a school day for all pupils and this allows pupils to have easy access to raise any concerns. All teaching assistants are expected to listen to pupils, to take seriously and to act appropriately on any concerns. All staff are given training in safeguarding and child protection, which is refreshed every three years.

#### **Teachers including support staff**

All teachers and support staff are willing to listen to pupils and to take seriously and act appropriately on any concerns raised.

All teachers and support staff are given training in safeguarding and child protection, which is refreshed every three years.

#### **4 PSHE lessons**

The school PSHE programme provides opportunities for pupils to raise concerns on a number of issues, either during class discussion or separately. Specific topics included within the PSHE programme give pupils the opportunity to discuss issues which may be of concern as they progress through the School.

#### **5 The Learning Enrichment department**

The Learning Enrichment department plays a vital role in the pastoral structure of the school.

Pupils may speak to the LE teacher during an individual or group lesson. As with all staff, there is an open-door policy.

## Appendix 6

### Visiting Speakers

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Wimbledon Common Prep School

**Brief details for visiting speakers should be forwarded to the Head teacher in advance of the talk and ideally at least one week beforehand.**

#### Introduction

WCPS ('the school') often invites speakers from the wider community to give talks to enrich our pupils' experience. The school recognises the enormous benefit gained by pupils from speakers from all walks of life. Both the school and pupils greatly appreciate the time and effort that visiting speakers put in to their presentations.

The purpose of this policy is to set out the school's legal obligations when using visiting speakers and to set out the standards of behaviour expected from visiting speakers.

This policy supports the aims and ethos of the Safeguarding Policy and takes into account the Educate Against Hate advice [Hosting Speakers on School Premises](#).

#### Overview

The *Prevent Duty Statutory Guidance (March 2015)*, along with *Keeping Children Safe in Education (September 2016)* expect schools to have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. This policy has therefore been drawn up with regard to the Government's prevent duty guidance and the school's wider safeguarding obligations.

The school's responsibility to pupils is to ensure they can critically assess the information that they receive as to its value to themselves, and that such information is aligned to the ethos and values of the school and British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

#### School protocol

All requests for outside speakers must firstly be discussed with the head teacher.

The school will undertake a risk assessment before agreeing to a visiting speaker attending the school. This will take into account any safeguarding checks considered appropriate in the circumstances, and may include a DBS check if relevant. The school may also conduct research on the visiting speaker and/or their organisation, as appropriate.

The school will obtain an outline of what the speaker intends to cover in advance of the visiting speaker's visit. In some cases, the school may also request a copy of the visiting speaker's presentation and/or footage in advance of the session to ensure it is appropriate to the age and maturity of the pupils to be in attendance.

Visiting speakers will be supervised by a member of staff whilst on the school site. At no point, will a visiting speaker be left unsupervised on site whilst pupils are present. Any concerns for the content or nature of the talk should be referred to the head teacher immediately.

On arrival at the school, visiting speakers who are not existing parents will be required to show an original current identification document including a photograph (such as a passport or photo card driving license and will be asked to sign the Visitors Book. The visiting speaker will be issued with a visitors' badge and the school's safeguarding card, which they must wear/ keep at all times whilst on school site.

The school will keep a formal register of visiting speakers. Any information gathered will be kept in accordance with the school's Data Protection Policy. Plans for a visiting speaker and the completed form (attached) should be given to the head teacher well in advance of the speaker's visit.

If you have any queries regarding this policy, please contact the head teacher.

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**Checklist for visiting speakers – to be completed and returned to the head teacher**

Action	Details
<b>Details of the arrangements</b>	
1. Date of presentation	
2. Name of the staff member responsible for booking visiting speaker	
3. Name of visiting speaker	
4. Visiting speaker contact details	
5. Audience details	
6. Please confirm that: the <i>Visiting Speaker Policy</i> has been sent to the speaker the visiting speaker has been made aware of the school's obligations to safeguarding by referring them to the school's <i>Safeguarding Policy</i> on the website.	
<b>Checklist</b>	
7. Visiting speaker basic biography, to include speaker's organisation and other affiliations	
8. Details of presentation to be provided	
9. Details of research undertaken on visiting speaker (i.e. check the internet for any recent published reports, statements or speeches made by the individual, any retractions or public apologies etc.)	
10. Are you satisfied that the content seen in response to 9 above is not in any way contrary to the school's <i>Equality Policy</i> , the ethos of inclusion of the school, British values or any concern in relation to the prevent duty? If such concerns exist, refer the matter to the designated safeguarding lead (DSL).	Yes No (refer to DSL) <i>(Please circle as appropriate)</i>
Name of person responsible for supervising the visiting speaker whilst they are on site	

**Signed:** ..... **Date:** .....

**Signed:** ..... **Date:** .....