

Local Procedure Title	Local Safeguarding Procedure
Service	Roehampton Gate School
Local Procedure date	29.09.2025
Local Procedure review date	29.01.2026
Local Procedure Author(s)	Anzhela Popova
Local Procedure Ratification	Checked and Approved by: Keziah Raphael

1. School Vision and Values

At Roehampton Gate School we are dedicated to supporting young people to achieve their potential, empowering them with knowledge, skills, and opportunities. Guided by our core values of success, confidence and respect, we create an environment where everyone can succeed. A key to this is ensuring all young people are supported to attend and engage with school consistently, and any barriers addressed promptly and compassionately.

Ethos

At Roehampton Gate School, we believe in inclusivity through a community approach where every pupil has a place and everything that we do is designed to support them. Our vision is for all students to be happy and fulfilled adults who live as independently as possible.

- We believe in identifying the reason and root cause of limited engagement and social challenge
- We use a trauma informed practice to support students in crisis through a 5 stage process to help them thrive through compassionate and caring staff approaches
- We are guided by the mantra of '*inclusion not exclusion*' that considers the equality and diversity of each individual
- We work hard to help students to have a greater awareness and understanding of themselves
- We question '*What can we do today to more effectively support this student?*'
- We provide a Positive Behaviour Support framework to promote and encourage students to engage in learning new skills about themselves and others that is free from consequence
- We provide opportunities for students to learn how they learn
- We provide opportunities for GCSE and vocational success
- We specialise in developing communication skills
- We encourage students to have open communication and to share their views and perspectives in a safe environment
- We provide a structured and nurturing environment
- We boast kind and friendly staff who put the pupils first

We offer a purposeful environment that meets the sensory needs of individuals

2. Equality & Diversity Statement

Roehampton Gate School aims to provide Equality of Opportunity for all persons within our school community whatever their disability, age, gender, race, nationality, religion, marital status, maternity, sexual orientation or background.

We recognise that all people have different needs and that treating people equally does not always mean treating people the same.

Children's Services: Local Procedure Template

All colleagues and students are valued, respected and encouraged to be their unique selves. No matter the visible or invisible differences, we are committed to fostering an environment where everyone has an equal opportunity to reach their full potential, to be heard and to be valued. We strive to challenge discrimination and prejudice at all levels within the school community.

- If you are finding it difficult to access to the information in this document, reasonable adjustments will be considered to present it in a format which is more suitable for your needs and preferences.

This statement is made with reference to:

The Equality Act 2010 & The Equality Act 2010 and schools

Please also refer to the Aspris policy:

AHR04 Equality, Diversity and Inclusion

3. ISS Standards in this Procedure

Part 2: Spiritual, Moral, Social, and Cultural Development of Pupils

Paragraph 5(b)(vi)

Part 3: Welfare, Health, and Safety of Pupils

Paragraph 7(a) | Paragraph 7(b) | Paragraph 11 | Paragraph 13

Part 8: Quality of Leadership and Management

Paragraph 34(1)(a) | Paragraph 34(1)(b)

4. Introduction & Context

Everyone has a responsibility for safeguarding children and young people.

- This is our non-negotiable stance adopted by the school team to ensure that safeguarding is a daily priority for all.

If you are witnessing or hearing a child being assaulted or **immediately in danger**, consider calling the Police on 999.

5. Intent & Aims

1.1 OUR INTENT

Our school is committed to creating a safe, inclusive, and nurturing environment for all students. We recognise that safeguarding is everyone's responsibility and must be central to the ethos of the school.

This policy outlines our approach to safeguarding and child protection, in compliance with statutory guidance, including *Keeping Children Safe in Education* (KCSIE), *Children Act 1989*, and *Children Act 2004*. We aim to:

- **Promote the welfare of children** and protect them from harm, abuse, or neglect.
- **Develop a culture of vigilance** where safeguarding is embedded into everyday practice.
- **Empower staff and students** to recognise, report, and respond to safeguarding concerns.
- **Ensure compliance** with all relevant legislation, local authority procedures, and multi-agency safeguarding arrangements.

1.2 AIMS OF THIS LOCAL PROCEDURE

1. **To Provide a safe and nurturing environment**

- Ensure the school provides a safe, supportive, and inclusive environment where all children can learn, grow, and thrive, free from harm, abuse, or neglect.

2. **To promote a culture of vigilance**

- Foster a culture of vigilance and responsibility among all staff, volunteers, and the school community, where safeguarding is a shared and central priority.

3. **To safeguard and promote welfare**

- Safeguard and promote the physical, emotional, and mental health and welfare of every child in the school, particularly the most vulnerable, in line with statutory duties and best practices outlined in *Keeping Children Safe in Education* and *Working Together to Safeguard Children*.

4. **To comply with legislation**

- Ensure that all safeguarding practices and procedures comply with current safeguarding legislation and statutory guidance, including the *Children Act 1989*, *Children Act 2004*, *KCSIE*, and any other relevant legal frameworks.

5. **To equip staff to identify and respond to concerns**

- Equip all staff and volunteers with the knowledge, skills, and confidence to recognise early signs of harm, abuse, or neglect, and respond appropriately and swiftly by following the school's safeguarding procedures.

6. **To ensure clear reporting and accountability**

- Establish clear, simple, and accessible safeguarding procedures for reporting concerns to the Designated Safeguarding Lead (DSL), ensuring timely and appropriate action to protect the child.

7. To promote interagency collaboration

- Encourage and support effective collaboration with external agencies (e.g., local authority children's services, police, health professionals) to ensure the swift sharing of information and coordinated responses to safeguarding concerns.

8. To regularly monitor and review safeguarding practice

- Ensure that safeguarding procedures and policies are regularly monitored, reviewed, and updated to remain effective and in line with changes in legislation or best practices.

9. To empower our students

- Empower children and young people to understand their right to be safe and listened to, and ensure they know how to seek help or raise concerns about their welfare, both inside and outside of school.

6. Implementation:

1.3 SAFEGUARDING LEADERSHIP AND STRUCTURE

1.3.1 Designated Safeguarding Lead (DSL)

The DSL and Deputy DSLs are responsible for coordinating all safeguarding matters, providing advice, and ensuring all concerns are appropriately addressed.

The schools designated safeguarding contacts are:

Designated Safeguarding Lead (across campuses):

Keziah Raphael keziahraphael@aspriscs.co.uk 0208 392 4410 ext: 5013

Roehampton Gate School Safeguarding Team:

Anzhela Popova (DSL)	anzhelapopova@aspriscs.co.uk	0208 392 4410 ext: 5012
Lucia Apicella (DDSL)	luciaapicella@aspriscs.co.uk	0208 392 4410
Andrew Molloy (DDSL)	andrewmolloy@aspriscs.co.uk	0208 392 4410
Rob Walker (DDSL)	robertwalker@aspriscs.co.uk	0208 392 4410
Judith Piggins (DDSL)	judithpiggins@aspriscs.co.uk	0208 392 4410

Putney Vale Post-16 Campus Safeguarding Team:

Matthew Daws (DSL) matthewdaws@aspriscs.co.uk
Laniya Johnson (DDSL) laniyajohnson@aspriscs.co.uk

The Executive Safeguarding Lead is:

Katie Dorrian katiedorrian@aspris.com 07581 295 368

The Headteacher is:

Keziah Raphael keziahraphael@aspriscs.co.uk 0208 392 4410 ext: 5013

The Regional Director (who is also the Chair of Governors for the school) is:

Maldwyn Fjord-Roberts Maldwynfjord-roberts@aspris.com

Wandsworth Safeguarding Children Partnership:

Telephone: 020 8871 7401 | email: wscp@wandsworth.gov.uk

Wandsworth MASH & LADO:

Telephone: 020 8871 6622 | email: mash@wandsworth.gov.uk

1.3.2 Concerns about senior leaders

If you have concerns about the conduct or practice of any Senior Leaders in relation to safeguarding, you should escalate your concerns with their immediate senior, as per table below:

Concerns about:	Escalate concerns to:
Deputy Designated Safeguarding Leads (DDSL's)	→ Designated Safeguarding Lead (DSL)
Designated Safeguarding Lead (DSL)	→ Headteacher
Headteacher	→ Regional Director
Regional Director	→ Chief Operating Officer (COO)
Executive Safeguarding Lead	→ Chief Operating Officer
Chief Operating Officer	→ Chief Executive Officer (CEO)

1.3.3 Whistleblowing

If something wrong, dangerous or illegal is happening in the school, that you can't raise with a manager, don't keep it to yourself. Contact ANON, the independent whistleblowing helpline.

All calls are confidential and anonymous: **0800 409 6625**

1.3.4 Safeguarding team

The DSL works with senior leadership, pastoral staff, and school governance to ensure safeguarding is prioritised and reviewed regularly. The DSL will receive external supervision to support their role. The DSL and DDSL teams from both sites will attend weekly safeguarding meetings to ensure reflective practice, review of incidents and a proactive approach to safeguarding. All DDSLs will receive termly supervision.

1.3.5 Training and development

All staff, governance, and volunteers will receive safeguarding training to ensure they are aware of their responsibilities and can recognise signs of abuse.

1.4 SAFEGUARDING PROCEDURES

1.4.1 The four R's of Safeguarding

Our safeguarding procedures are underpinned by the Four R's: **Recognise, Respond, Record, and Refer.**

These guide how staff approach safeguarding concerns:

- **Recognise:** Staff are trained to identify signs of abuse, neglect, or risk in students, including less obvious indicators such as behavioural changes or emotional distress.
- **Respond:** Once a concern is identified, staff must take immediate action by following the school's safeguarding procedures, reporting directly to the DSL/DDSL without delay.
- **Record:** It is vital that all concerns, observations, and actions taken are accurately and securely recorded using the school's safeguarding system (MIS Engage) to ensure accountability and to track patterns of risk.
- **Refer:** Where necessary, the DSL will make referrals to external agencies (e.g., children's social care, police) to ensure students receive appropriate protection and support.

1.4.2 The four R's in practice

Recognising and identifying concerns:

All staff are trained to recognise signs of abuse, neglect, exploitation, and online safety risks. They know how to observe behavioural, physical, or emotional changes in children as follows:

1.4.3 Categories of abuse

S - P - E - N

S	Sexual abuse:	Forcing or enticing a child to take part in sexual activities, including both contact and non-contact activities like online abuse.
P	Physical abuse:	Any form of physical harm, such as hitting, shaking, poisoning, or burning a child.

E	Emotional abuse:	Persistent emotional maltreatment, such as belittling, threatening, or isolating a child, which can seriously impact their emotional development.
N	Neglect:	Failure to meet a child's basic needs, such as food, shelter, or medical care, resulting in harm or development issues.

1.4.4 Signs and indicators of abuse

Descriptors staff can use to recognise **behavioural, physical, or emotional changes** in children related to the **Four R's of Safeguarding** for the different types of abuse include:

S	Sexual abuse	<p>Behavioural changes: Sudden knowledge of sexual topics beyond their age, inappropriate sexual behaviour or language, withdrawal, fear of certain people or places, and secrecy.</p> <p>Physical signs: Unexplained injuries to genital areas, difficulty walking or sitting, or signs of sexually transmitted infections.</p> <p>Emotional indicators: Anxiety, depression, sudden anger or aggression, or low self-esteem.</p>
P	Physical abuse	<p>Behavioural changes: Flinching when approached, reluctance to go home, wearing long sleeves even in hot weather, aggressive behaviour or fear of adults.</p> <p>Physical signs: Unexplained bruises, burns, cuts, fractures or bite marks, often in different stages of healing.</p> <p>Emotional indicators: Anxiety, withdrawal, fearfulness, hypervigilance, or fear of physical contact.</p>
E	Emotional abuse	<p>Behavioural changes: Extreme behaviour (overly passive or aggressive), sudden lack of confidence, seeking approval constantly, or excessive clinginess.</p> <p>Physical signs: Developmental delays, unexplained weight loss, or self-harming.</p> <p>Emotional indicators: Low self-esteem, depression, mood swings, withdrawal, or an inability to form healthy relationships.</p>
N	Neglect	<p>Behavioural changes: Frequent absences from school, stealing food, showing extreme hunger, or poor hygiene.</p> <p>Physical signs: Constantly dirty, underweight, or poorly dressed for the weather. Untreated medical conditions or injuries.</p> <p>Emotional indicators: Low self-esteem, detachment, lack of energy, or seeming uncared for.</p>

These lists help staff **Recognise** signs of abuse and respond effectively to safeguarding concerns.

1.4.5 Other emerging areas of concern

While these are the four main categories, safeguarding practice increasingly recognises specific forms of abuse that are becoming more prominent. These aren't classified as new categories but are important areas within safeguarding:

- **Child Sexual Exploitation (CSE):** A form of sexual abuse where children are manipulated or coerced into sexual activities, often for something in return (like money, drugs, or affection).
- **Child Criminal Exploitation (CCE):** Involves children being coerced into criminal activities, such as drug trafficking (e.g. county lines).
- **Domestic abuse:** Children who witness or are victims of domestic abuse are also considered to be at risk of emotional and sometimes physical abuse.
- **Female Genital Mutilation (FGM):** A specific form of physical abuse that must be reported under statutory duties.
- **Online abuse:** Includes exposure to harmful content, grooming, or exploitation through the internet or social media.
- **Bullying, including cyberbullying:** This can have a severe emotional impact and is treated seriously within safeguarding procedures.

1.4.6 Safeguarding vulnerable adults

Vulnerable adults may have more independence than children, but their safety and wellbeing are just as important. Vulnerable adults might need extra help because of physical, mental, or life circumstances. The abuse of adults can be similar to the abuse of children, but it can also happen in different ways. It is an expectation for staff to stay alert and report any concerns, as many types of abuse are also crimes.

There are ten commonly recognised types of abuse that may affect vulnerable adults:

Physical abuse	Types: Hitting, slapping, punching, rough handling, misuse of medication, unlawful use of restraint.
	Indicators: Unexplained injuries, frequent visits to healthcare services, signs of restraint, fearfulness around carers.
Domestic violence or abuse	Types: Physical, psychological, sexual, financial, or emotional abuse within close relationships.
	Indicators: Withdrawal from social situations, controlling behaviour by a partner, unexplained injuries, fearfulness of a partner.
Sexual abuse	Types: Rape, sexual assault, inappropriate touching, sexual activity without consent.
	Indicators: Bruising in genital areas, reluctance to be alone with certain individuals, unexplained STIs, anxiety around physical contact.
Psychological or emotional abuse	Types: Intimidation, coercion, verbal abuse, enforced isolation, harassment.
	Indicators: Sudden changes in mood, withdrawal, fearfulness, low self-esteem, appearing unusually upset or anxious.

Financial or material abuse	<p>Types: Theft, fraud, preventing access to finances, exploitation of property, misuse of benefits or power of attorney.</p> <p>Indicators: Unexplained financial changes, sudden lack of basic necessities, personal possessions going missing, inability to pay bills.</p>
Modern slavery	<p>Types: Human trafficking, forced labour, sexual exploitation, debt bondage.</p> <p>Indicators: Appearing malnourished, disoriented, frightened, constantly accompanied, restricted movements, unpaid work.</p>
Discriminatory abuse	<p>Types: Unequal treatment based on age, disability, gender reassignment, race, religion, or sexual orientation.</p> <p>Indicators: Verbal abuse related to protected characteristics, exclusion from services, denial of rights, derogatory language.</p>
Organisational or institutional abuse	<p>Types: Inadequate care due to poor staff management, authoritarian practices, lack of personal choice, rigid routines.</p> <p>Indicators: Lack of privacy or dignity, overcrowded or run-down environments, inadequate food or drink, insufficient staff, inappropriate restraint.</p>
Neglect or acts of omission	<p>Types: Failure to provide basic care, such as food, medical attention, or hygiene.</p> <p>Indicators: Poor personal hygiene, untreated medical conditions, dehydration, malnutrition, isolation from social contact.</p>
Self-neglect	<p>Types: Neglecting personal hygiene, health, or surroundings, refusal of help.</p> <p>Indicators: Poor living conditions, lack of personal care, hoarding, failing to seek medical treatment when necessary.</p>

1.4.7 Recognising signs of abuse

Signs of abuse can often be difficult to detect. Staff are expected to remain vigilant to a range of potential indicators, keeping in mind that one indicator alone may not confirm abuse but should prompt further assessment.

This comprehensive approach ensures that both children and vulnerable adults receive the same level of care and attention regarding their welfare and protection.

1.4.8 Prevent duty

All staff are made aware of their duty relating to '**Prevent**' and the Prevent duty and are expected to follow appropriate procedures for Recognising, Responding, Recording, and Referring.

Context: As part of the UK's Counter-Terrorism Strategy (CONTEST), the **Prevent Duty** was introduced under the Counter-Terrorism and Security Act 2015. Its purpose is to safeguard children and young people from being drawn into terrorism or radicalisation. Schools and educational settings have a legal responsibility to identify and mitigate the risks posed by extremist ideologies. Prevent focuses on early intervention by identifying individuals vulnerable to being influenced by extremist views. Extremism is defined as vocal or active opposition to fundamental British values,

including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Recognising signs of radicalisation

Children and young people vulnerable to radicalisation may display noticeable changes in behaviour or attitude. Signs to look out for include:

- **Sudden shifts in ideology:** Expressing extremist views, justifying the use of violence, or showing increased sympathy for extremist causes.
- **Isolation:** Withdrawal from family and friends or an increased desire to spend time with specific, isolated groups.
- **Changes in behaviour or appearance:** Adopting new religious practices or beliefs suddenly, altering clothing styles, or distancing themselves from previous activities or social groups.
- **Online activity:** Increased use of extremist content online, including visiting radical websites or sharing materials that promote violence or hatred.
- **Increased secrecy:** A reluctance to discuss their activities or new beliefs or becoming hostile when questioned about them.

It is an expectation that all staff remain vigilant and report any concerns to the designated safeguarding lead (DSL) immediately. Early intervention can help protect students from being drawn into harmful ideologies.

Concerns relating to extremism can also be reported directly with the Department for Education:

Dedicated helpline: 020 7340 7264 **Email:** counter.extremism@education.gsi.gov.uk

1.4.9 Reporting concerns

Any concerns must be reported immediately to the Designated Safeguarding Lead (DSL) verbally and through the school's secure reporting platform (MIS Engage). If the DSL is unavailable, the concern should be passed immediately to a Designated Safeguarding Lead (DDSL).

The person who **Recognises/identifies** a concern has a duty and responsibility to **Respond** and ensure that the concern is **Reported, Recorded and Referred** within 24 hours

It is expected that all staff will consider the potential seriousness or urgency of the concern.

- If a child or young person is in imminent or immediate risk, then after ensuring they are safe and being looked after by a colleague, ensure to raise concerns immediately.
- **Consider:** Will it be safe for them to leave the school site at the end of the day?

The person reporting the concern must ensure that Safeguarding Leads receiving the report have followed an appropriate process to ensure the safety of the child or young person.

Safeguarding is everyone's responsibility.

It is therefore an expectation that staff will ensure that all concerns have been followed up and not only handed over to a Designated Safeguarding Lead or Deputy.

Actions must ensure that the child/young person is not placed at further risk by allowing them to subsequently enter a situation of increased or identified risk:

For example: Leaving school to go or return to an unsafe environment or leaving site when it is unsafe for them to do so.

If a concern is identified during the school day, consider: Is it safe for that child to leave school at the end of the day?

This demonstrates the importance of immediate reporting.

1.4.10 Recording and record keeping

The DSL maintains and oversees detailed, secure records of all reported concerns and actions taken. These records are reviewed to monitor patterns of risk.

All safeguarding concerns must be recorded on MIS Engage.

This will ensure that school safeguarding leads, senior leaders and governance can access the information.

All staff are required to report any concern, no matter how small or insignificant it may seem. Safeguarding issues can often emerge through a pattern or series of seemingly minor concerns. Every piece of information is crucial, as it may contribute to building a broader picture of risk or harm over time. Much like pieces of a jigsaw, each report helps to form a clearer understanding of a child/young person's situation, enabling timely and effective interventions.



1.4.11 Referrals to external agencies

The DSL will liaise with external agencies such as children's services, the Multi Agency Safeguarding Hub (MASH), the Local Authority Designated Officer (LADO), and the police when required. Parents and carers are informed of safeguarding concerns unless doing so would increase risk to the child.

1.5 CONTACT DETAILS:

1.5.1 MASH – Multi Agency Safeguarding Hub

The Multi-Agency Safeguarding Hub (MASH) is the front door to Children's Social Care for all child protection and immediate safeguarding concerns. If there is an immediate safeguarding concern where a child is deemed at risk or has potentially suffered significant harm, the MASH team of the young person's placing local authority should be contacted immediately.

If you are witnessing or hearing a child being assaulted or immediately in danger, consider calling the Police on 999.

For guidance about threshold criteria for referrals to Children's Social Care, please see:

[Wandsworth Safeguarding Children Partnership Thresholds for Intervention](#).

Further information on local authorities and thresholds available in shared drive. Alternatively, please speak to a member of the safeguarding team.

Make a referral to the MASH:

[Make a referral to the Multi-Agency Safeguarding Hub \(MASH\) - Wandsworth Borough Council](#)

Telephone: 020 8871 6622 | Email: mash@wandsworth.gov.uk

1.5.2 Children's Social Care/ Adults Social Care

If the child/young person has an allocated Social Worker, please contact them directly in the event of concerns being recognised and identified about the child/young person they hold the case for.

1.5.3 LADO - Local Area Designated Officer

Referring concerns about adults /allegations against staff who are working with children:

Statutory guidance places a clear responsibility on organisations to contact the LADO **within one working day** where it is alleged that a member of staff or volunteer who works with children has:

- Behaved in a way that has harmed a child or, may have harmed a child.
- Possibly committed a criminal offence against a child or related to a child.
- Behaved towards a child or children in a way that indicates that they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Behaviours are considered in the context of the four main categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Behaviours associated with inappropriate relationships or abuse of trust also come under this remit. Most allegations against staff and volunteers relate to their behaviour in the workplace. However, LADO procedures also apply when concerns relate to their personal life or the care of their own children.

LADO (Wandsworth):

Allegations against staff and volunteers who work with children - Wandsworth Borough Council

Telephone: 020 8871 6622 | Email: Lado@richmondandwandsworth.gov.uk | Name: Anita Gibbons

All allegations (that meet the criteria set out above) against adults who work in regulated activity with children, in statutory, independent or voluntary organisations must be referred to the Local Authority Designated Officer (LADO) in the borough or county where that person works.

1.6 PREVENTATIVE MEASURES

1.6.1 Curriculum integration

Safeguarding topics are embedded in the school curriculum through PSHE (Personal, Social, Health, and Economic education), online safety lessons, and assemblies. Students are taught about healthy relationships, consent, and where to seek help.

1.6.2 Supervision and safer recruitment

All staff and volunteers are recruited following safer recruitment practices, including background checks via the Disclosure and Barring Service (DBS). Supervision is in place to monitor staff-student interactions.

1.7 REGULAR REVIEW AND COMMUNICATION

1.7.1 Ongoing monitoring

Safeguarding is a standing agenda item in staff briefings, SLT meetings, governor meetings, and school development plans. Procedures are reviewed at least annually or in response to legislative changes. In addition, the safeguarding team meets weekly to discuss concerns, attendance and any other safeguarding-related matters. Externally reviewed by the Regional Director and the Aspiris Head of Safeguarding (education).

1.7.2 Collaboration with external agencies

The school will work closely with external safeguarding partners to ensure consistency and access to additional support when necessary. These include MASH, LADO, CAMHS, Police services and social care services.

7. Impact:

We regularly evaluate the effectiveness of our safeguarding policy and procedures to ensure they are protecting our students and supporting staff. The key indicators of success include:

1.8 SAFE SCHOOL ENVIRONMENT

Positive safeguarding culture: Staff and students report feeling confident in their understanding of safeguarding, knowing how to report concerns, and trusting that issues are dealt with effectively.

Fewer incidents: The number of safeguarding incidents is monitored, with trends and patterns analysed to identify risks and areas for improvement.

1.9 STUDENT WELLBEING AND EMPOWERMENT

Increased awareness: Students demonstrate an understanding of personal safety, know how to keep themselves safe (including online), and are empowered to seek help when needed.

Early intervention: Effective early intervention strategies ensure that students receive the support they need before problems escalate.

1.10 ACCOUNTABILITY AND COMPLIANCE

Legislative compliance: Regular audits and reviews confirm that the school remains fully compliant with KCSIE, Ofsted requirements, and local safeguarding procedures.

Effective response to concerns: Safeguarding concerns are dealt with swiftly and appropriately, with documented evidence of timely action, liaison with external agencies, and positive outcomes for children at risk.

1.11 CONTINUOUS IMPROVEMENT

Ongoing training: Staff receive regular updates and are aware of emerging safeguarding issues (e.g. peer-on-peer abuse, exploitation, radicalisation), ensuring the school adapts to new challenges and dynamics within its cohort.

Feedback loop: Feedback from staff, students, parents, and external safeguarding partners is regularly sought to improve safeguarding practices.

8. Keeping Children Safe In Education

The school will ensure that all staff within the school have read and understood Keeping Children Safe in Education (at least Part one) and that they are aware of updates when they are released.

The **key expectations for staff** from the *Keeping Children Safe in Education* (KCSIE) legislation focus on safeguarding and child protection responsibilities.

The absolute essentials that all staff need to know and adhere to include:

1. Safeguarding responsibility

- **Everyone's Duty:** Safeguarding and promoting the welfare of children is everyone's responsibility. All staff must be vigilant and proactive in identifying and addressing safeguarding concerns.

2. Understanding of Abuse Types

- Staff must be able to **recognise signs of abuse** (physical, emotional, sexual, neglect) and know that abuse can happen online or offline. They should be aware of less obvious signs, including peer-on-peer abuse and child-on-child harm.

3. Immediate Reporting of Concerns

- **Act Immediately:** If any staff member has a safeguarding concern about a child, they **must report it immediately** to the Designated Safeguarding Lead (DSL), following the school's safeguarding procedures.

4. Know the DSL and Deputies

- All staff must know who the DSL and Deputy DSLs are, and how to contact them. They must always follow the procedure for reporting concerns directly to the DSL.

5. Professional Boundaries and Conduct

- **Code of Conduct:** Staff must adhere to professional boundaries and avoid any behaviour that could be seen as inappropriate, ensuring clear and appropriate communication with students at all times.

6. Reporting Staff Concerns

- If a staff member has concerns about another adult's (including colleagues) behaviour towards children, they must report these concerns, even if they are unsure, to the headteacher or directly to the Local Authority Designated Officer (LADO).

7. Understanding Contextual Safeguarding

- Staff must be aware of **wider environmental factors** that could pose a risk to a child, such as risks from within the community (e.g., gangs, exploitation, radicalisation).

8. Importance of Early Help

- Staff should understand the importance of **Early Help** and be able to identify children who may benefit from early intervention. This might include issues such as family challenges or mental health needs.

9. Safer Recruitment Awareness

- If involved in recruitment, staff should be familiar with the principles of **safer recruitment** to ensure that the right checks are in place when hiring staff who will work with children.

10. Online Safety Awareness

- Staff must know the school's approach to **online safety** and be able to help students navigate the risks posed by the internet and social media.

These expectations are essential for ensuring that staff are well-prepared to protect children in all areas of school life.

11. Sharing of Information

- All leavers' safeguarding files will be sent to the next placement within five days of receiving confirmation of placement. This will be done by a member of the safeguarding team via either secure email using Egress or secure post.
- All new students' safeguarding files will be requested from the former placement by a member of the safeguarding team if not received within five days of the student joining the school.
- All staff will have daily briefing and regular debriefing relating to any safeguarding concerns or risk assessment changes relevant to their work with individual students.
- Parents/carers will be made aware of safeguarding concerns (where this does not put the young person at direct risk of harm), and parents/ carers' voice will be included in any actions taken by the safeguarding team.

9. 7 Golden Rules of Information Sharing

Seven Golden Rules for Sharing Information

1. **A child's safety comes first:** Protecting children from abuse or neglect is more important than protecting someone's privacy. The UK GDPR and Data Protection Act 2018 allow information sharing if it helps to keep a child safe from harm.
2. **Be open when it's safe:** If possible, tell the child and their carer(s) who you're sharing information with, what you're sharing, and why. If telling them could put the child at more risk (e.g., if the carers might harm the child), you don't need to inform them.
3. **Consent isn't always needed:** You don't need consent to share information if a child is at risk of harm. You need a legal reason to share, but protecting a child can be more important than getting permission. Try to be open and work with the child and their carer(s) where you can, but you can override their objections if necessary to keep the child safe.
4. **Ask for advice if unsure:** If you're not sure about sharing information, ask for help from your manager, safeguarding lead, or data protection officer. Don't delay sharing if a child is at risk – get advice quickly.
5. **Protect people's identities:** When sharing information, be careful to protect anyone's identity if there is a risk they might be harmed (e.g., the child, a carer, a neighbour). Take steps to keep their details safe.
6. **Share only what is needed:** Share only the relevant and accurate information needed to help protect the child and support their family. Don't share an entire case file unless it's necessary—just share what's required.
7. **Keep a record of your decision:** Whether you choose to share or not, always write down your reasons. If you decide not to share information, be ready to explain why, and reconsider if new information comes to light. Make sure you clearly explain your decision in your records

10. Missing Person Procedure

If a child or young person goes missing, call the Police on 999 immediately. You will need to provide details of last known location, appearance and what clothing the child/young person is wearing along with a summary of risks.

Notify parents, carers and social worker where applicable.

Also refer to: **ACS06 Missing from Care or Education**

11. Child Disclosure Procedure

A child or young person may disclose abuse to a staff member at any time when they feel safe and in a trusted relationship. Staff must respond appropriately, following guidance to ensure the child is supported and protected.

1. **Listen calmly:** Allow the child to speak freely. Don't interrupt or ask leading questions. Avoid expressing shock or disbelief.
2. **Reassure the child:** Let them know they've done the right thing by telling you. Say, "I believe you," and reassure them that they are not to blame.
3. **Do not promise confidentiality:** Explain that you will need to share the information with key people to help keep them safe. Be honest about what will happen next.

4. **Record the information:** As soon as possible, write down exactly what the child said in their own words. Include the time, date, location, and any witnesses present. Stick to the facts without adding assumptions or personal opinions.
5. **Report immediately:** Pass on the disclosure to the **Designated Safeguarding Lead (DSL)** straight away. If the DSL is unavailable, contact a deputy DSL or follow the school's safeguarding escalation procedures.
6. **Do not investigate:** Avoid asking probing or detailed questions. Leave any further investigation to safeguarding professionals or social services.
7. **Follow up:** Ensure that the concern is followed through according to safeguarding procedures. Make sure the child receives appropriate support and care.

12. The Seven Golden Threads

These are integral to the safeguarding policy, ensuring that safeguarding is at the heart of everything we do as a school:

- **Voice of the Child:** The procedure prioritises student welfare by ensuring that students are listened to and their concerns are taken seriously. This is embedded in the procedures for recognising and responding to safeguarding concerns, where staff are trained to be attuned to both verbal and non-verbal signs of distress.
- **Multi-Agency Working:** The policy emphasises collaboration with external agencies such as social services and the police. The referral process outlined in the procedure ensures timely involvement of these agencies to safeguard students.
- **Early Help:** Early identification of risk is a core aim of the procedure. The procedure supports staff in identifying students who may benefit from early help, preventing concerns from escalating into serious harm.
- **Understanding Risk:** The procedure ensures that staff understand a broad range of risks, including abuse, neglect, online safety, and emerging issues like child exploitation. Ongoing staff training ensures that they are equipped to assess and respond to these risks effectively.
- **Think Family:** The procedure considers the broader family context when safeguarding concerns arise, ensuring that family dynamics are part of the assessment and that safeguarding is not limited to the school environment alone.
- **Supervision and Support for Staff:** The policy includes provisions for regular supervision and support for the safeguarding team, recognising the emotional demands of dealing with complex cases and ensuring staff are well-supported in their roles.
- **Child-Centred Approach:** The policy is built on the principle that safeguarding must always be **student-centred**. Every action, from recognising concerns to making referrals, is guided by what is in the best interest of the child.

13. Legislation And Guidance

For more information and further reading, the following sources are recommended:

1.12 GOVERNMENT PUBLICATIONS:

Keeping children safe in education - GOV.UK (www.gov.uk)

- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children - GOV.UK (www.gov.uk)

- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

1.13 LEGISLATION:

1.13.1 The Education act 2002

Education Act 2002 (legislation.gov.uk)

- <https://www.legislation.gov.uk/ukpga/2002/32/section/175>

Section 175 of the Education Act 2002 sets out a requirement for schools – including nurseries, early years, and further education providers – to make arrangements to safeguard and promote the welfare of children.

In England, child safeguarding legislation is covered by three main acts:

- Children Act 1989
- Children Act 2004
- Children and Social Work Act 2017

Together, these provide the framework for child protection and safeguarding.

1.13.2 Children Act 1989

The Children Act 1989 provides the legislative framework for child protection in England. Key principles established by the Act include:

- the paramount nature of the child's welfare
- the expectations and requirements around duties of care to children.

- <https://www.legislation.gov.uk/ukpga/1989/41/contents>

1.13.3 Children Act 2004

This is strengthened by the Children Act 2004, which encourages partnerships between agencies and creates more accountability, by:

- placing a duty on local authorities to appoint children's services members who are ultimately accountable for the delivery of services
- placing a duty on local authorities and their partners to co-operate in safeguarding and promoting the wellbeing of children and young people.

- <https://www.legislation.gov.uk/ukpga/2004/31/contents>

1.13.4 Children and Social Work Act 2017

The Children and Social Work Act 2017 amends both the Children Act 1989 and the Children Act 2004 and received Royal Assent on 27 April 2017. Key provisions include:

- the Child Safeguarding Practice Review Panel was established to review and report on serious child protection cases that are complex or of national importance (Sections 12 to 15).

- the previous model of Local Safeguarding Children's Boards (LSCBs) has been replaced by local safeguarding partners who will publish reports on local safeguarding practice reviews (Section 17).
- child death review partners are required to review each death of a child normally resident in their area and identify matters that are relevant to public health and safety and children locally (Section 24).
- local authorities must appoint personal advisers for care leavers up to the age of 25 (Section 3).
- Social Work England is created as a regulatory body for the social work profession in England (Section 36).
- relationships education will be provided to primary school children and relationships and sex education will be provided (instead of sex education) in secondary schools (Section 34).
- <https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>

1.14 POLICY AND GUIDANCE

1.14.1 Working together to safeguard children

The Department for Education (DfE) published the latest version of [Working together to safeguard children](#), the key statutory guidance for anyone working with children in England, in December 2023. The guidance sets out how organisations and individuals should work together to protect children. It highlights the importance of implementing a child-centred approach while considering the needs of the whole family.

This latest guidance updates the previous version which was published in 2018 and updated in 2020.

1.14.2 Mandatory reporting of female genital mutilation (FGM)

This Home Office [guidance \(PDF\)](#) published in 2016 gives health and social care professionals, teachers and the police information on their responsibilities under the female genital mutilation mandatory reporting duty, which came into force on 31 October 2015.

Legislation provides the framework for safeguarding and child protection in England. It makes clear the expectations and requirements around duties of care to children and creates accountability for these.

1.15 THE PREVENT DUTY:

[Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#)

- <https://www.gov.uk/government/publications/prevent-duty-guidance>

[Making a referral to Prevent - GOV.UK \(www.gov.uk\)](#)

- <https://www.gov.uk/guidance/making-a-referral-to-prevent>

1.16 ONLINE SAFETY:

[CEOP Safety Centre](#)

- <https://www.ceop.police.uk/safety-centre/>
- **Student resource:** Are you worried about online sexual abuse or the way someone has been communicating with you online? Students can [Make a report](#) to one of CEOP's Child Protection Advisors

Homepage - UK Safer Internet Centre

- <https://www.gov.uk/government/publications/online-safety-act-explainer/online-safety-act-explainer>

Safer Internet Day 2024 - UK Safer Internet Centre

- <https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024>
- Keep up to date for the next **Safer Internet Day** event

Online Safety Act: explainer - GOV.UK (www.gov.uk)

- <https://www.gov.uk/government/publications/online-safety-act-explainer/online-safety-act-explainer>
- The Online Safety Act 2023 (the Act) is a new set of laws that protects children and adults online. It puts a range of new duties on social media companies and search services, making them more responsible for their users' safety on their platforms.

Home | Better Internet for Kids (europa.eu)

- <https://better-internet-for-kids.europa.eu/en/saferinternetdayen/home>

1.17 FURTHER READING FOR STAFF

NSPCC Learning | Safeguarding and child protection

- <https://learning.nspcc.org.uk/>

Safeguarding in schools | NSPCC Learning

- <https://learning.nspcc.org.uk/safeguarding-child-protection-schools>
- Includes **teaching resources** and sign up for newsletter

Home - South East Grid for Learning South East Grid for Learning (segfl.org.uk)

- <https://segfl.org.uk/>
- Includes **Online Safety resources**

7 minute briefings - Wandsworth Safeguarding Children Partnership (wscp.org.uk)

- <https://wscp.org.uk/find-help/professionals-and-volunteers/training/7-minute-briefings/>

Safeguarding one minute guides - Support for schools and settings (devon.gov.uk)

- <https://www.devon.gov.uk/support-schools-settings/safeguarding/guidance-policy-and-tools-2/safeguarding-one-minute-guides/>
- **Note:** Also localised to Devon County, the majority of these guides are applicable elsewhere in the UK.

Children's Services: Local Procedure Template

Contents Checklist (Local Services may add additional items – this is a core list)		
Local responsibilities	Risk assessments	
Contact plans	Access to email	
Correspondence	Access to social media	
Access to telephones	Children and young people's own communication devices	
Record keeping	'Local Rules' for safe and sensible communications and social media use	
Monitoring arrangements		

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions