

## Safeguarding and Child Protection Policy

Policy Reviewed	Ratified	Ratified By	Next Compulsory Date
May 2012	June 2012		
Feb. 2014	March 2014	KR, JK, KC, JC	annually
Dec. 2014	12 February 2015	The Governing Body	annually
Nov 2015	March 2016	The Governing Body	March 2017
March 2017	April 2017	The Governing Body	April 2018
June 2018	June 2018	The Governing Body	June 2019
October 2019	February 2020	KR, JK	September 2020

## Wapping High School

### Designated safeguarding staff contact details:

The Designated Safeguarding Lead (DSL) in this school is: Will Overill

Contact details: phone number 020 3597 3686 [willoverill@wappinghigh.org](mailto:willoverill@wappinghigh.org)

Deputy Designated Safeguarding Leads:

Tiffany Ingram (Head of Tyburn House) phone number 0203 597 3689 [tiffanyingram@wappinghigh.org](mailto:tiffanyingram@wappinghigh.org)

Hayley Charman (Head of Fleet House) phone number 020 3319 4322 [hayleycharman@wappinghigh.org](mailto:hayleycharman@wappinghigh.org)

The nominated Governor for Safeguarding is:

Mr Jake Kemp

Contact details: [jakekemp@wappinghigh.org](mailto:jakekemp@wappinghigh.org)

The Headteacher is: Gary Nelson

Contact details: phone number 020 3597 3675 [garynelson@wappinghigh.org](mailto:garynelson@wappinghigh.org)

The member of staff with the responsibility for the PREVENT programme is: Tiffany Ingram

Contact details: phone number 020 7193 688 [tiffanyingram@wappinghigh.org](mailto:tiffanyingram@wappinghigh.org)

The member of staff with responsibility for online safety is: Hayley Charman

Contact details: phone number 020 3597 3679/020 3597 3685 [hayleycharman@wappinghigh.org](mailto:hayleycharman@wappinghigh.org)

In this policy the 'Designated Safeguarding Team' refers to the following people:

Will Overill - DSL

Tiffany Ingram - Deputy DSL

Hayley Charman - Deputy DSL

Eghosa Osunde - Wapping High Welfare and Attendance Officer: [eghosaosunde@wappinghigh.org](mailto:eghosaosunde@wappinghigh.org)

Local Authority contacts are:

Tower Hamlets Child Protection advice line 020 7364 3444

Multi Agency Safeguarding Hub (**MASH**)

0207364 5601 / 0207364 5606

Children Social Care out of Hours Team (17:00 onwards)

020 7364 4079

**The Tower Hamlets LADO** (Local Authority Designated Officer - for allegations made against staff)

Melanie Benzie 0207 364 0677

Email: [LADO@towerhamlets.gov.uk](mailto:LADO@towerhamlets.gov.uk)

Children Missing in Education: 0207 3643450

**The updated Tower Hamlets Safeguarding Children Partnership (SCP) supplementary guidance on child protection procedures for staff working in schools and education settings is referenced alongside the revised 5th Edition of the London Child Protection Committee Procedures.**

**This policy complies with the latest guidance and updates in Keeping Children Safe in Education Sept 2019**

## **Principles of Safeguarding at Wapping High School**

Wapping High School is committed to ensuring that consistent and effective procedures safeguard and promote the welfare of the young people in its care. This document sets out the School's responsibility in relation to all aspects of the child protection and safeguarding process.

At Wapping High School we recognise the school's responsibility to follow the guidelines set out in the Department for Education's statutory guidance "Keeping Children Safe in Education 2019". All staff have an equal responsibility to be vigilant and act on any suspicion or disclosure that may suggest that a child is at risk of harm as specified in this guidance. All children have an absolute right to a childhood free from abuse, neglect or exploitation.

## **Informing Principles**

- All children, in whatever setting, have an equal right to protection from abuse, neglect or exploitation.
- Parents have a right to be informed about any concerns about a child's welfare or any action taken to safeguard and promote a child's welfare, providing this does not compromise the child's safety. Exceptions will include; cases of sexual abuse, Fabricated or Induced Illness (FII, previously Munchausen's Syndrome) or circumstances where to inform a parent would put a child at greater risk.
- Children are best protected when professionals work effectively together and share responsibility for protective action.
- There is not a conflict between a School's need to discharge its child protection responsibilities and its wish to work in partnership with parents.

- Where there are possible concerns about a child's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a child is on the "List of Children with a Child Protection Plan", information about the child and his/her circumstances should only be shared on a "need to know" basis.
- Issues of Child Protection and Safeguarding are raised with students through the PSHE and Citizenship Curriculum.
- Wapping High School has in place safeguarding systems that deter possible abusers who may have access to students whilst the school is *in loco parentis*, and will manage effectively any allegations or concerns about abuse when they arise.
- When children make allegations about abuse or neglect, they should always be listened to and have their comments taken seriously. Where appropriate, referrals should be made to Social Services as they and the Police are responsible for undertaking the investigation.
- Safeguarding is not just about protecting children from deliberate harm. Consequently Wapping High School has systems in place to:
  - ✓ address bullying and racist abuse, harassment and discrimination,
  - ✓ give guidance to staff about the use of physical intervention
  - ✓ meet the needs of students with medical conditions
  - ✓ provide first aid
  - ✓ provide education about drug and substance abuse
  - ✓ provide education about internet safety and to ensure the school network is used correctly
  - ✓ regularly evaluate the security of the school site

### **Aims of the Safeguarding Policy**

This policy aims to provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.

The school has a responsibility to:

- Ensure consistent good practice across the school
- Demonstrate the school's commitment with regard to safeguarding children
- Continue to develop awareness in all staff of the need for Child Protection and their responsibilities in identifying potential abuse
- Ensure that all staff are aware of and follow the child protection referral procedures within the school
- Monitor children who have been identified as 'at risk' through their vulnerability (see KCSIE 2019)
- Ensure that outside agencies are involved where appropriate
- Ensure that key concepts of Child Protection are integrated within the curriculum especially via PSHE Aspire days.
- Create an environment where children feel secure, have their viewpoints valued, are encouraged to talk and are listened to.
- Ensure pupils of all ages are protected from the possibility of exposure to radicalisation/extremism.
- Provide an appropriate level of safeguarding training for parents, staff, students and governors
- Provide staff members with safeguarding and child protection updates (for example, via email, emailed bulletins and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard effectively.

- Ensure staff adopt an ‘it could happen here’ approach to safeguarding, staff adopt the best practice of “A worry, is a concern, report it”.
- Protect its students from maltreatment regardless of gender, ethnicity, religion, sexual identity and ability.
- Prevent impairment of student’s health or development
- Protect pupils from abuse, neglect or exploitation
- Address bullying and racist abuse, harassment and discrimination
- Provide First Aid and meet the needs of pupils with medical condition
- Provide education about drug and substance abuse
- Provide education regarding about internet safety and what is meant by safe online behaviour, to ensure the school network is used correctly
- Ensure that students and young people are growing up in circumstances consistent with the provision of safe and effective care
- Undertake the child protection and safeguarding role so as to enable students to have optimum life chances and to enter adulthood successfully.

## **Roles and Responsibilities**

The following section outlines the safeguarding roles and responsibilities of individuals and groups within the school:

### **Governors:**

The nominated Governor for Child Protection and Safeguarding is Mr Jake Kemp. The nominated Governor will liaise with the local authority and/or partner agencies as appropriate, in the event of allegations of abuse against the Head. The nominated Governor must receive Child Protection and Safeguarding training every 3 years.

The Governors are aware of who has responsibility for child protection in the School and have notified the London Borough of Tower Hamlets of the names of these people.

The Governing Body provides, via the Head, the safeguarding information that is requested by the Local Authority.

The Governing Body will review annually the training and the responsibilities of its members.

Governors are responsible for ensuring Prevent issues are being addressed through the curriculum and that the safeguarding policy reflects vulnerability to radicalisation.

The Governing Body is responsible for extended school activities on the school site before and after school except where it has a transfer of control agreement so that other bodies are responsible. Where the Governing Body provides services or activities directly under supervision or management of school staff the school’s arrangements for safeguarding children and child protection will apply.

Where services are provided separately by a third party, the Governing body are responsible for ensuring that the third party has appropriate policies and procedures in place in regard to safeguarding children and child protection. The Governing body will scrutinise the School’s child protection and safeguarding procedures and make recommendations for improvements.

The Governing Body of Wapping High School is committed to taking a full and active part in the multi-agency response to child protection concerns to ensure that all students remain safe and free from harm and this document sets out the School's position in relation to all aspects of the child protection and safeguarding process.

The Governing Body is responsible for ensuring that measures for Child Protection and safeguarding are established within the school. If lower level concerns or needs (i.e. not child protection) are identified about a particular student the Tower Hamlets Common Assessment Framework would be followed.

The Governing body's responsibilities include:

- ensuring that an effective safeguarding policy is in place, together with a staff behaviour policy.
- appointing a designated safeguarding lead who should undergo child protection training every two years.
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- making sure that children are taught about how to keep themselves safe.

The Governing body must, in addition, prevent people who pose a risk of harm from working with children by:

- adhering to statutory responsibilities to check staff who work with children.
- taking proportionate decisions on whether to ask for checks beyond that which is required.
- ensuring that volunteers are appropriately supervised.
- making sure that at least one person on any appointment panel has undertaken safer recruitment training.
- ensuring there are procedures in place to handle allegations against members of staff and volunteers
- making sure that there are procedures in place to handle allegations against other children.
- putting in place appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions.

Governors are responsible for the approval of the Safeguarding Policy (incorporating online safety and Prevent) and for reviewing the effectiveness of the policy. This will be carried out by the Governors / Sub Committee receiving regular information about incidents and monitoring reports.

- A member of the Governing Body has taken on the role of the Safeguarding Governor. The role of the Governor will include:
- meetings with the Designated Safeguarding Lead (including Prevent and online safety).
- monitoring of incident logs.
- reporting to relevant Governors / committee meetings.
- ensuring statutory requirements of the policy are met, e.g. annual review.

### **Headteacher's responsibilities include:**

- The Headteacher has a duty of care for ensuring the safety of members of the school community, through the day to day responsibility for safeguarding will be delegated to the named officers.
- The Headteacher and (at least) another member of the Senior Leadership Team / Senior Management Team should be aware of the procedures to be followed in the event of a serious allegation being made against a member of staff.
- The Headteacher / Senior Leaders are responsible for ensuring that the safeguarding officers and other relevant staff receive suitable training to enable them to carry out their roles and to train other colleagues, as relevant.
- The Headteacher / Senior Leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal monitoring role. This is to provide a safety net and also support those colleagues who take on important monitoring roles.
- The Senior Leadership Team will receive regular monitoring reports from the Designated Safeguarding Lead.

### **Designated Safeguarding Lead.**

The designated safeguarding lead takes responsibility for safeguarding and child protection and is a member of the Senior Leadership Team.

### **Deputy designated safeguarding leads.**

Deputies are trained to the same standard as the designated safeguarding lead. Whilst the activities of the designated safeguarding lead can be delegated to leads for individual actions on Prevent or online safety, the ultimate lead responsibility for child protection remains with the designated safeguarding lead.

The responsibilities of the Designated Safeguarding Lead include:

- to take day to day responsibility for safeguarding issues and have leading roles in establishing and reviewing the school policies / documents.
- to ensure that all staff are aware of the procedures that need to be followed in the event of an incident taking place.
- to ensure that all staff and students can identify the Designated Safeguarding Lead and Deputies for Child Protection.
- to provide training and advice for staff to raise awareness and confidence on child protection procedures and to ensure new staff are aware of these procedures.
- to liaise with relevant bodies and follow up assiduously with children's services if referrals are not having an impact, so as to ensure that students' needs are addressed by children's services'.
- to refer promptly all cases of suspected child abuse to the local Children's Services department (via the Duty Line 020 7364 3444) or the police child protection team.
- If a referral has been made concerning a child in immediate risk of serious harm and the situation does not appear to be improving, the designated safeguarding officer making the referral should press for reconsideration.
- to maintain and update as necessary the Child Protection Monitoring List.

- to organise regular training on Child Protection within the School (teaching + non-teaching staff).
- to co-ordinate action where child abuse is suspected.
- to keep a complete record of referrals and outcomes.
- to facilitate and support the development of a whole school policy on Safeguarding Children.
- to attend case conferences, review meetings, strategy meetings or nominate an appropriate member of staff to attend on his/her behalf.
- to maintain records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a “need to know basis”.
- to liaise with the school health advisor to keep an up to date record of pupils subject to a CP Plan, the pupils who are CIN (Child In Need) and those considered Vulnerable.
- to keep up to date with current practice by participating in training opportunities wherever possible.
- to attend the 2-yearly level 3 Safeguarding course as required by Safeguarding legislation.
- to ensure all staff receive a copy of ‘Keeping children safe in education 2019’ statutory guidance.
- to monitor reports of incidents and create a log of incidents to inform future developments.
- to meet regularly with Governors to discuss current issues and review incident logs.
- to attend relevant meetings / committee of Governors.
- to report regularly to the Senior Leadership Team.
- to support staff who make their own referrals to children’s services/Channel
- to refer cases to Channel
- to liaise with the case manager/LADO re allegations.

## **Parents and Carers**

Parents have a right to be informed about any concerns about a child's welfare or any action taken to safeguard and promote a child's welfare, providing this does not compromise the child's safety. Exceptions will include; cases of sexual abuse, Fabricated or Induced Illness (FII, previously Munchausen’s Syndrome) or circumstances where to inform a parent would put a child at greater risk.

When children make allegations about abuse or neglect, they should always be listened to and have their comments taken seriously. Where appropriate, referrals should be made to Children’s Services as they and the Police are responsible for undertaking the investigation.

## **School Procedures – Child Protection**

The school’s Designated Safeguarding team will decide on the necessary course of action for any child protection concern in the school and will liaise with Children’s Services and other relevant agencies as appropriate. Every member of the school staff has a legal responsibility to report any concerns they have regarding the safety and welfare of a student. This should be done immediately to one of the Designated Safeguarding team and in writing using the online Child Protection Snippet. The school’s safeguarding policy and guidelines on how to recognise the four categories of abuse are available on the Wapping High School drive in the Safeguarding folder.

- When a child discloses information to a member of staff it is imperative that at the earliest, and most appropriate opportunity, the child is informed that confidentiality cannot be guaranteed in respect of child protection issues.
- The Designated Teacher(s) for Child Protection and Safeguarding will then decide on the appropriate course of action.

A member of staff is concerned about the safety/welfare of a child as a result of:

- The child's appearance or behaviour
- Something the child has written in their work
- Something a child discloses to you

Please report any concerns you may have to the Designated Safeguarding team. Explain to the child as soon as possible that you will need to pass this on to the Designated Safeguarding Lead or Deputies. Write a record of the conversation. In the absence of any of the Designated Teachers for Child Protection and Safeguarding report your concerns directly to the Head Teacher, Mr Nelson.

### **Dealing with disclosures of abuse:**

If a child discloses Child Protection information to you with regards to physical, sexual, emotional abuse or neglect there is a protocol that should be followed to support the child. Please follow these guidelines:

- Do reassure the child that they have done the right thing by telling you.
- Stay calm and be available to listen.
- Listen with the utmost care to what the child is saying.
- Inform the child that you have a legal duty to pass this information on to the relevant member of staff.
- Do not put words into the child's mouth and note the main points carefully.
- Question normally without pressurising.
- Do ask them what has happened but you do not need the full details.
- Do ask them when the incident occurred, for example, in the last 24 hours, less than a week ago, a month ago or a year ago.
- Do ask where the incident(s) took place.
- Do ask for the complainant's name.
- Do ask for the child(ren)'s age(s).
- Do not ask leading questions.
- Do not tell the person who is the subject of an allegation.
- Do assure the child/student that you will report what they have told you to only those people who need to know.
- Do not promise to keep it a secret. The information must be referred to the appropriate agencies.
- Do not indicate to the student any clue that you might already have information about the situation.
- Immediately inform the designated teacher for safeguarding children.
- Do not discuss disclosures with colleagues; the information is to remain confidential.
- Do make notes immediately after you have finished meeting with the student. Keep a full record – date, time, what the child did, said, etc. This should be completed as soon as possible and handed to the Designated Safeguarding Lead.
- Do inform the Designated Safeguarding Lead as soon as possible. You will be required to complete a Child Protection referral form (see appendix four).

- If the child is in imminent danger please refer to the Designated Safeguarding Lead or contact Mr > Nelson, the Head Teacher (emergency contact for Mr. Nelson is 020 3597 3675)
- Do complete a written transcript within 24 hours using a Wapping High School Child Protection form "CP snippet" and email this to the Designated Safeguarding Lead (see appendix 1)
- Any member of staff can make a direct referral to the local authority Duty Line if unhappy with the school's response to a record of concern/referral.
- In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, any staff member can speak directly to a child's social care and/or the police immediately. The staff member should inform the Designated Safeguarding Lead as soon as possible.

### **Monitoring and Record Keeping.**

All incidents are reviewed, recorded and monitored and the views of the child are sought and understood. It is essential that accurate records be kept where there are concerns about the welfare of a child. These records are kept in secure, confidential files, which are separate from the child's school records. These records are stored in the Designated Safeguarding Lead's office. The child protection files are to be kept secure for 7 years following a pupil leaving the school. If a pupil transfers to another school a copy of the child protection file should be kept, the original should be sent securely to the new school. The school keeps updated a central record of pupils subject to CP plans, CIN and also pupils considered to be vulnerable.

Staff must keep the Designated Safeguarding Lead and Deputies informed of:

- Poor attendance and punctuality.
- Concerns regarding appearance/dress.
- Changed or unusual behaviour.
- Concerns regarding health and emotional well-being.
- Deterioration in educational progress.
- Discussions with parents/cares about concerns relating to their child.
- Concerns about home conditions or situations.
- Concerns about pupil on pupil abuse (including serious bullying and cyber-bullying).
- Concerns about extremism and radicalisation.

When there is suspicion of significant harm to a child and a referral is made, as much information as possible should be given about the nature of the suspicions, the child and the family. The school keeps a record of the referrals made to the Local Authority Duty Line.

### **Extended school and off-site arrangements.**

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment

procedures. When our children attend off-site activities, we will check that effective child protection arrangements are in place.

### **Staff training.**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All staff receive safeguarding training every three years and have updated guidance shared annually during the INSET session on the first day of the Autumn term. Safeguarding updates are provided throughout the academic year via staff briefing and through the sharing of slide presentations and emails.

In addition, new staff and governors will receive training during their induction. (All staff and governors will receive annual training).

In addition all staff receive the most recent copy of the Department for Education's latest guidance on 'Keeping Children Safe in Education 2019'.

During the course of the year designated safeguarding staff will also be involved in providing training sessions for staff covering areas such as Prevent, online safety and others.

Staff are to encourage a culture of listening to children and taking account of their wishes and feelings, in any measures the school or college may put in place to protect them. Staff will know how to report any concerns using the Google Form for reporting safeguarding concerns, as they are familiar with and well supported in their understanding of the school's child protection measures.

All supply/temporary staff will be expected to be familiar with this policy before they start work at this school.

### **Recognition: Child Protection Guidance for staff.**

The first indication of concern about a student's welfare is not necessarily the presence of serious injury.

Concerns may be because of:

- bruises or marks on a student's body
- remarks made by the student, another student, parent or another adult
- observations about the student's behaviour
- unexplained changes in behaviour or personality
- evidence of disturbance or explicit detail about abuse or possible abuse in the student's play, drawing or writing
- evidence of neglect or failure to thrive or exposure to unnecessary risks
- unauthorised absence from school
- information about the parent(s)/carer(s) of the child or their home background

Child Protection Guidance for Staff Child abuse can be categorised into four distinct types:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Physical Neglect

A child can be at risk from any combination of the four categories above.

Safeguarding can involve a range of potential issues such as:

- child sexual exploitation (CSE)
- peer on peer abuse: bullying, including cyber-bullying (by text message, on social networking sites, and so on), sexting and prejudice-based bullying
- domestic abuse (DA)
- drugs / substance misuse
- fabricated or induced illness (FII)
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- racist, disability, and homophobic or transphobic abuse
- radicalisation and extremist behaviour
- sexting
- sexual exploitation
- teenage relationship abuse
- upskirting

### **Types of Abuse:**

The following are some signs often associated with particular types of child abuse and neglect:

physical abuse, neglect, sexual abuse, and emotional abuse.

It is important to note, however, that these types of abuse are more typically found in combination than alone. A physically abused child, for example, is often emotionally abused as well, and a sexually abused child also may be neglected.

### **Signs of Physical Abuse:**

Physical abuse occurs when a child is physically injured by non-accidental means. Some examples of physical abuse include:

- excessive discipline or punishment;
- burning, tying up or slapping the child;
- giving alcohol or unsuitable drugs;
- trying to suffocate the child;

Consider the possibility of physical abuse when the child:

- Has unexplained burns, bites, bruises, broken bones, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Seems frightened of the parents and protests or cries when it is time to go home
- Shrinks at the approach of adults
- Reports injury by a parent or another adult caregiver

Consider the possibility of physical abuse when the parent or other adult caregiver:

- Offers conflicting, unconvincing, or no explanation for the child's injury
- Describes the child as "evil," or in some other very negative way
- Uses harsh physical discipline with the child
- Has a history of abuse as a child

### **Signs of Neglect:**

Neglect is the deliberate denial of a child's basic needs. Some examples that would be classified as abuse are:

- failure to give the child adequate food
- failure to provide the child shelter or clothing
- denying the child proper medical care and supervision

Consider the possibility of neglect when the child:

- Is frequently absent from school
- Begs or steals food or money
- Lacks needed medical or dental care, immunizations, or glasses
- Is consistently dirty and has severe body odour
- Lacks sufficient clothing for the weather
- Abuses alcohol or other drugs
- States that there is no one at home to provide care

Consider the possibility of neglect when the parent or other adult caregiver:

- Appears to be indifferent to the child

- Seems apathetic or depressed
- Behaves irrationally or in a bizarre manner
- Is abusing alcohol or other drugs

### **Signs of Sexual Abuse:**

Sexual abuse occurs when a child is exploited for sexual gratification or made to do a sexual activity by an adult. It also includes exposing a child to forms of sexual acts or pornographic materials. Sexual assault is a crime and it must be reported to the Designated Teacher(s) responsible for Child Protection and Safeguarding.

Examples of sexual abuse are:

- having sex with a child
- failure to protect the child from sexual advances
- fondling a child's private parts
- exposing the child to forms of sexual acts or pornographic materials.

Consider the possibility of sexual abuse when the child:

- Has difficulty walking or sitting
- Suddenly refuses to change for gym or to participate in physical activities
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behaviour
- Becomes pregnant or contracts a venereal disease, particularly if under age 14
- Runs away
- Reports sexual abuse by a parent or another adult caregiver

Consider the possibility of sexual abuse when the parent or other adult caregiver:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
- Is secretive and isolated
- Is jealous or controlling with family members

### **Signs of Emotional Maltreatment**

Emotional (or psychological) abuse refers to the significant impairment of a child's social, emotional, cognitive and intellectual development, and/or disturbances of the child's behaviour. This may result from behaviours such as persistent hostility, ignoring, blaming, discriminating or blatant rejection of the child.

Some examples that could be classified as abuse are:

- telling the child that he or she is useless or worthless
- rejecting the child physically and emotionally

- verbally abusing and threatening the child
- forcing the child to do things not appropriate for his or her age e.g. cyber-bullying and grooming via the internet

Consider the possibility of emotional maltreatment when the child:

- Shows extremes in behaviour, such as overly compliant or demanding behaviour, extreme passivity, or aggression
- Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
- Is delayed in physical or emotional development
- Has attempted suicide
- Reports a lack of attachment to the parent

Consider the possibility of emotional maltreatment when the parent or other adult carer:

- Constantly blames, belittles, or berates the child
- Is unconcerned about the child and refuses to consider offers of help for the child's problems
- Overtly rejects the child

Children may witness domestic abuse which involves any incident of threatening behaviour, violence or abuse between adults who are or have been in a relationship together, or between family members, regardless of gender or sexuality.

### **Grave concern/at risk:**

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

### **Students with SEND**

Students with SEND can present challenges and extra barriers can exist when recognising abuse and neglect in this group of students. For example:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

## Peer on peer abuse

Wapping High School sets out clearly its response to peer on peer abuse in the Anti-Bullying Policy, from where these extracts have been taken to explain how we are vigilant regarding any reporting of abuse, from allegation to response. Wapping High follows advice from DfE publication on “Sexual violence and sexual harassment between children in schools and colleges.” (see Appendix 2 for link to DfE guidance.)

## How to report bullying

1. A Student Incident Form can be collected from the school office or from a member of the Pastoral Team. Students may also email their concerns to [safe@wappinghigh.org](mailto:safe@wappinghigh.org) (see WHS Anti-Bullying policy), and a link can be found on their Google home screen. Students can also email the designated safeguarding email address if they have concerns. Posters for this are displayed in all classrooms, in student planners and open learning areas.
2. All the relevant information must be completed on the form, which can then be handed to a Head of House, the Student Post Box on the Ground Floor, or the online form/email will be submitted to the Pastoral Team.
3. Students may also report bullying verbally, and can do this by making an appointment to see the Attendance and Welfare Officer, their tutor or a member of the Pastoral team.
4. The Head of House has overall day-to-day responsibility for dealing with reported incidents and will forward details to the relevant members of staff to investigate.
5. Alternatively any member of staff can be approached to report incidents of bullying, and they in turn will report to the Head of House.

## Procedures

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. The Head of House must be informed immediately.
3. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim’s verbal statement. The staff member should also record their account if they witnessed the bullying.
4. The Head of House will interview all concerned and will record the incident on the School’s SIMS database.
5. Parents will be kept informed through a telephone call by the Head of House.
6. Subject teachers will be kept informed and asked to monitor the situation.
7. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, internal and fixed-term exclusions, and in the event of persistent bullying, permanent exclusion. Where appropriate the Headteacher may inform the police.
8. Mediation will take place between the students involved, and an Anti-Bullying Assurance form completed to ensure the student understands the steps to undertake to ensure they are not involved in bullying again.
9. Students who are involved in incidents of bullying will also need to sign an Anti Bullying Assurance Form to show that they are willing to make changes to their behaviour.
10. There will be a bi-annual audit and analysis of incident logs and interventions to continually improve practice.

This School has set procedures to follow in implementing sanctions where a bullying incident has occurred, and as described above, sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Each child and parent/carer has signed the The ICT user agreement which states that Wapping High School aims to empower pupils to be purposeful, creative and safe users of ICT. This agreement is signed when students join the school and is also in their student planner.

If a bullying incident is directed at a pupil or staff member using technology either inside or outside school the following action should be taken:

1. advise the recipient not to respond to the message.
2. secure and preserve any evidence.
3. notify parents involved if an incident is discovered in school.
4. consider informing the police depending on the severity or repetitious nature of the offence.

### **Strategies to reduce bullying**

Wapping High School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- The consistent promotion and use of the [Attitudes for Learning Policy](#), which requires all pupils to respect the rights of others;
- The reinforcement of the clear message that violence has no place at Wapping High School;
- Consultation with the 'Student Voice' on appropriate action;
- Posters and images displayed around school and pledges in planners reinforcing expectations on anti bullying, community cohesion ('we're listening posters' around school displaying how to report concerns).
- Take part in initiatives such as Anti-Bullying Week;
- Celebration of LGBT History month.
- Training for all members of staff on anti-bullying policy and strategy;
- The supervision by School staff of all play areas at lunch times and breaks;
- Providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied;
- A clear policy of mobile phones not permitted to be in use during school hours;
- The celebration of all student backgrounds and cultures through assemblies;
- During assemblies and PHSE learning sessions, discuss and explore bullying issues with the children;
- Raising awareness of cyber-bullying and teaching children to safely use technology (including mobile phones, email and the Internet);
- All websites accessed in School are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headteacher. Action will be taken and recorded;
- Effective recording systems via the school data base on SIMS;
- Work with multi-agency teams including police and Children's Services as appropriate;
- Contact the parents of both the child being bullied and the bully;
- Challenge sexual content within verbal abuse, especially challenging the word 'gay' and other homophobic language

## **Female Genital Mutilation (FGM) / Honour-based Violence (HBV)/ Violence Against Women and Girls (VAWG)**

Comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. The Designated Safeguarding Lead will alert the police if it appears that an act of FGM has been carried out.

All forms of so called 'honour-based' violence (HBV) are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead.

Please consult Annex A in Keeping Children Safe in Education 19 for specific guidance relating to FGM reporting duty, HBV and Violence against Women and Girls (VAWG).

Wapping High School has worked with Amy-Kate Garwood in training and awareness for staff in 2019 with relation to VAWG, covering: domestic abuse, sexual abuse, child sexual exploitation, 'honour based abuse', forced marriage and female genital mutilation.

## **Child Sexual Exploitation (CSE)**

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

## **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes, they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carer (KCSIE 2019) 6.2 Children with family members in prison: Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. (KCSIE 2019)

## **Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>102</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation: • can affect any child or young person (male or female) under the age of 18 years • can affect any vulnerable adult over the age of 18 years • can still be exploitation even if the activity appears consensual • can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence • can be perpetrated by individuals or groups, males or females, and young people or adults; and • is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be, the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources. (KCSIE 2019)

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college, staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation. (KCSIE 2019)

Tower Hamlets Safeguarding Childrens' Board Multi-Agency Safeguarding Thresholds Guidance  
<https://proceduresonline.com/trixcms/media/1371/guidance-final-th-multi-agency-threshold-v7.pdf>

## **Private fostering**

Wapping High School follows this advice from Tower Hamlets:

*Private fostering is when a child or young person aged under 16 (or under 18 if they are disabled), is cared for and provided with accommodation for 28 days or more by an adult who is not a close relative.*

*A close relative is an aunt, uncle, step-parent, grandparent or sibling, but not a cousin, grand aunt/uncle or a family friend.*

*From 1 July, 2005, the government introduced a legislation and guidance on private fostering. Parents have a responsibility to ensure that their child is in a suitable and safe private fostering arrangement. Parents and carers have a legal duty to tell the London Borough of Tower Hamlets at least six weeks before the arrangement is due to start.*

*If the arrangement is due to start within six weeks or is already in place, then you must tell the Private Fostering Social Work team at the London Borough of Tower Hamlets immediately.*

*The law states that you must tell us of a private fostering arrangement within the timescales outlined above. This information will help us to ensure that the child is well looked after and does not come to any harm. Failure to inform the council may result in legal proceedings taking place.*

*There are many private fostering situations. These can include:*

- *children or young people who are sent to this country for education or health care by their birth parents from overseas*
- *children or young people whose parents are from overseas and who work or study long and/or antisocial hours*
- *children or young people who are living with a friend's family as a result of parental separation, divorce or arguments at home*
- *children or young people living with their partner's family*

*Tower Hamlets have a legal duty to ensure that any child or young person is in a suitable and safe private fostering arrangement. We will make regular visits to your child and his/her private foster carer. The team also provides help and advice where necessary.*

*It is an offence not to notify Tower Hamlets of a private fostering arrangement.*

*If you are aware of a child or young person who may be in a private fostering arrangement or who may be potentially be placed in a private fostering arrangement, you should contact the private fostering team immediately.*

Please see more details here:

<https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/Adoption-and-fostering/Foster-carer/Private-Fostering-Statement-of-Purpose-2009.pdf>

## **Serious Violence**

WappingHigh recognises the need for early referral and multi agency working as outlined in DfE

guidance here:

<https://www.gov.uk/government/publications/preventing-serious-violence-a-multi-agency-approach/preventing-serious-violence-summary>

as well as KCSIE19.

### **Visitors to School:**

All visitors to the school must report to reception and sign in, detailing the person they are here to visit and the time of arrival. A visitors badge will be issued. Visitors must be escorted by staff at all times and escorted to the exit at the end of a visit. The visitor must then hand in their badge and sign out at reception, with the time of exit being recorded and checked.

This is covered in the separate visitors' policy (see appendix)

### **Contractors:**

- All contractors are required to report to the premises staff on their arrival.
- They should be wearing an ID badge at all times.
- Staff should feel confident to challenge anyone in school without an ID badge on display.
- All employees of school appointed contractors are required to have DBS clearance.
- Contractors will be informed of this by the Premises team when quotes are submitted for work.

### **Allegations against staff.**

No school staff should place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. All Staff should be aware of the school's expectations and the Staff Conduct policy. Guidance about safeguarding and child protection, including online safety, will be given at induction and policies are available in the school's network drive as well as on the school website. **If an allegation is made by a student against a member of staff, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.** The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Head teacher. If the allegation is against the Head Teacher it should be taken directly to the Deputy Head teacher and through him to the Chair of Governors. When concerned about the welfare of a child, staff members should always act in the interests of the child.

The School follows the DFE guidance 2019 "Keeping Children Safe in Education" on allegations of abuse against staff (Part 4 p53) as well as the guidance provided in Section 16 of The Sexual Offences Act 2003 alongside Tower Hamlets Safeguarding Children Board's Supplementary Guidance for Managing Allegations of Abuse Against Staff Members (2019). Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, the school's whistleblowing policy may be followed. However, other channels may be open. All allegations against any adult which have implications for the safety and welfare of children will be taken seriously and investigated in line with the school's other policies and in accordance with Safeguarding Children and Safer Recruitment in Education 2006 and must be notified to the Local Authority Designated Officer (LADO).

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) When concerned about the welfare of a child, staff members should always act in the interests of the child.

This advice should be read in conjunction with Procedures for Dealing with Allegations of Abuse against Staff policy

### **Physical Intervention.**

We acknowledge that staff must only ever use physical intervention as a last resort. It should only be used to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Such events should be recorded and signed by a witness. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures

### **Monitoring and Evaluation.**

The Designated Safeguarding Lead and governor will be responsible for ensuring that this policy is monitored and evaluated regularly. This will be undertaken through formal audits of incidents and a yearly review which will be presented to the Head Teacher reported to the Governing Body. In addition a yearly external review will be carried out.

### **Procedures:**

All adults will receive Child Protection and Safeguarding Awareness training every 3 years. The Training covers the following:

- how to identify signs of abuse
- what to do if you suspect abuse

- confidentiality
- reference to the Child Protection and Safeguarding Policy and related policies

All adults receive Child Protection and Safeguarding training as appropriate as part of their induction programme upon joining the School

If the School receives information about a child which suggests that she has been actually abused or neglected or that this is likely, the School has a duty to refer these concerns to Children's Services Department or Police. The school has no discretion in this matter. In these circumstances the Tower Hamlets Safeguarding Children Partnership (THSCP) arrangements for child abuse investigation procedures will apply.

In either case parents will be informed of what has happened at the earliest opportunity consistent with the child's best interests.

It is important to remember that a referral or consultation with the Children's Services is an expression of concern about a child's welfare. It is not an accusation or a presumption of responsibility about a parent/carer.

In the course of an investigation, the Children's Services or Police might wish to speak to a child, without parental knowledge or consent. The Head, acting *in loco parentis*, has discretion to sanction this to allow the authorities to explore concerns and to determine whether there are grounds for further action. In these cases, the Head will ensure that the child's welfare is secured and the child has access to a trusted adult.

The Head will not allow a child to be removed from School premises without either:

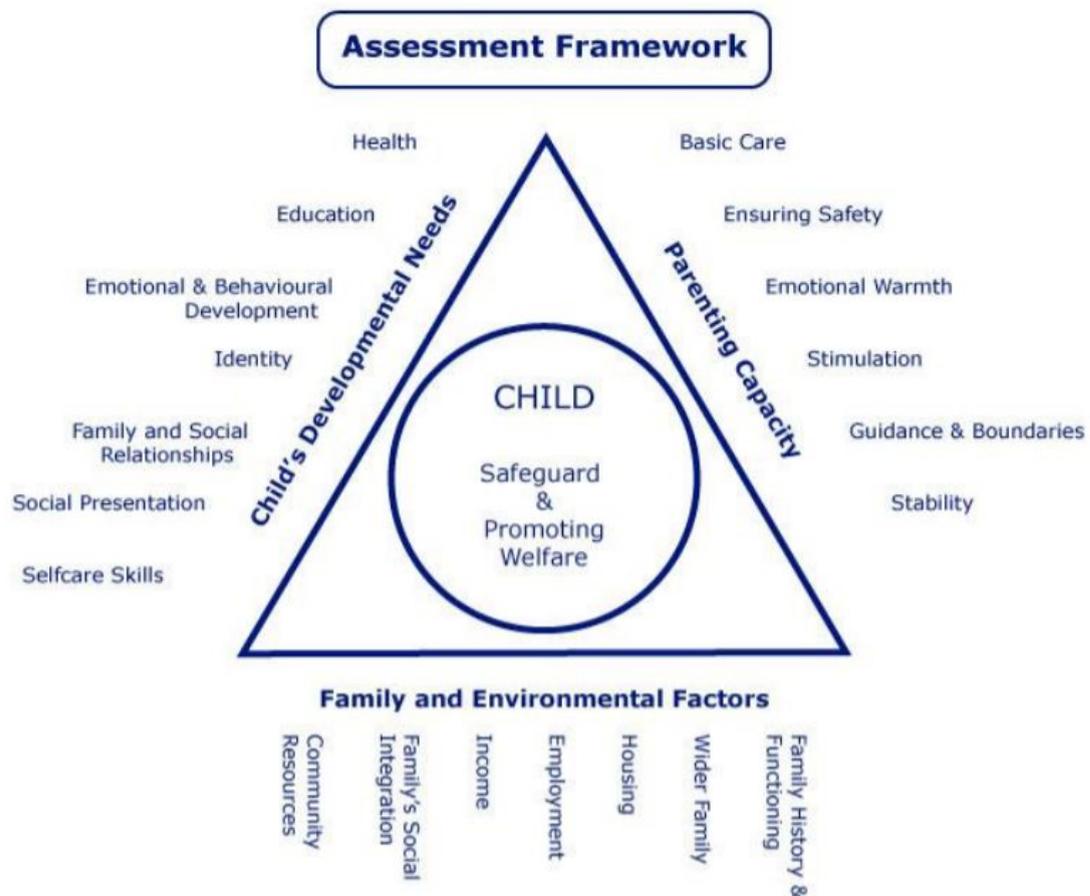
- parental consent;
- an order of the Court or a Police Protection Order, or
- the child's own consent (providing the child is deemed by the Head of an age and understanding to give informed consent), i.e. in the opinion of the Head has sufficient maturity to understand what is involved and has sufficient understanding and intelligence to be capable of making up her own mind on the issue.

If the School has general concerns about a child's welfare, these will be raised with parents/carers at an early stage in an attempt to work together to remedy the situation. The School may arrange a meeting to discuss these concerns if they persist over a period of time. This is voluntary and needs parental and the child's consent for information to be shared and the meeting to be held. If necessary the school will complete an Early Help Assessment (EHA).

In all of the above circumstances, the DSL will keep a confidential record of concerns and actions.

### **Considering a Child's needs.**

When considering the needs of a child the Tower Hamlets Safeguarding Children Partnership (THSCP) guidance is referred to, so as to ensure that the child's needs can be assessed in full.



## Child protection conferences

If a student becomes the subject of a child protection conference the School will be represented and will provide information about the child and his/her family. Usually this will be in the form of a written report, which will be shared with parents/carers prior to the meeting. If the School provides a verbal report, the parents/carers will be informed of what is to be said prior to the conference.

Occasionally the School may have information which is confidential and which will be shared in a closed section of the conference. In these circumstances, the Chair of the conference will discuss the matter with parents/carers.

When any child becomes the subject of a conference, Tower Hamlets Safeguarding Children Partnership (THSCP) procedures require that all other children of the family are considered. In these circumstances the School will be required to provide information on children about whom there appear to be no direct concerns. In these situations the same procedure on prior disclosure of information will apply.

The School will contribute to the process of risk assessment and the decision about whether a child's name should be added to the List of Children with a CP Plan of children.

## **Child protection registration**

When a child's name is added to the List of Children with a Child Protection Plan, the School will be represented on the Core Group and will play an active part in the creation and implementation of the child protection plan.

For as long as a child's name appears on the Register he/she will be supported by the School and his/her progress will be monitored. The School will keep a confidential record of the child's progress and any further concerns (should they arise) and share this information with other members of the Core Group in order to evaluate the progress of the child protection plan.

If the School receives information that a child whose name appears on the Register already has suffered further abuse or neglect, this will be referred immediately to the child's Social Worker.

## **Confidentiality**

The School will ensure that the confidentiality of information is maintained by keeping records in a safe and secure place with access strictly limited. All records of a child's progress while on a CP Plan will be kept similarly secure.

If parents/carers wish to share such information with the School they must be aware that it will not be possible to guarantee confidentiality. The School can reassure parents/carers, however, that if they wish, the source of the information can remain anonymous.

When a student's name is added to the List of Children with a Child Protection Plan this information will be shared on a 'need to know' basis with the minimum number of staff necessary to ensure the child's safety and welfare. These people will receive the minimum amount of information they need to enable them to implement the child protection plan. They will not have access to all the information shared at the initial child protection conference.

## **Peer on peer abuse or bullying**

Incidences of bullying will be taken seriously and dealt with through the school's anti-bullying policy.

If it emerges that a child is being bullied by a sibling who may not be a pupil, then the School, in the first instance, will inform the children's parents of its concerns. If the problem persists and the pupil becomes a victim of abuse then the School will refer its concerns to the Social Services Department.

In all matters of suspected sexual abuse, either victimisation or perpetration, the School will refer its concerns to the Social Services. Staff are informed on guidance from the DfE relating to peer on peer abuse, [sexual violence or sexual harassment](#) in order to appreciate the different aspects of children's behaviour.

## **Transfer of records**

If a child whose name appears, on the List of Children with a Child Protection Plan transfers to another school then the Social Worker will be notified of this change and the School will arrange for the transfer of the child's records including information about registration. The Social Worker will then notify the new school of the next Core Group meeting so that the responsibility for monitoring the child's progress can

be officially transferred.

If a child whose name has appeared on a CP Plan in the past, but is no longer the subject of a CP Plan, transfers to another school then information about past registration will be transferred to the new school.

### **The end of a CP Plan**

A child's name can only be removed from the List of Children with a CP Plan by a child protection review conference. The School will supply a report to these meetings and will play an active part in the process of risk re-evaluation and the decision regarding de-registration and ending the CP plan.

The School will share with parents prior to any review the information they intend to present.

### **Safer Recruitment and Selection**

The school follows recruitment and selection procedures which ensure all necessary measures are taken to ensure the suitability of staff who work in the school.

The school maintains a Single Central Record (SCR) detailing the range of checks carried out on the staff including enhanced DBSs and list 99.

The SCR covers the following groups: all employees; all agency and other supply staff, Governors, volunteers, student teachers, instructors, staff employed by contractors providing services for Wapping High School.

The School records any checks made to the SCR and the name of the person (in full, not initials) who carried out the checks.

Volunteers who may be accompanying children on a day outing or at a school fete (or similar) will not be left alone and unsupervised in charge of children.

All organisations providing activities in school will confirm in writing that they have the appropriate policies and procedures to safeguard children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Every interview panel for recruiting adults working with children will have a member who has received accredited Safer Recruitment Training.

The school will monitor the activities of all clubs and groups operating under the name of the school, or using the premises of facilities on a regular basis. This will include online activities on sites such as; Youtube, Facebook, Twitter, and other popular social networking sites.

Visitors to the school and their organisations will be thoroughly checked through internet searches and speaking to the organisation itself. For further information refer to the Visitor's policy.

Visiting speakers will be vetted by the person responsible for booking them. If there are any concerns regarding the speaker the School will engage with the local police or LA Prevent team.

### **Designated Safeguarding Lead**

Our Designated Safeguarding Lead for Child Protection and Safeguarding is responsible for:

- coordinating action within the school on child protection issues;
- monitoring the keeping, confidentiality and storage of records in relation to child protection;
- discussing individual cases with staff on a “need to know basis” to protect children's right to confidentiality;
- overseeing the planning of any curricular or other provision in relation to child protection matters;
- liaising with any relevant adults (e.g. class teacher or Head of Year), to represent the school at Child Protection meetings and be a member of a “Core Group” if required;
- ensuring adults are familiar with this Policy, and are aware of the guidelines for dealing with any disclosure of abuse;
- raising awareness about child protection on an ongoing basis;
- ensuring that appropriate safeguarding arrangements are in place for those undertaking work-based learning, work experience and educational visits.
- ensuring that Child Protection training for *all* (i.e. including ancillary) staff occurs at least once every three years and that the DTCPs and the Deputy receive up to date training every 2 years and attend Tower Hamlets Safeguarding Children Partnership (THSCP) multi-agency training once per year.

## **PREVENT**

The School recognises that there are 5 strands to support the prevention of violent extremism and as such the school will:

- understand how an extremist narrative which can lead to harm can be challenged by staff in schools; and model to pupils how diverse views can be heard, analysed and challenged in a way that values freedom of speech and freedom from harm
- understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism, and manage risks in the school
- understand how to support individuals who are vulnerable through strategies to support, challenge and protect
- increase the resilience of pupils and of school communities through helping pupils acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promote respect for each other
- use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship

The School will be vigilant in understanding/identifying the reasons why a young person might be drawn towards extremist ideology.

These may include:

- a search for answers to questions about identity, faith and belonging
- a desire for adventure and excitement
- desire to enhance the self-esteem of the individual and promote their ‘street cred’
- identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- a sense of grievance that can be triggered by personal experiences of racism or

- discrimination

The School will be vigilant in identifying early indicators of extremism which may include:

- showing sympathy for extremist causes
- glorifying violence
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations such as 'Muslims Against Crusades' or other non-prescribed extremist groups such as "The English Defence League"
- Out of character changes in dress, behaviour and peer relationships

If any adult has concerns that a student is presenting with the above indicators they should inform the designated safeguarding/CP officer as they would for any other child protection issue.

The external reporting of Prevent concerns is usually to the MASH team.

#### Intervention and preventative strategies

If the School has concerns about individual students who may be drawn to extremist ideology the School will implement intervention strategies such as:

- increased adult support, supervision and encouragement
- mentoring
- behaviour support and/or anger management
- attendance support
- 1:1 or group counselling
- support from Metropolitan Police Safer Schools Officer

Furthermore, the School may refer students to:

- Family Therapy/CAMHS
- Targeted Youth Support
- YISP crime prevention programmes
- Police Prevent team support

Preventative activities (*excluding section on curriculum*) in school may include:

- Discussion of current news events, including extremism, in tutor-time and assemblies.
- Student council
- Enrichment programme

Further information:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

The school works in partnership with Jasmin Philips, Prevent, Tower Hamlets to consider local factors in delivering training for staff, alongside statutory guidance for all schools.

#### **Operation Encompass**

Operation Encompass, a national initiative that helps to safeguard children/young people who may have been exposed to domestic abuse. If a child/young person has been present when a domestic abuse incident has occurred and the police have been called then the Metropolitan Police will notify the school designated safeguarding lead that such an incident has occurred. This will be done as early as possible in the morning and allow the school to silently support the child/young person. The DSL is notified via email once information has been uploaded using a secure cloud based application called 'The Box'.

## Curriculum

The School helps students to keep themselves safe, including encouraging students to adopt safe and responsible practices and to deal sensibly with risk.

Through the Citizenship Curriculum, Child Protection and Safeguarding issues are raised and students are taught about their rights to be free from harm. They are encouraged to talk to School staff if they have any concerns.

The Citizenship Curriculum offers support, at an age appropriate level, which promotes self-esteem and social inclusion and addresses the issue of child protection in the wider context of child safety in general.

Project Based Learning incorporates History skills such as perspective taking, historical empathy, critical skills, analysis and evaluation of diverse sources including multi-media and the internet.

## Appendix 1

### Wapping High School Safeguarding Concern referral form "A worry is a concern, report it!"

- Please use this [form](#) to highlight any Child Protection concerns that you have about a pupil and put this in the safeguarding pigeon hole in the school office. Notify the Designated Teachers for Safeguarding and Child Protection by email that a referral has been made.
- You can also email the referral to [willoverill@wappinghigh.org](mailto:willoverill@wappinghigh.org) (Lead Designated Teacher for Safeguarding and Child Protection) or [serraguler@wappinghigh.org](mailto:serraguler@wappinghigh.org) (Deputy Designated Teacher for Safeguarding and Child Protection).

- Students can submit their own referral or report their concerns at [safe@wappinghigh.org](mailto:safe@wappinghigh.org)
- **Please remember that it is always better to report a concern than ignore it.**
- You may want to refer because of a one-off incident or because there has been a pattern of behaviour/events that now raise a level of concern.
- Please state facts and be specific with the nature of your concern - avoid generalised comments.
- Tower Hamlets Duty Line number is 020 7364 3444

Name of Child:		
Tutor group:	Time:	Date:
Has the child got SEND?		Yes/no
Do the parents/carers speak English?		Yes/no/don't know
Nature of Concern:		
Name of staff reporting concern:		
Referred to:		
Action taken by Designated Teacher for Safeguarding and Child Protection:		



## Appendix 2

Key guidance documents and additional information.

KCSIE 19 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf</a>
Prevent - Revised Prevent Duty Guidance for England and Wales <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf</a>
Sexual violence and sexual harassment between children in schools and colleges <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf</a>
Safeguarding children and young people in education from knife crime <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/785055/Knife_crime_safeguarding_children_and_young_people_110319.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/785055/Knife_crime_safeguarding_children_and_young_people_110319.pdf</a>
Teaching online safety in school <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf?_ga=2.200510381.220346234.1566981336-700794694.1548677685">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf?_ga=2.200510381.220346234.1566981336-700794694.1548677685</a>
Tower Hamlets Children Safeguarding Board <a href="http://www.childrenandfamiliestrust.co.uk/the-lscb/">http://www.childrenandfamiliestrust.co.uk/the-lscb/</a>
Tower Hamlets Safeguarding Children Board - supplementary guidance for schools and education settings on managing allegations of abuse against staff members. <a href="https://gallery.mailchimp.com/fdede33aba8cc580c4d09157c/files/50974819-4d97-480c-b349-b656c39ef68c/Appendix_THSCP_Supplementary_Guidance_for_Schools_and_Education_Settings_on_Managing_Allegations_of_Abuse_against_Staff_September_2019.01.pdf">https://gallery.mailchimp.com/fdede33aba8cc580c4d09157c/files/50974819-4d97-480c-b349-b656c39ef68c/Appendix_THSCP_Supplementary_Guidance_for_Schools_and_Education_Settings_on_Managing_Allegations_of_Abuse_against_Staff_September_2019.01.pdf</a>
Tower Hamlets Safeguarding Children Board <a href="https://gallery.mailchimp.com/fdede33aba8cc580c4d09157c/files/d600bd14-00e3-46b6-8926-eb968f3177d1/Appendix_THSCP_Supplementary_Guidance_for_Schools_and_Education_Settings_on_Child_Protection_Procedures_September_2019.pdf">https://gallery.mailchimp.com/fdede33aba8cc580c4d09157c/files/d600bd14-00e3-46b6-8926-eb968f3177d1/Appendix_THSCP_Supplementary_Guidance_for_Schools_and_Education_Settings_on_Child_Protection_Procedures_September_2019.pdf</a>
Tower Hamlets Children Safeguarding Board- Multi-Agency Safeguarding Hub <a href="https://gallery.mailchimp.com/fdede33aba8cc580c4d09157c/files/567539e4-a805-4f4b-8b40-1f2c80abd85d/Appendix_MASH_Information_and_Poster_September_2019.pdf">https://gallery.mailchimp.com/fdede33aba8cc580c4d09157c/files/567539e4-a805-4f4b-8b40-1f2c80abd85d/Appendix_MASH_Information_and_Poster_September_2019.pdf</a>
London safeguarding children board - London Child Protection Procedures <a href="https://www.londoncp.co.uk/files/revised_guidance_thresholds.pdf">https://www.londoncp.co.uk/files/revised_guidance_thresholds.pdf</a>

## **Appendix 3: Visitors Policy**

### **1. Introduction**

- 1.1 Wapping High School aims to promote a warm, open and inclusive ethos that celebrates diversity and the contributions that visitors bring to achieving this. The School also has a duty to ensure that any child on its premises is safe at all times. This policy aims to balance the need to facilitate visitors on the School's premises with the requirements of this duty.
- 1.2 The person with overall responsibility for the implementation, dissemination and review of this policy will be the Designated Lead for Safeguarding ('DSL'; Will Overill, Assistant Headteacher and SENCO as at September 2017-18).

### **2. When, where and to whom this Policy applies**

- 2.1 This policy applies to persons listed under sections 4-8, below, whenever anyone under the age of 18 is or may be present in the School building, regardless of whether or not they are WHS pupils. Visitors should still sign the Visitors' Book outside of these times.

### **3. Lanyard identification system**

- 3.1 The School operates a simplified traffic-light lanyard system to indicate the safeguarding status of adults onsite.
- 3.2 Those wearing green lanyards have been confirmed by WHS staff as having passed an Enhanced Disclosure and Barring Services ('DBS') check and a Children's Barred List ('CBL') check within the last three years. They may be left unsupervised with young persons under the age of 18.
- 3.3 Those wearing red lanyards have not been confirmed as having passed safeguarding checks. They will only teach, train, instruct, supervise, care for, provide advice or guidance on well-being, or drive a vehicle only for children when accompanied by a member of staff with a green lanyard at all times.
- 3.4 Those wearing red lanyards but not engaged in the activities listed at 3.3, above, shall be supervised or escorted by staff according to the Headteacher's professional judgement.
- 3.5 Many of the School's staff support Stonewall's agenda of 'acceptance without exception' for the LGBT community and opt to wear a rainbow-coloured lanyard to demonstrate this. These staff have been checked as described in 3.2, above.

### **4. Invited visitors (including teachers of after-school activities, peripatetic teachers, sports coaches etc.)**

- 4.1 Staff should ensure that the Receptionist receives notice of any visitors invited to the School, and that they are pre-indicated in the relevant section of the weekly School Bulletin.
- 4.2 The inviting member of staff will establish whether their visitor will be left unsupervised

with children before their arrival. If so, the visitor will be asked to bring original copies of both their DBS certificates and photo ID (e.g. a passport or driving licence) confirming that their identity matches that in the certificates provided. The Receptionist will ask to verify this information on the guest's arrival unless they are already known to Receptionist, but the inviting member of staff will be responsible for any necessary supervision of the visitor whilst they are onsite. The visitor will be provided with a green lanyard.

- 4.3 If the visitor(s) do not need to be left unsupervised with children, do not bring either their original DBS certification or present their original photo identification, they will receive a red lanyard and will be supervised by the inviting member of staff as explained in 3.3 or 3.4, above.
- 4.4 *All visitors will sign the Visitor's Book and be met by their inviting member of staff; they will be accompanied back to reception, sign-out using the Visitor's Book and return their lanyards upon their departure.*
- 4.5 If any visitor is invited to attend the School three or more times in 30 days to: teach; train; instruct; supervise; care for; provide advice or guidance on well-being; or drive a vehicle only for children, their details must be entered into the School's Single Central Record. This is maintained by the Head's PA, with whom the inviting member of staff will liaise with accordingly.

## **5. Uninvited and unidentified visitors**

- 5.1 When an uninvited visitor arrives at reception, the Receptionist will establish which member of staff appears to be the most appropriate point of contact and ask that person to meet the visitor in reception. They will not be asked to provide evidence of checks or identification. If the visitor is to enter the site, they will receive a red lanyard and sign-in and out as usual. They will be supervised as described in 3.3 or 3.4, above, as necessary.
- 5.2 Any member of staff who encounters a visitor without a lanyard must politely challenge the visitor as to the purpose of their visit and establish who their point of contact is or should be. The visitor should then be accompanied to reception to await that person, sign-in and receive a red lanyard. In the event that the visitor does not comply, the assistance of other members of staff and the police should be sought immediately, preferably without leaving the visitor unmonitored.
- 5.3 Any member of staff who encounters an unaccompanied visitor with a red lanyard will accompany that visitor back to their inviting member of staff unless it is very clear that they are not engaged in an activity that places them in direct contact with children and they are under a more peripheral level of supervision as envisaged by 3.4, above. For example, the Building and Maintenance Supervisor may have left a long-term service contractor, who visits the School quarterly, to carry out work on the site's facilities at his professional discretion; or the Head of PE may have arranged for a technician to service bicycles in the loading bay whilst students are in lessons, checking to establish their position and progress at suitable intervals. Staff should exercise their discretion in such situations and establish the exact arrangements in place if they have any concerns.
- 5.3 In the event that an uninvited visitor offers to produce evidence of checks and

identification (e.g. visiting inspectors from Ofsted), the receptionist will follow the procedure in 4.1, above.

## **6. Volunteers**

- 6.1 Volunteers who will be accompanied at all times by a member of staff should not be asked to present evidence of checks or identification, and will receive a red lanyard. They will sign-in and sign-out as usual.
- 6.2 Volunteers who will not be accompanied at all times will need to have relevant checks completed and evidenced so that they can be issued with green lanyards when they visit. Staff engaging volunteers should ensure that checks are initiated in good time to allow for clearance before the start of engagements.
- 6.3 Where volunteers are engaged to attend the School three or more times in 30 days, their details may need to be entered into the School's Single Central Record. This is maintained by the Head's PA, with whom the inviting member of staff should liaise accordingly.
- 6.4 In exceptional circumstances, volunteers with red lanyards may be fully supervised by other cleared volunteers with green lanyards where prior written agreement to do so has been obtained from the Headteacher and the DSL has been notified in writing.

## **7. Governors**

- 7.1 The governors form a specific category of volunteers who provide a very significant contribution to the School. This policy will not apply to governors who will not attend the site when children are present (e.g. for Finance and Resources meetings held in the evenings), but all governors should sign-in and sign-out as usual.
- 7.2 Where the Chair of Governors does not envisage that a new governor will have unsupervised direct contact with children as described in 3.3, above, it is not appropriate for them to be subject to checks against the CBL (they are still subject to Enhanced DBS checks and must be entered into the Single Central Record). They must therefore be provided with a red lanyard and accompanied or supervised as described in 3.3 and 3.4, above, if they are present during the school day.
- 7.3 All other governors will be subject to the checks needed to enable them to wear green lanyards when they are onsite during the school day.

## **8. Former staff and pupils**

- 8.1 Despite the inherent familiarity existing staff may feel towards former staff and pupils, they are nonetheless visitors to which the provisions of this policy apply as usual.

## **9. Events Overseen by Third Parties**

- 9.1 Where an event involving a young person under the age of 18 is run on the School's premises by a third party, that body shall implement a procedure that fully complies with all safeguarding requirements and formally confirm with the School that it will do so.

9.2 It is the responsibility of the third party to ensure that its process for visitors is communicated to the Receptionist, School Business Manager and DSL so agreement can be reached for it to be operated in parallel or in place of this policy.

9.3 Notwithstanding 9.1 and 9.2, above, should any member of WHS staff have any concerns regarding the safeguarding of any young person under the age of 18 on the School's premises, these should be raised with the DSL, deputy DSLs, a member of the Senior Leadership Team or the School Business Manager immediately.

## **10. Staff Development**

10.1 The DSL will ensure that new staff are made aware of this policy for external visitors as part of their inductions, and that they are asked to ensure compliance with its procedures at all times.

## **11. Review**

11.1 This policy shall be reviewed as necessary, and any updates to it highlighted in a communication to all staff and governors shortly after they are agreed.

## Appendix 3

### Guidance, Policy and Procedures:

1. Department for Education (DFE)/Ofsted, Safeguarding Children guidance documents including 'Keeping children safe in education – 2019'  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835733/Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf)
2. Working Together to Safeguard Children 2018 (HM Govt, 2018)  
<http://www.workingtogetheronline.co.uk/chapters/contents.html>
3. Section 175 Education Act 2002  
<http://www.legislation.gov.uk/ukpga/2002/32/section/175>
4. Tower Hamlets Safeguarding Children Board (TH SCB) website  
[www.lscb-towerhamlets.co.uk](http://www.lscb-towerhamlets.co.uk)
5. Tower Hamlets Early Help Assessment (EHA) Guidance  
<http://www.childrenandfamiliestrust.co.uk/family-wellbeing-model/caf>
6. Tower Hamlets Safeguarding Children Guidance and Procedures (including Child Protection Procedures; Prevent: Radicalisation & Extremism Guidance; and Managing Allegations against Adults Procedures)  
<http://www.childrenandfamiliestrust.co.uk/the-lscb/protocols-and-procedures/>
7. Tower Hamlets Guidance: What to do if you're worried a child is being abused  
<http://www.childrenandfamiliestrust.co.uk/report-concerns/>
8. London Child Protection Procedures March 2018 (Part A)  
[www.londoncp.co.uk](http://www.londoncp.co.uk)
9. e-safety – Tower Hamlets Safeguarding Children Board (TH SCB) webpages  
<http://www.childrenandfamiliestrust.co.uk/the-lscb/e-safety/>
10. Department for Education – e-safety guidelines  
<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/b00222029/child-internet-safety>

### Safer Recruitment and Selection

1. Keeping Children Safe in Education Guidance – 3 September 2018  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
2. Disqualification under the Childcare Act 2006 (DfE, July 2018)  
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

3. Safeguarding: disclosure and barring

<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/a00209802/disclosure-barring>

4. Tower Hamlets SCB LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations - see Tower Hamlets SCB Website:

<http://www.childrenandfamiliestrust.co.uk/the-lscb/>

5. Tower Hamlets SCB Supplementary Guidance for Schools and Education Settings on Child Protection Procedures –

September 2018 – see Tower Hamlets SCB Website:

<http://www.childrenandfamiliestrust.co.uk/the-lscb/>

6. London Child Protection Procedures March 2018 (Part B): Safer Recruitment

[http://www.londoncp.co.uk/chapters/safer\\_recruit.html](http://www.londoncp.co.uk/chapters/safer_recruit.html)

## **Appendix 4**

# **COVID-19 school closure arrangements for Safeguarding and Child Protection at Wapping High School**

## **1. Context**

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the school name Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

- 1. Context**
- 2. Vulnerable children**
- 3. Attendance monitoring**
- 4. Designated Safeguarding Lead**
- 5. Reporting a concern**
- 6. Safeguarding Training and induction**
- 7. Safer recruitment/volunteers and movement of staff**
- 8. Online safety in schools and colleges**
- 9. Children and online safety away from school and college**
- 10. Supporting children not in school**
- 11. Supporting children in school**
- 12. Peer on Peer Abuse**

Contact: [willoverill@wappinghigh.org](mailto:willoverill@wappinghigh.org) Designated Safeguarding Lead

Report a concern: [safe@wappinghigh.org](mailto:safe@wappinghigh.org)

For a full list of contacts see the front of this policy.

## **2. Vulnerable children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputies) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Wapping High School (WHS) will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: [EghosaOsunde@wappinghigh.org](mailto:EghosaOsunde@wappinghigh.org)

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and

their child is considered vulnerable, the social worker and school name will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, school name or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

WHS will encourage our vulnerable children and young people to attend a school, including remotely if needed.

### **3. Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

WHS and social workers will agree with parents/carers whether children in need should be attending school – WHS will then follow up on any pupil that they were expecting to attend, who does not. school name will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, WHS will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, WHS will notify their social worker.

### **4. Designated Safeguarding Lead**

WHSI has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The DSL is: Will Overill

The Deputy DSLs are: Tiffany Ingram / Hayley Charman

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing school systems and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all school name staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

## **5. Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via a WHS CP snippet, which can be done remotely as a google form.

In the unlikely event that a member of staff cannot report their concern using a CP snippet, they should email the Designated Safeguarding Lead, Deputy DSLs and the Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should use a CP snippet and contact the DSL and Deputy DSLs. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors:  
[KerstynComely@wappinghigh.org](mailto:KerstynComely@wappinghigh.org) .

## **6. Safeguarding Training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter school name, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

## **7. Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, WHS will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where WHS are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances

will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

WHS will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

WHS will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, WHS will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

## **8. Online safety in schools and colleges**

WHS will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

## **9. Children and online safety away from school and college**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the staff code of conduct.

WHS will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff should record, the length, time, date and attendance of any sessions held.

## **10. Supporting children not in school**

WHS is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on the vulnerability spreadsheet, as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

WHS and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website as well as through Fleet and Tyburn Google classrooms and via Parent Mail..

WHS recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at WHS need to be aware of this in setting expectations of pupils' work where they are at home.

WHS will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on the vulnerability spreadsheet as required.

## **11. Supporting children in school**

WHS is committed to ensuring the safety and wellbeing of all its students.

WHS will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

WHS will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

WHS will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on our vulnerability spreadsheet.

Where school name has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the Headteacher and Deputy Headteacher.

## **12. Peer on Peer Abuse**

WHS recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi- agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on Wapping High Safeguarding spreadsheet and appropriate referrals made.

**Date shared with staff: 3/4/20**