WANDLE LEARNING TRUST
SAFEGUARDING POLICY

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MEMBER OF STAFF WITH RESPONSIBILTY FOR REVIEW	Rebecca Jackson (Trust Safeguarding and Inclusion Lead)

Contents

1.1 Why it is important 9

1.2 What it means for our pupils 9

2 Safeguarding legislation and guidance 10

3 Roles and responsibilities 10

3.1 The Designated Safeguarding Lead (DSL): 10

3.2 The deputy Designated Safeguarding Lead(s): 11

3.3 The safeguarding local academy committee member 11

3.4 Headteacher – Jackie Sanders 11

3.5 Wandle Learning Trust 11

4 Children who may be particularly vulnerable 12

5 Children with special educational needs and disabilities 12

6 Children missing education 12

7 Mental health 13

8 Children who are lesbian, gay, bisexual, trans (LGBT) or gender questioning 13

9 Child-on-child abuse (harassment or violence) 13

9.1 Minimising risk 14

9.2 Investigating allegations 14

All allegations of child-on-child abuse should be passed to the DSL immediately who will investigate and manage the allegation as follows: 14

10 Serious violence 15

11 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) 16

11.1 Child Criminal Exploitation (CCE) 16

11.2 CCE Indicators 17

11.3 Child Sexual Exploitation (CSE) 17

11.4 CSE Indicators 17

The above indicators can also be indicators of CSE, as can children who: 17

12 County Lines 18

13 Sharing nudes and semi-nudes 18

14 Online safety 19

15 Handheld devices and cameras 20

16 Domestic abuse 20

17 Honour-Based abuse 21

17.1 Female Genital Mutilation 21
17.2 Forced Marriage 22
18 Radicalisation and Extremism 22
19 Staff/pupil relationships 22
20 Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers 23
21 Whistle blowing if you have concerns about a colleague 23
22 Staff and local academy committee/trustee training 23
23 Safer Recruitment 24
24 Site security 24
25 Child protection procedures 25
25.1 Recognising abuse 25
25.2 What to do if you have concerns about a child's welfare? 25
25.3 If you are concerned about a pupil's welfare 25
25.4 If a pupil discloses to you 26
25.5 Notifying parents 26
25.6 Referral to children's social care 26
25.7 Reporting directly to child protection agencies 26
25.8 Confidentiality and sharing information 27
25.9 Sharing information 27
25.10 Storing information 27
26 Special Circumstances 27
26.1 Looked after children 27
26.2 Children who have a social worker 27
26.3 Work Experience 28
26.4 Children staying with host families 28
26.5 Private fostering arrangements 28
27 Restrictive Interventions 28
27.1 When restrictive interventions may be used? 29
27.2 Statutory duties 30
27.3 Reporting and recording 30
27.4 Post-Incident safeguarding and support 30
Appendix One - Related Safeguarding policies and procedures 32
Appendix Two - Four categories of abuse 33
1 Physical abuse 33

1.1 Indicators of physical abuse 33
2 Emotional abuse 33
2.1 Indicators of emotional abuse 34
3 Sexual abuse 34
3.1 Indicators of sexual abuse 34
4 Neglect 35
4.1 Indicators of neglect 35
Appendix Three – Safeguarding/Child Protection Procedures 36
Appendix Four – Reporting an incident for a student if you do not have access to CPOMS 38
Appendix Five – Referral flow chart 40
Appendix Six – Key Local Authority Contacts 41
Appendix Seven – Multi-agency report for family safeguarding conferences 42
Appendix Eight – Staff concerns form 43
Appendix Nine – Use of Reasonable Force, Restraint and/or Seclusion Form 46

If you are immediately worried about a child's welfare, turn to Section 25: Child Protection Procedures on Page 23.

Key Definitions

All policies incorporate all schools or organisations within Wandle Learning Trust (WLT) including any other schools or organisations that may join WLT from time to time.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

"Executive Team" means the Trust's Co-CEOs and includes the Trust's Chief Finance and Operations Officer (CFOO) who manage the day-to-day business of the Trust.

"Headteacher" includes the appropriate School Headteacher.

"Heads of Service" includes the Director of WLP and the Heads of central Trust services.

"Trustees or Trust Board" are appointed trustees who oversee the business of Wandle Learning Trust, agreeing the overarching strategic direction and ensuring robust governance.

"Local Academy Committee (LAC)" includes appointed members of a local Academy level and support each schools Leadership Teams to implement policies and improvement plan priorities.

"Chair" heads the board of Trustees or LAC, provides leadership to the Trust's Executive Team and/or relevant Headteachers and leads the charge on key Board decisions.

"Head of Governance" provides an administrative resource for the Trust and LAC Boards and ensures the smooth running of its functions, processes and meetings.

"Stakeholders" are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAC or Trust members, trade unions, local business leaders etc.

Wandle Learning Trust's (WLT) Commitment to Safeguarding

The Wandle Learning Trust (WLT) recognises its responsibilities and duties placed upon it to have arrangements to safeguard and promote the welfare of all pupils in its academies and centres.

Trustees will ensure they comply with their duties under legislation. They will ensure the policies, procedures and training in their academies are effective and comply with the law at all times and take into account the procedures and practices the local safeguarding children's partnership for each school.

The Trustees recognise that all staff, including volunteers and visitors, have a full and active part to play in protecting pupils from harm. Employees of the Trust, in particular, have an important role as they are in a position to identify concerns early, and to prevent them from escalating.

The Trustees of WLT will have a lead responsibility for safeguarding across the Trust. Underpinning all actions undertaken are the Trust safeguarding principles. These are:

The Wandle Learning Trust:

Believes that:

- All children have a right to be protected from harm and /or abuse;
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount;
- The ethos of each academy/centre must support open practice, good communication and a safe culture in which children can thrive and learn;
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that these concerns will be taken seriously by the leadership team and dealt with sensitively and appropriately.

Recognises that:

- Abuse and neglect can be physical, emotional and sexual, are complex issues and are rarely stand alone events and therefore require a culture of vigilance, professional curiosity and respectful challenge and effective recording and monitoring systems;
- Abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background when dealing with CP and safeguarding issues. However, we also recognize that the needs of the child are paramount and any concerns will be referred on appropriately whatever the family background of the child concerned;
- Because of the day to day contact with children academy staff are extremely well placed to observe outward signs of abuse;

- A child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self blame;

- The academies may provide the only stability in the lives of children who have been abused or are at risk of harm;

- In order to help all pupils succeed, the academies play an important role in supporting the pupil to be resilient and mentally healthy;

- Children with SEND may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect;

Accepts that:

- Research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.

Knows that:

- It is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in the academy whom they can approach if they are worried or unhappy.

Acknowledges that:

- Although all designated/key staff have the skills and experience to respond to a variety of situations and issues, there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender, cultural or faith issues. This ensures that in cases of sexual abuse in particular, a pupil can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate.

Adheres to:

- The commitment to working in partnership with those who hold parental responsibility for each child.

1 Our strong safeguarding culture

1.1 Why it is important

Safeguarding is ***everyone's responsibility*** and it is the duty of the school/trust to safeguard and promote the welfare of children. This is our core safeguarding principle.

In adhering to this principle we focus on providing a safe and welcoming environment for all of our children regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All of our children have equal rights to support and protection.

One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all staff, volunteers, Local Academy Committee members and Trustees all of whom are trained upon its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law and guidance and best practice.
This policy should be read alongside our other safeguarding policies, which are set out in Appendix One.

1.2 What it means for our pupils

We work closely with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a coordinated continuum of support through universal services, community-based Early Help, and Family Help where children and families have additional needs that require targeted intervention. We work collaboratively with partner agencies to identify concerns early, assess need, and contribute to multi-agency plans that provide the right support at the right time. Where concerns indicate that a child may be at risk of significant harm, we will make referrals to statutory safeguarding services and continue to work alongside agencies to ensure children receive appropriate protection and support.

All of our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any pupils or staff involved in child protection or safeguarding issue will receive appropriate support.

Our strong safeguarding culture ensures that we treat all pupils with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among pupils and we set a good example by conducting ourselves appropriately.

Identifying safeguarding and child protection concerns often begin with recognising changes in pupils' behaviour and knowing that these changes may be signs of abuse, neglect or exploitation. Challenging behaviour may be an indicator of abuse.

All of our staff will reassure children that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.

All of our staff will put **the child's best interests first** and ensure children's wishes and feelings are considered when managing child protection issues. All of our staff will ensure children do not feel that they are creating a problem by raising a concern.

2 Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy and should be followed by all staff within the WLT:

- Keeping Children Safe in Education (2026)
- Working Together to Safeguarding Children (2026)
- What to do if you're worried a child is being abused (2015)
- The Teacher Standards 2021
- The Domestic Abuse Act 2021
- Working together to improve school attendance (2026)

3 Roles and responsibilities

3.1 The Designated Safeguarding Lead (DSL):

The designated safeguarding lead takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. The DSL duties include:

- ensuring child protection policies are known, understood and used appropriately by staff
- working with the board of trustees and local academy committee to ensure that the Trust's child protection policies are reviewed annually and that the procedures are reviewed regularly
- acting as a source of support, advice and expertise for all staff on child protection and safeguarding matters
- liaising with the headteacher regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations and be aware of the requirement for children to have an Appropriate Adult in relevant circumstances
- acting as a point of contact with the safeguarding partners
- making and managing referrals to children's social care, the police, or other agencies
- taking part in strategy discussions and inter-agency meetings
- liaising with the "case manager" and the Local Authority Designated Officer officer(s) (LADO) if allegations are made against staff
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child's new school

3.2 The deputy Designated Safeguarding Lead(s):

Our Deputy DSL(s) is/are trained to the same level as the DSL and support(s) the DSL with safeguarding matters on a day to day basis. The ultimate lead responsibility for child protection remains with the DSL.

3.3 The safeguarding local academy committee member

The role of the safeguarding local academy committee member is to provide support and challenge to the DSL and the leadership of the school on how they manage safeguarding so that the safety and wellbeing of the children can continuously improve. The role includes:

- understanding the requirements of the Governance Handbook and Keeping Children Safe in Education 2026
- supporting and challenging the DSL on the standards of safeguarding at the school
- confirming that consistent and compliant safeguarding practice takes place across the school
- reporting to the LAC about the standard of safeguarding in the school

The DSL and the safeguarding local academy committee member meet on a termly basis to discuss safeguarding issues and to agree steps to continuously improve safeguarding practices in the school.

3.4 Headteacher – Jackie Sanders

The Headteacher will ensure that the DSL is a member of the school's leadership team and their role of DSL will be explicit in their job description. The Headteacher will ensure that the DSL will have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The DSL's lead responsibility will not be delegated.

3.5 Wandle Learning Trust

The Wandle Learning Trust board will ensure structures are in place so all children and young people are safeguarded across the Trust. Wandle Learning Trust (WLT) has a safeguarding trustee, **Sarah Marshall**. Oversight of safeguarding effectiveness across the Trust sits with the Trust Board's Audit & Risk Committee.

The Wandle Learning Trust (WLT) has a trust-wide Safeguarding and Inclusion Lead, **Rebecca Jackson.** The WLT Safeguarding and Inclusion Lead is responsible for developing overarching safeguarding policies. Experienced school-based DSLs will support the trust-wide safeguarding lead by leading the monitoring and reporting on safeguarding arrangements in all schools. They will work in conjunction to ensure effective safeguarding practices are occurring in all schools.

4 Children who may be particularly vulnerable

Some children are at greater risk of abuse. This increased risk can be caused by many factors including social exclusion, isolation, discrimination and prejudice. To ensure that all of our pupils receive equal protection, we give special consideration to children who:

- are vulnerable because of their race, ethnicity, religion, disability, gender identity or sexuality
- are vulnerable to being bullied, or engaging in bullying
- are at risk of sexual exploitation, forced marriage, female genital mutilation, or being drawn into extremism
- live in chaotic or unsupportive home situations
- live transient lifestyles or live away from home or in temporary accommodation
- are affected by parental substance abuse, domestic violence or parental mental health needs
- do not have English as a first language

5 Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded.

6 Children missing education

Children missing education, particularly repeatedly, can be an indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks.

We closely monitor attendance, absence and exclusions and our DSL will take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

7 Mental health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.

Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a deputy and support will be put in place.

8 Children who are lesbian, gay, bisexual, trans (LGBT) or gender questioning

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. Unfortunately, children who are LGBT, are gender questioning or are simply perceived to be LGBT, can be targeted by other children. The risk to these children can be compounded where children who are LGBT or gender questioning lack a trusted adult with whom they can be open.

Our staff endeavour to reduce the barriers and provide a safe space for those children to speak out or share their concerns with them.

9 Child-on-child abuse (harassment or violence)

Child-on-child abuse – children harming other children - is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. It is more likely that boys will be perpetrators of child on child abuse and girls victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.

All staff should be clear about the school's policy and procedures for addressing child- on-child abuse and maintain an attitude of 'it could happen here'.

Child on child abuse can take many forms, including:

- **physical abuse** such as shaking, hitting, biting, kicking or hair pulling
- **bullying,** including cyberbullying, prejudice-based and discriminatory bullying
- **sexual violence and harassment** such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes
- **causing someone to engage in sexual activity without consent,** such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- **upskirting**, which involves taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or

alarm

- **consensual and non-consensual sharing of nude and semi-nude images and/or videos** including pressuring others to share sexual content
- **abuse in intimate personal relationships between children (also known as teenage relationship abuse)** - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse
- **initiation/hazing** – used to induct newcomers into sports teams or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

All staff recognise that that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

9.1 Minimising risk

We take the following steps to minimise or prevent the risk of child-on-child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
- Using assemblies to outline acceptable and unacceptable behaviour
- Using RSE and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities
- Ensuring that the school is well supervised, especially in areas where children might be vulnerable.

9.2 Investigating allegations

All allegations of child-on-child abuse should be passed to the DSL immediately who will investigate and manage the allegation as follows:

- **Gather information -** children and staff will be spoken with immediately to gather relevant information.
- **Decide on action -** if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this Child Protection and Safeguarding Policy.
- **Inform parents -** we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.
- **Recorded** – all concerns, discussions and decisions made, and the reasons for those

decisions will be recorded in writing, kept confidential and stored securely on the school's child protection and safeguarding systems of CPOMS. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome.

Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2026.

Children can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to the DSL in accordance with this policy. To ensure children can report their concerns easily, the school has the following system in place for children to confidently report abuse:

- Staff are trained in how to promote a culture in the school where children feel confident and able to share any concerns / worries they may have.
- Children are taught with whom and how they can share any concerns they have and know that that they will be listened to and taken seriously.

9.3 Supporting those involved

Our staff reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Our staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report. Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.

The support required for the pupil who has been harmed will depend on their particular circumstance and the nature of the abuse. The support we provide includes Wave 1, 2 and 3 SEMH support, for example ELSA, Drawing and Talking and MHST referrals. Support may also be required for the pupil that caused harm. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. The consequences for the harm caused or intended will be addressed.

10 Serious violence

All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that

children have been approached by or are involved with individuals associated with criminal gangs.

All staff are made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced maltreatment and having been involved in offending, such as theft or robbery.

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

Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This power imbalance can be due to a range of factors, including:

- Age
- Gender
- Sexual identity
- Cognitive ability
- Physical strength
- Status
- Access to economic or other resources

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place online.

11.1 Child Criminal Exploitation (CCE)

CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, being forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or carry a knife for a sense of protection.

Children involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

11.2 CCE Indicators

CCE indicators can include children who:

- appear with unexplained gifts or new possessions
- associate with other young people involved in exploitation
- suffer from changes in emotional well-being
- misuse drugs or alcohol
- go missing for periods of time or regularly return home late
- regularly miss school or education or do not take part in education

11.3 Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse which may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

11.4 CSE Indicators

The above indicators can also be indicators of CSE, as can children who:

- have older partners
- suffer sexually transmitted infections or become pregnant

We include the risks of criminal and sexual exploitation in our RSE and health education curriculum. It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.

Victims of criminal and sexual exploitation can be boys or girls and it can have an adverse impact on a child's physical and emotional health.

All staff are aware of the indicators that children are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to the DSL. Staff must always act on any concerns that a child is

suffering from or is at risk of criminal or sexual exploitation.

12 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move, store and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out at paragraph 11.2 of this policy.

Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include:

- go missing and are subsequently found in areas away from home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation with which they have no connection or in a hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

All staff are aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child may have been trafficked for the purpose of transporting drugs or money.

13 Sharing nudes and semi-nudes

Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between devices via services like Apple's AirDrop.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

All incidents involving nude or semi-nude images will be managed as follows:

The incident will be referred to the DSL immediately and the DSL will discuss it with the appropriate staff. If necessary, the DSL may also interview the children involved.

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

At any point in the process, if there is a concern a young person has been harmed or is at risk of harm we will refer the matter to the police and/or children's social care.

14 Online safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate and effective filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk.

These filtering and monitoring systems are reviewed regularly to ensure their effectiveness.

These filtering and monitoring systems block harmful and inappropriate content, and we take care to ensure that they do not unreasonably impact on teaching and learning. The systems are reviewed regularly (at least annually) to ensure their effectiveness, and staff have been identified and assigned suitable roles and responsibilities to manage these systems. We also have effective monitoring strategies in place to meet the safeguarding needs of our pupils.

We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe.

We will also inform parents and carers of what we are asking children to do online, including the sites they need to access, and with whom they will be interacting online.

Online safety risks can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content such as racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users such as peer to peer pressure, commercial advertising and adults posing as children or young adults to groom or exploit children
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images which could be real or generated by AI, sharing other explicit images and online bullying
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing or financial scams.

All staff are aware of these risk areas and should report any concerns to the DSL.

15 Handheld devices and cameras

Personal devices are only to be used by staff when on a designated break away from the pupils. At all other times, personal devices are to be switched off.

School devices are only to be used by staff for work purposes. Photographs and videos of the pupils are only to be taken on school devices.

Images of the pupils will only be used in accordance with our Data Protection Policy.

16 Domestic abuse

The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children if they see, hear or experience the effects of abuse.

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It includes people who have been or are married, are or have been civil partners, have agreed to marry one another or each have or have had a parental relationship in relation to the same child. It can include psychological, physical, sexual, financial and emotional abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside

of the home. This means children can also be victims of domestic abuse.

Children can witness and be adversely affected by domestic violence in their home life. Experiencing domestic abuse and exposure to it can have a serious emotional and psychological impact on children, and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. All of which can have a detrimental and long term impact on their health, well-being, development, and ability to learn.

Where police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up to date safeguarding information about the child. All schools will receive this information through Operation Encompass and all DSL and Deputy DSL will be linked to this system to receive alerts.

All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL so that support can be put in lace for the child and family.

17 Honour-Based abuse

So-called 'honour-based' abuse (HBA) encompasses actions taken to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff are aware of this dynamic and additional risk factors and we take them into consideration when deciding what safeguarding action to take.

If staff are concerned that a child may be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead.

17.1 Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences.

FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break. If staff are concerned that a child may be at risk of FGM or who has suffered FGM, they should speak to the designated safeguarding lead. Staff are also under legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, staff will personally report the matter to the police with the support of the

designated safeguarding lead.

17.2 Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse.

Forced marriage is illegal. It is also illegal to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.

Forced marriage is not the same as arranged marriage, which is common in many cultures.

If staff are concerned that a child may be at risk of forced marriage, they should speak to the designated safeguarding lead.

18 Radicalisation and Extremism

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Children are vulnerable to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy. Our staff are trained to identify those at risk of being radicalised or drawn into extremism.

If staff are concerned that a child may be at risk of radicalisation or being drawn into extremism, they should speak to the designated safeguarding lead.

19 Staff/pupil relationships

Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.

We provide our staff with advice regarding their personal online activity and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious

disciplinary issue if staff breach these rules.

Our Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

20 Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers

If a safeguarding concern or allegation is made about a member of staff, supply staff, contractor or a volunteer, or relates to incidents that happened when an individual or organisation was using the Trust premises for the purposes of running activities for children our set procedures must be followed. Please refer to our: WLT Allegations of abuse against staff policy, WLT Whistleblowing policy, WLT disciplinary policy and procedure and WLT capability procedure. The full procedure for managing such allegations or concerns are set out in Part Four of Keeping Children Safe in Education 2026.

Safeguarding concerns or allegations made about staff who no longer work at the school will be reported to the police.

21 Whistle blowing if you have concerns about a colleague

It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the headteacher, unless the complaint is about the headteacher, in which case the concern should be reported to the chair of the local academy committee. Our policy sets out where and to whom staff can report any whistleblowing concerns.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

The school's whistleblowing code set out in the Trust Whistleblowing Policy supports staff to raise concerns or make allegations and outlines the students to be taken for an appropriate enquiry to take place.

22 Staff and local academy committee/trustee training

Our staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff receive safeguarding and child protection updates on a regular basis to ensure they are up to date and empowered to provide exceptional safeguarding to our pupils.

New staff and volunteers receive a briefing during their induction which covers this Child Protection and Safeguarding policy and our staff code of conduct policy, how to report and record concerns and information about our Designated Safeguarding Lead and deputy DSLs.

Our local academy committee members/trustees receive appropriate safeguarding and child

protection training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole trust approach to safeguarding. Online training is updated every three years, with ongoing focussed training, including updates to KCSiE, delivered at least annually.

Our safeguarding local academy committee member/trustee receives additional training to empower them to support and challenge the Designated Safeguarding Lead and support the delivery of high-quality safeguarding across the Trust.

23 Safer Recruitment

The local academy committee and our senior leadership team are responsible for ensuring we follow recruitment procedures that help to deter, reject or identify people who might harm children. When doing so we check and verify the applicant's identity, qualifications and work history in accordance with Keeping Children Safe in Education 2026 and the local safeguarding partner arrangements.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare guidance and their obligations to disclose to us relevant information that could lead to disqualification.

We ensure that our volunteers are appropriately checked and supervised when in school. We follow the Trust volunteer policy when inducting volunteers into working within our schools. We check the identity of all contractors working on site and request DBS checks where required by Keeping Children Safe in Education 2026. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day or when pupils are on site.

When using supply staff, we will obtain written confirmation from supply agencies or third-party organisations that staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

The school maintains a single central record of recruitment checks. These are undertaken in line with the WLT Recruitment, selection and disclosure policy and procedure and follow the expectations of Keeping Children Safe in Education 2026.

24 Site security

24.1 Visitors are asked to sign in at the school reception and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site and will wear a red lanyard. Visitors who have not undergone the required checks will be escorted at all times and wear an orange lanyard.

25 Child protection procedures

25.1 Recognising abuse

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education 2026 refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

25.2 What to do if you have concerns about a child's welfare?

Any child could become a victim of abuse. Key points for staff to remember for taking action are:

- If you need to report a safeguarding concern you must always speak to the DSL or Deputy DSL in person if the incident could put the student or someone else at serious harm. This needs to be dealt with as a matter of urgency. Once you have passed the information on verbally you should then ensure that this is logged onto CPOMS to report the incident outlining what was told to you or what you witnessed that led you to have safeguarding concerns for the student. This should be done as soon as possible after the incident has occurred.
- If you are the sole adult in a classroom and you have a safeguarding concern then you should alert a member of the senior leadership team by in-classroom telephone.
- If the risk to the student is lower and not an emergency safeguarding issue then you are able to log this issue on CPOMS as above. You must ensure that the DSL/ Deputy DSL are alerted. The DSL or Deputy DSL will then provide a summary of the action to the relevant staff member to support in the follow up of the issue.
- Share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family.
- In an emergency, take the action necessary to help the child; if necessary call 999. This should only happen if there are no other DSL/DDSL around to support. They should always be your first port of call.

25.3 If you are concerned about a pupil's welfare

Staff may suspect that a pupil may be at risk. This may be because the pupil's behaviour has changed, their appearance has changed or physical signs are noticed. In these circumstances, staff will give the pupil the opportunity to talk and ask how they are.

If the pupil doesn't reveal that they are being harmed, staff should follow the advice below.

Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

Children may feel embarrassed, humiliated, or being threatened, which could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to our DSL if they have concerns about a child. If there are worries but a student is not disclosing the DSL will try to get a different person to have a conversation with the child to see if they do disclose or monitor the student further. Overtime a number of concerns might then lead to a disclosure.

25.4 If a pupil discloses to you

If a pupil tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- remain calm and not overreact
- allow them to speak freely
- not be afraid of silences
- not ask investigative questions
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not automatically offer physical touch as comfort
- let the pupil know that in order to help them they must pass the information on to the DSL
- tell the pupil what will happen next
- complete a record of concern (on CPOMS) and notify the DSL as soon as possible
- report verbally to the DSL immediately even if the child has promised to do it by themselves.

25.5 Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are notified.

25.6 Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

25.7 Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the Designated Safeguarding Lead, the deputies or the headteacher are not available and a referral is required immediately.

25.8 Confidentiality and sharing information

Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

25.9 Sharing information

The DSL/DDSL will normally obtain consent from the pupil and/or parents to share child protection information. Where there is good reason to do so, the DSL/DDSL may share information *without* consent, and will record the reason for deciding to do so.

Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Data Protection Officer.

25.10 Storing information

Child protection information will be stored separately from the pupil's school file. It will be stored and handled in line with our WLT Data Retention Policy and WLT Data Protection Policy.

26 Special Circumstances

26.1 Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

26.2 Children who have a social worker

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decision about safeguarding and promoting the child's welfare.

26.3 Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with statutory guidance.

26.4 Children staying with host families

The school may make arrangements for pupils to stay with host families, for example during a foreign exchange trip or sports tour. When we do, we follow the guidance set out in the statutory guidance to ensure hosting arrangements are as safe as possible.

Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our Designated Safeguarding Lead will ensure the arrangements are sufficient to safeguard our pupils and will include ensuring pupils understand who to contact should an emergency occur or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

26.5 Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will tell the DSL and the school will notify the local authority of the circumstances.

27 Restrictive Interventions

Within the Wandle Learning Trust schools follow the Department for Education (DfE) guidance Restrictive Interventions, including the Use of Reasonable Force, in schools (2026)

Key definitions:

Restrictive Intervention

A restrictive intervention is any action that prevents, restricts or subdues a pupil's movement, including both physical and nonphysical measures.

Physical Force / Physical Restraint

Physical force is direct physical contact used to restrict or guide a pupil's movement, ranging from guiding a pupil by the arm to holds used to prevent injury or serious disorder.

Non-physical Restraint (Non-Force Restraint)

Non-physical restraint restricts movement without direct physical contact, such as blocking exits or removing mobility aids e.g. wheel chair or crutches.

Seclusion

Seclusion is keeping a pupil alone in a room or area and preventing them from leaving, whether through physical obstruction, blocking, or fear of consequence. It is non-disciplinary and used only as a last resort safety measure.

Restrictive interventions are recognised as significant safeguarding events, with potential physical and psychological impact on pupils and staff. They must therefore be used only when lawful, necessary, proportionate and in the best interests of safety, and always with a strong emphasis on prevention.

The school prioritises proactive, preventative approaches to minimise the need for restrictive interventions. Staff must use de-escalation techniques wherever possible and only consider restrictive intervention when all appropriate alternatives are ineffective or inappropriate in the circumstances.

27.1 When restrictive interventions may be used?

Restrictive interventions may only be used when the risks of not intervening are immediate and significant, such as preventing a pupil from:

-causing injury to themselves or others

-committing a criminal offence

-causing serious damage to property

-causing significant disorder

All decisions must reflect:

Necessity – Is there an immediate risk of harm?

Proportionality – Is this the least restrictive option available?

Welfare and dignity – Does the response safeguard physical and emotional wellbeing?

SEND and vulnerabilities – Are individual needs accounted for (e.g. trauma, disability, communication needs)?

Equality duties – Responses must not discriminate and must include reasonable adjustments.

27.2 Statutory duties

All staff have a statutory power to use reasonable force to prevent injury, crime, damage or disorder.

Local Academy Committees and Trustees must ensure suitable arrangements for recording and reporting significant incidents involving the use of restrictive interventions are happening within the school setting.

Schools must record:

- All significant uses of force, all seclusion incidents and all restraint without physical force.
- Records must be completed as soon as practicable and no later than the same day.
- Parents must be informed in writing on the same day of any significant incident, unless:
    - the pupil is aged 20 or over, or
    - informing a particular parent would be likely to result in serious harm to the pupil. In these cases, where possible, the incident must be reported to another parent or to the local authority (social services).

27.3 Reporting and recording

If you witness or are involved in a serious safeguarding incidents involving force, seclusion or non-force restraint restrictive interventions immediately report this to the DSL and complete the Restrictive Intervention Incident Report Form (Appendix 9).

Parents must be:

- Told about the incident on the same day, and
- Provided with a copy of the completed form once finalised in writing

This will be undertaken by the DSL/DDSL or a member of the SLT.

27.4 Post-Incident safeguarding and support

After any restrictive intervention, the school must:

-Provide immediate welfare and medical checks for the pupil and staff

-Review the injuries, distress or illness of any pupils or staff involved

-Provide access to emotional support where needed

-Undertake a reflective debrief to understand triggers and improve practice

-Review behaviour plan or risk assessments for the child

-Consider how to repair relationships and reintegrate the child back into school.

Appendix One - Related Safeguarding policies and procedures

Policy:	Wandle Learning Trust	Thomson House School
Behaviour Policy		✓
Drugs Policy		✓
Online Safety Policy		✓
Early Years Policy		✓
Intimate Care Policy		✓
Medical Conditions and Medicines in School Policy		✓
Relationships, Health and Sex Education Policy		✓
SEND Policy		✓
Anti-bullying Policy		✓
WLT Volunteers Policy	✓	
WLT Whistleblowing Policy	✓	
WLT Health and Safety Policy	✓	
WLT Staff code of conduct	✓	
WLT Educational Visits Policy	✓	
WLT Complaints procedure	✓	
WLT Grievance policy and procedures	✓	
WLT Disciplinary policy and procedures	✓	
WLT Recruitment , selection and disclosure	✓	
WLT data protection (including GDPR)	✓	
WLT Allegation of abuse against staff	✓	

Appendix Two - Four categories of abuse

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead. It is the responsibility of staff to report their concerns.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

1 Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

1.1 Indicators of physical abuse

The following may be indicators of physical abuse:

- Have bruises, bleeding, burns, bites, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- An injury that is not consistent with the account given
- Symptoms of drug or alcohol intoxication or poisoning
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

2 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the

exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

2.1 Indicators of emotional abuse

The following may be indicators of emotional abuse:

- The child consistently describes themselves in negative ways
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Inappropriate emotional responses, fantasies
- Self-harm
- Drug or solvent abuse
- Running away
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis

3 Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

3.1 Indicators of sexual abuse

The following may be indicators of sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Aggressive behaviour including sexual harassment or molestation
- Reluctance to undress for PE or swimming
- Anal or vaginal discharge, soreness or scratching
- Bruises or scratches in the genital area
- Reluctance to go home
- Refusal to communicate
- Depression or withdrawal
- Isolation from peer group
- Eating disorders, for example anorexia nervosa and bulimia
- Self-harm
- Substance abuse
- Acquire gifts such as money or a mobile phone from new ‘friends’

4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing, education and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.1 Indicators of neglect

The following may be indicators of neglect:

- Constant hunger or stealing, scavenging and/or hoarding food
- Frequent tiredness
- Frequently dirty or unkempt
- Poor attendance or often late
- Poor concentration
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones or to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is left at home alone or with inappropriate carers

Appendix Three – Safeguarding/Child Protection Procedures

The lead safeguarding team in our academy are:

KEY SAFEGUARDING RESPONSIBILITY	NAMED PERSON AND CONTACT DETAILS	
Designated Safeguarding Lead (DSL)	**Ros Williams** **rwilliams@thomsonhouseschool.org** **safeguarding@thomsonhouseschool.org**	
Designated Safeguarding Lead (DSL)	**Jackie Sanders** **jsanders@thomsonhouseschool.org**	
Designated Safeguarding Lead (DSL)	**Hannah Hannington** **hhannington@thomsonhouseschool.org**	
Designated member of staff for children looked after	**Ros Williams** **rwilliams@thomsonhouseschool.org**	
Safeguarding Local Academy Committee (LAC) member	**Heather Locke** **hlocke@thomsonhouseschool.org**	

All members of staff have a statutory responsibility to safeguard and promote the welfare of all pupils at all times

If you have a concern about a pupil or you receive information that leads you to be concerned that a pupil has been harmed or is at risk of harm or their welfare is being compromised you are required to act appropriately to ensure action can be taken to protect the pupil concerned.

The concern may be as a result of a disclosure from a pupil, a parent or a third party or may arise due to behaviour that has caused you to become concerned.

If a pupil discloses abuse please note the following key points:

- Listen carefully to what the pupil is telling you without interrupting
- Do not promise confidentiality
- Remain non-judgemental and keep an open mind
- Do not ask leading questions, or more questions than you have to – just establish what the pupil is telling you
- Be honest with the pupil and explain what will happen next
- Record the information fully
- Pass on to the designated safeguarding lead (DSL)

In the case of any concerns always record the information clearly on CPOMS and be clear how the concern has arisen.

If the information you have indicates that the pupil has suffered harm or there is a high level of risk, ensure this is passed to the DSL immediately.

In all other instances concerns should be passed on to the DSL as soon as possible – do not delay.

Please remember the DSL and DDSL are available to offer help, advice and guidance to staff and pupils where necessary. If you have a concern or problem and are unclear how to proceed ask for advice.

In all cases ensure ongoing support is offered to the pupil as appropriate.

Appendix Four – Reporting an incident for a student if you do not have access to CPOMS

If you are unable to access CPOMS please complete this form to pass on any safeguarding concerns.

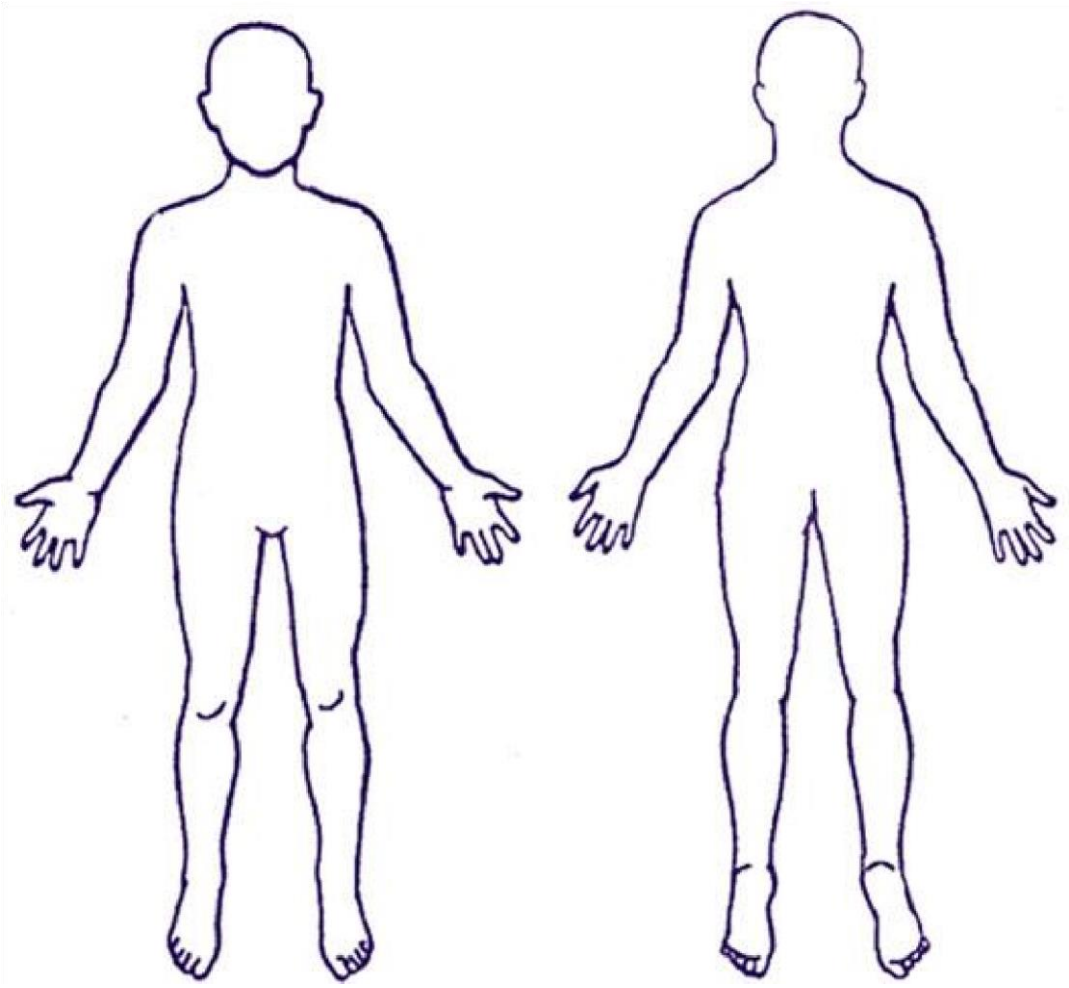
Please write all names in capitals.

After filling in, please hand in to the DSL in an envelope marked "private and confidential"

1.	Name of person(s) reporting the incident	
2.	Date when incident happened	
3.	Place where incident happened	
4.	Name(s) and form of pupil(s) involved	
5.	Name(s) of witnesses involved	
6.	Description of the incident (give full details)	
7.	Signature	
8.	Today's date	

If relevant, indicate on the drawing below the parts of the body affected.

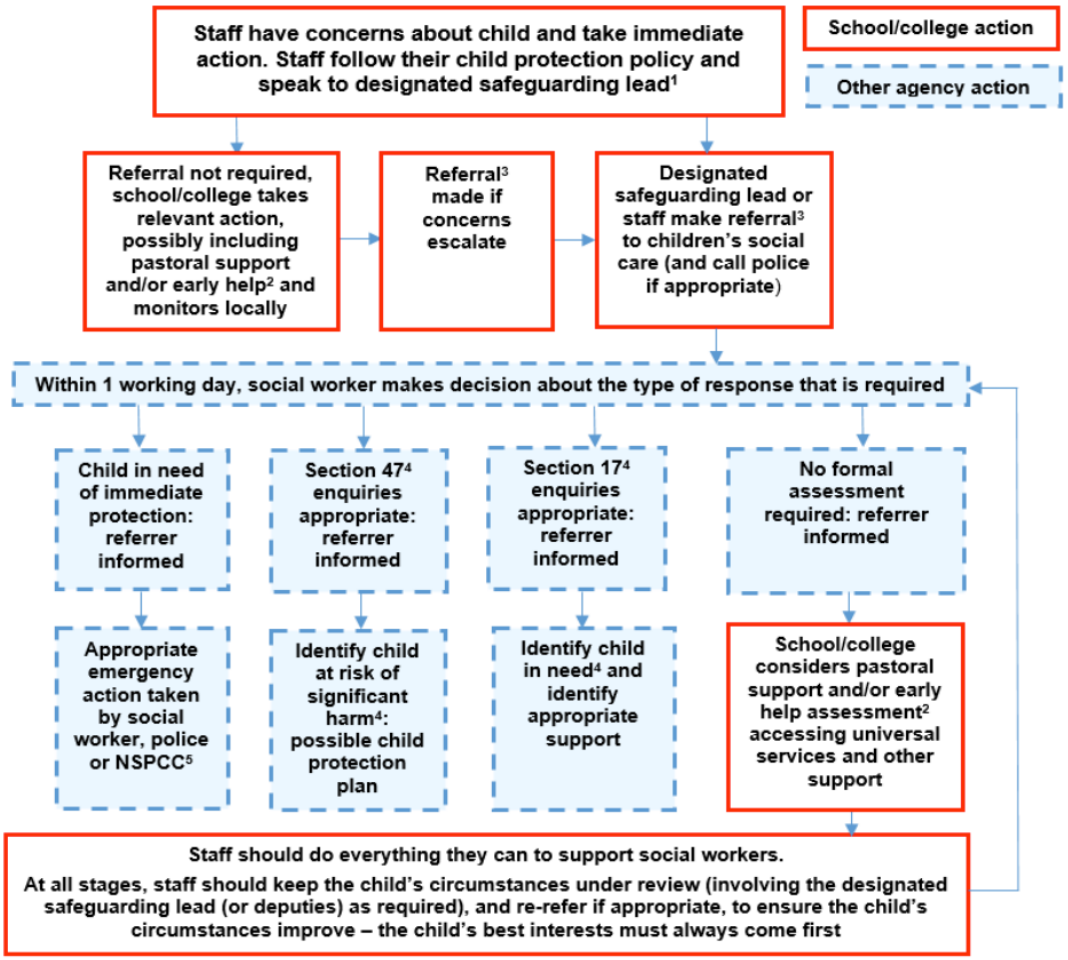
You must not expect or ask a pupil to either undress or show areas of their body for evidence which cannot be seen under normal clothing.



This form should be completed as soon as possible after you are made aware the incident.
When filling in this form, it is essential that facts (and not opinions) are recorded. Pupils and parents may be entitled to see any written information on this matter. If in doubt please discuss the matter first with the DSL or, in their absence, one of their deputies. Discretion is very important in these cases and, once the incident has been reported, colleagues should not discuss the matter any further with other parties. The safeguarding team will make decisions about the next steps and ensure the appropriate staff and agencies are communicated with to support the welfare of the child.

Appendix Five – Referral flow chart

Actions where there are concerns about a child's safety



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

[2] Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, a family help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children.

[5] This could include applying for an Emergency Protection Order (EPO).

Appendix Six – Key Local Authority Contacts

Richmond and Kingston Safeguarding Children's Partnership (Local Authority)

Single Point of Access (SPoA) (8am-5.15pm Mon-Thur, 8am-5pm Fri)	020 8547 5008
Emergency Duty Team (out of hours)	020 8770 5000
Local Authority Designated Officer	07774 332675 LADO@achievingforchildren.org.uk
Richmond and Kingston Safeguarding Children Partnership	Referral link: https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk
Richmond and Kingston Adult Social Care	020 8891 7971
Virtual headteacher	Suzanna Parrott 020 8831 6037
Prevent – counterterrorism support	0208 547 5008

In an emergency schools should dial 999. This should be used if:

- There is a danger to life or
- Risk of serious injury or
- A serious crime is in progress or about to happen.

Any member of staff witnessing such an incident should be empowered to dial 999 as they will be able to give the most accurate account of the incident.

Appendix Seven – Multi-agency report for family safeguarding conferences

Name of child/ren	Date of Birth

Please describe the strengths within this family and what is working well for the child

Please share with the conference what the child's needs are including those in relation to their protection and safety, include how are you/ your organisation supporting these?

What other support may be needed to ensure the child's needs are met and how can you help with this?

Name of organisation /agency /service	Report completed by and date

Reports should be shared with families prior to the meeting except in exceptional circumstances

Please send this report wherever possible at least 48 hours in advance of the relevant meeting to the key social workers overseeing the case.

Appendix Eight – Staff concerns form

Please complete this form if you wish to make a notification to the DSL or Headteacher. This may relate to your own behaviour or actions where you feel it could be misconstrued or misinterpreted or to report any behaviour by an adult towards a pupil or another child that may have concerned you. If you are unsure as to whether or not to complete this form, you should seek advice from the DSL or Headteacher. You can also consult the guidance.

A concise record is required, including brief context in which the low level concern arose, plus details which are chronological, precise and as accurate as possible, of any such concern and /or relevant incident(s). Continue on separate sheet if necessary. This form should be signed, timed and dated.

DETAILS OF CONCERN: Please outline what you have seen or what has happened, providing all the details you think are relevant. Please also include relevant dates and the names of any colleagues or pupils involved or who may also have witnessed what happened.	

Any other information which may be relevant	
Name of staff member causing concern	

YOUR NAME: _____

YOUR ROLE: _____

SIGNATURE: _____ **DATE:** _____

RECEIVED BY: _____

AT (TIME): _____ **DATE:** _____

Was the staff member spoken to? (Good practice will require a response)

Yes/No

If No - Give a brief but valid reason/explanation for not

If Yes – Please complete details below – Staff member's response to the concern

ACTION TAKEN:

Was advice/guidance sought from the LADO? YES/NO (Please circle)

If yes please indicate a summary of the advice:

SIGNED: _____ **DATED**: _____

This record form will be held securely, either digitally or in paper form, in one central file in accordance with the School's Code of Conduct and any associated guidance regarding the management of concerns and or allegations and in accordance with School's Data Management practices/policies.

Low Level Concern reporting will be treated as confidential as far as possible, however in certain circumstances it may be necessary to share and or disclose the information with third parties for relevant and necessary reasons. This includes where a reporter has indicated they wish to remain anonymous.

Appendix Nine – Use of Reasonable Force, Restraint and/or Seclusion Form

All instances of reasonable force, restraint, and/or seclusion must be logged, with a copy of the form being handed to the parent/carer the same day as the incident.

Use the form linked here to record the details.

Logging:

Once this form has been completed this should be uploaded to CPOMS under the heading:

Restrictive Intervention

- Physical restraint
- Seclusion
- Non-force restraint

Use of Reasonable Force, Restraint and/or Seclusion

SECTION 1: BASIC DETAILS

School:	
Date of incident:	
Time physical intervention started:	
Time physical intervention ended:	
Approximate duration:	
Location of incident:	

SECTION 2: PUPIL DETAILS

Pupil name:	
Date of birth:	
Year group:	
Identified SEND:	

SEND status (SEN Support / EHCP):	
Primary need (if known):	
Relevant medical, sensory, communication or vulnerability factors:	

SECTION 3: STAFF AND STUDENTS INVOLVED IN THE INCIDENT

Name and role of staff member(s) directly involved:	
Names of any witnesses:	
Have witness statements been collected and by whom (roles)?	No ☐ Yes ☐ Details:
Has a witness statement been collected form the child?	No ☐ Yes ☐

SECTION 4: DESCRIPTION OF INCIDENT

Brief factual account of what happened, including context and behaviours of concern:	
Known or suspected triggers or early warning signs:	
Strategies used before restrictive intervention:	

☐Verbal advice and support	☐Planned ignoring	☐Withdrawal directed	☐Distraction
☐Humour (appropriate)	☐Calm talking	☐Swap adult	☐Diversion
☐Firm clear directions	☐Calm stance	☐Success reminders	☐Reassurance
☐ Withdrawal offered	☐Patience	☐Contingent touch	☐ Negotiation
☐Limited choices	☐Sign language		☐ Opportunity to draw and write
	☐Reminders about consequences		

Any other strategies:

Why these strategies were assessed as insufficient:			
☐Risk to self	☐Risk to safe physical environment	☐Prevention of psychological distress	☐Prevention of criminal offence
☐Risk to others	☐Risk to safe psychological environment	☐Prevention of physical harm	☐Temporary loss of competence or capacity

Any other reason:

SECTION 5: RESTRICTIVE INTERVENTION USED

What restrictive intervention was used?	☐Physical restraint ☐Seclusion ☐Non-force restraint (e.g.removal of walking aids)

Description of what was done, including degree of force:	
Why this intervention was assessed as necessary?	
Type of intervention used:	
Was this the least restrictive option available? Reason for this.	

SECTION 6: WELFARE AND MEDICAL INFORMATION

Were there any injuries or physical effects	YES ☐	NO ☐
Details		
Was first aid or medical support provided	YES ☐	NO ☐
Details		
Any emotional distress observed:	YES ☐	NO ☐

Details		

SECTION 7: SECLUSION (complete if applicable)

Was seclusion used?	YES ☐	NO ☐
Was the pupil continuously supervised?	YES ☐	NO ☐
Location of seclusion:	YES ☐	NO ☐
Duration		
How was the pupil supported to exit seclusion?		

SECTION 8: POST-INCIDENT ACTIONS

Immediate actions taken:	
Internal support to consider:	***External support to consider:***
☐Are sanctions needed?	☐Medical referrals
☐Behaviour support reviewed	☐Referral to social care
☐Risk assessment reviewed	☐Health and safety reports completed
☐SEN provision reviewed	☐LADO referral
☐Restorative conversations	☐Support from police

	☐Liaising with external support from SEN team in the local authority ☐Is an emergency annual reviews needed?
Any other support:	
Follow-up support planned:	

SECTION 9: PARENT/CARER REPORTING

Has the incident been reported to parents/carers?	YES ☐	NO ☐
Method:		
Date and time reported:		
Name of person who reported:		
If not reported, state statutory reason:		

SECTION 10: REVIEW AND LEARNING

Does this incident indicate the need to review behaviour support, risk assessment, reasonable adjustments, training or environment? Explain how if needed.

SECTION 11: SIGNATURES

Completed by (name and role)	

Signature	
Date	
Reviewed by (senior leader)	
Signature	
Date	