

SAFEGUARDING
AND
CHILD PROTECTION POLICY

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Safeguarding Statement

GLF Schools recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We provide a safe, welcoming and inclusive environment where they are respected, valued and listened to. Safeguarding means taking action to provide help and support as soon as problems emerge; protect children from maltreatment, including harm that may occur outside the home or online; prevent impairment of children's mental and physical health or development; ensure children grow up in circumstances consistent with safe and effective care; and enable all children to have the best outcomes. Child protection forms part of our wider safeguarding responsibilities, and we follow our procedures so that pupils receive effective help, protection and support when concerns arise.

Contacts

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For Local Safeguarding Partner contacts see appendix 1

1. Aims

Our schools aim to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding concerns.
- A vigilant attitude of "it could happen" is maintained by all staff.

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance Keeping children safe in education 2026 (comes into force from 1 September 2026) and Working Together to Safeguard Children (2026), What to do if You are Worried a Child is Being Abused 2015 and the Academy Trust Governance Guide. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the further legislation detailed in appendix 2.

3. Definitions

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others which is particularly relevant in relation to all forms of domestic abuse.

Appendix 3 explains the different types of abuse.

Neglect is a form of abuse and 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.

Appendix 3 defines neglect in more detail.

Children includes everyone under the age of 18. Young People aged 18 or above who attend a sixth form in GLF will be safeguarded according to the principles of this policy recognising that in some instances they may need to be signposted to adult services.

Wherever the word **"staff"** is used, it covers all staff on site, including Trust and Regional teams, ancillary, supply and self-employed staff, contractors and School Strategy Board members.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- An Integrated Care Board for an area within the LA
- The chief officer of police for the area within the LA

4. Equality statement

The welfare of the child is paramount. Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We recognise that certain factors may indicate that a child could benefit from Early Help and they may be more susceptible to all forms of abuse and exploitation. All staff have knowledge of their role in the Early Help process and give special consideration to children who:

- May experience discrimination due to their sex, race, ethnicity, religion, gender identification or sexuality
- Have special educational needs and/or disabilities (SEND) (see section 6.1)
- Have or have had a social worker (see section 6.2)
- Are looked after or previously looked after (see section 6.3)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, forced marriage, so-called honour-based abuse
- Are at risk of radicalisation or exploitation
- Are asylum seekers or refugees
- Are at risk due to either their own or a family member's mental health needs
- Are young carers
- Have a family member in prison or are affected by parental offending.
- Have English as an additional language
- Have health conditions such as diabetes
- Are showing signs of being drawn into antisocial or criminal behaviour
- Are frequently missing from care or home
- Are persistently absent from education (including absences for part of the school day)
- Are attending Alternative Provision

5. Contextual Safeguarding

5.1 Societal and community context

We recognise that in order for safeguarding to be effective in our schools their local context must be understood in terms of families, the wider community, and its location.

We recognise the impact of Adverse Childhood Experiences on the mental and physical health of their children and provide targeted support usually through the use of specialist Thrive Practitioners who have been trained to assess and promote children's good emotional development and therefore good mental health and well-being.

DSLs will ensure the staff at each school receive training appropriate to their context e.g. if there is a County Line or other gangs operating in the community training will be given on recognising the signs that children are being groomed for criminal exploitation.

We recognise the wider societal issues and potential harms that our children are facing. We understand that downplaying some behaviours related to harassment and abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Therefore, all staff will receive training to recognise the effects of child-on-child abuse in its many forms including sexual harassment and sexual violence, online sexual abuse and identifying early signs of child-on-child sexual abuse. Staff will be expected to consistently uphold standards in their responses to sexual harassment and online sexual abuse in partnership with parents and carers.

Additionally, all GLF schools have an age-appropriate Personal, Social and Health Education which includes anti-bullying lessons alongside Relationships, Sex and Health Education to promote healthy, respectful relationships. Opportunities to teach about specific safeguarding issues are taken through lessons for example about the concepts and laws relating to sexual consent and sexual exploitation as outlined in Keeping Children Safe in Education.

We recognise that risks of harm can be compounded where children with protected characteristics lack a trusted adult with whom they can be open. We encourage safe, trusted routes for children to share concerns and seek support.

We recognise that in order for safeguarding to be effective in our schools their local context must be understood in terms of families, the wider community, and its location. The main safeguarding issues at Floreat Wandsworth relate to:

- **Domestic issues** (e.g. domestic violence) - our relationships between the school and parents, pupils and outside agencies are key in addressing any relevant DV issues. Leaders are aware of the local support available in the LA.

- The **potential for neglect** is relevant to this area so our team engage in annual training to ensure they are aware of the signs of abuse and how to engage with professionals if required. Training for all staff is up to date,

- The school is located on one of the busiest roads in the area and **road safety** is a high priority during our Character and Assembly sessions.

- There is a sharp **increase in the number of non-verbal EYFS pupils** coming into school since 2020 (particularly relevant since opening to 2 year olds in 2022). Staff remain vigilant and additional training has been provided. The number of pupils who require additional support to help them understand the concept of privacy and appropriate/inappropriate touching is increasing. The school address this with additional NSPCC assemblies and support and advice from the LA.

- **Mental health issues** are also an area of focus and our Senior Leadership Team work with parents and staff to ensure any mental health issues are addressed in a timely manner. Outside agencies will support the school when required. A full time ELSA support member of staff is based on site to work on a 1:1 basis with any pupils who require support.

- **Online safety** is a key part of our curriculum offer due to the rise in online safety issues as more pupils access online material (both age appropriate and non-age appropriate). The

number of pupils who are able to access smart devices is increasing. The school will consider calling for a ban on all smart devices for pupils of a primary school age.

- The community is becoming increasingly **transient**. The team have robust systems in place to ensure that details are passed onto the next setting or collated form the previous setting. In some cases the school has been required to seek help from translators to ensure that all details are received and fully understood by the school safeguarding and child protection team.

- Since 2024, the number of **pupils joining the school and live outside of Wandsworth** has increased. This has led to children travelling further and thus attendance and punctuality issues have increased. The team have adapted their safeguarding offer to ensure that cross-local authority work is being completed to safeguard pupils e.g. establishing a fixed address.

5.2 Safeguarding in Early Years Foundation Stage (EYFS)

We welcome children as young as 2 into our EYFS. Safeguarding in EYFS is embedded within all aspects of provision. GLF Schools follows the EYFS statutory framework ensuring that all early years practice promotes children's welfare, safety, health and wellbeing. This includes maintaining safe supervision, meeting statutory staff: child ratios, ensuring suitable adults work with children, and providing safe, well-risk-assessed indoor and outdoor environments.

Practitioners recognise that very young children may communicate distress, unmet need or harm through behaviour, communication, regulation, attendance, health, development, relationships or changes in presentation. Staff use strong relationships, careful observation, the key person system, assessment processes and partnership with parents, carers, previous settings and relevant professionals to identify concerns early and secure timely support.

EYFS provision must follow Trust and school procedures for risk assessment, intimate care, medical needs, safe sleep where relevant, hygiene, safer eating and allergy or choking awareness. In Reception at least one person with a current full paediatric first aid certificate must always be on the premises and available when children are present, and must accompany children on outings. In Nursery all staff at level 2 and 3 should have current, full paediatric first aid in order to be counted in the statutory staff:child ratios. Compliance must remain during PPA time, lunches and staff absence.

6. Supporting children with additional needs and safeguarding challenges

6.1 Children with SEND

We recognise that children with special educational needs and/or disabilities (SEND), or certain medical or physical health conditions, can face additional safeguarding challenges both online and offline. Additional barriers can exist when recognising abuse, neglect and exploitation in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children being more prone to peer group isolation than other Children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing signs
- Communication barriers and difficulties in overcoming these barriers
- The need for intimate care, dependency on adults, isolation from peers,
- Difficulties understanding online content, including distinguishing fact from fiction or understanding consequences.

Our schools offer extra pastoral support and attention for children with SEND and ensure appropriate communication support is in place. Any report of abuse involving a child with SEND will require close liaison between the DSL or deputy and the SENCO or named SEND lead.

6.2. Children who have or had a social worker

Children may need a social worker due to safeguarding or welfare needs. We recognise that Adverse Childhood Experiences and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a child has or has had a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the child's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

6.3. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads
- Each school have appointed a designated teacher, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.
- The Virtual School Head's role in promoting attendance, educational achievement and progress for children with a social worker and children in kinship care is recognised and used to inform support where appropriate.
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how Child premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

6.4. Children who are questioning their gender

Children who are questioning their gender will be supported through a careful, child-centred safeguarding approach. Any request relating to social transition will be referred to the DSL and considered on a case-by-case basis, taking account of the child's safety, welfare, age, developmental stage, wider needs, parental views where appropriate, and the impact on other children. Schools will act in line with safeguarding, equality and human rights duties, maintain accurate records, involve external safeguarding partners where needed, and ensure that any arrangements protect the safety, privacy and dignity of all children. See appendix 15.

6.5 Children who are lesbian, gay or bisexual

A child being lesbian, gay or bisexual is not in itself a risk factor for harm. However, children who are, or are perceived to be, lesbian, gay or bisexual can be vulnerable to discriminatory bullying. Schools will take proactive steps to prevent and respond to such bullying, apply appropriate sanctions, and ensure children know how to report concerns and access trusted support.

7. Online Safety, Artificial Intelligence and Emerging Technology Risks

GLF Schools recognise that technology is a significant feature of many safeguarding and wellbeing concerns. Children may be exposed to harm online as well as face to face, and in many cases risks may occur both online and offline.

Online safety is addressed through a whole-school approach to safeguarding, including curriculum, staff training, filtering and monitoring, parental engagement, and clear reporting routes. In line with statutory guidance, online risks are considered across the four areas of content, contact, conduct and commerce.

Artificial intelligence, generative AI and digitally manipulated content may increase or change these risks. This may include:

- exposure to illegal, inappropriate or harmful content, including misinformation, disinformation, conspiracy theories, extremist content, misogynistic content, pornography, self-harm or suicide content;
- harmful contact with other users or with generative AI applications that simulate interaction, including grooming, coercion, exploitation, peer pressure or financial abuse;
- harmful online conduct, including cyberbullying, sexual harassment, the making, sending or receiving of nudes or semi-nudes, including AI-generated or manipulated images, and the sharing of unwanted explicit content; and
- commercial risks, including gambling, inappropriate advertising, phishing, fraud or financial scams.

All concerns about online safety, AI-related harm or emerging technology risks must be reported to the DSL or a deputy in line with safeguarding procedures. Where a concern relates to a member of staff, volunteer, contractor or other adult working in or on behalf of the school, it must be reported in line with the allegations and low-level concerns procedures.

The DSL takes lead responsibility for online safety, including understanding filtering and monitoring systems and working with senior leaders, IT staff and external agencies to identify, intervene in and escalate concerns.

Filtering and monitoring systems will be reviewed at least annually, with checks that systems are working effectively on internet-connected devices in relevant locations and with consideration of emerging risks, including generative AI.

Children will be taught, in an age- and stage-appropriate way, how to keep themselves and others safe online, including the safe, responsible and ethical use of technology and AI. This will include learning about online harms such as image sharing, deepfakes, pornography, misogynistic influencers, misinformation and disinformation, and how and where to seek help.

GLF Schools will also support parents and carers to understand online safety risks, including remote education arrangements where relevant, the school's approach to filtering and monitoring, and how to raise concerns.

All concerns, decisions and actions relating to online safety and emerging technology risks will be recorded in line with safeguarding recording procedures.
See Appendix 4.

8. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff in our schools and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

8.1 All staff

All staff, including those who do not work directly with children, are expected to read part one of the Department for Education's statutory safeguarding guidance Keeping Children Safe in Education and review this guidance at least annually

All staff will be aware of:

- Our systems which support safeguarding, including this safeguarding and child protection policy, GLF's code of conduct for staff, the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour policy, and the safeguarding response to children who go missing from education
- The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- Maintaining vigilance as multiple safeguarding issues will overlap with one another
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation (KCSiE Annex B)
- Their duty to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- Their role in monitoring children's safety online, reporting to the DSL:
  if they identify or suspect that unacceptable or age-inappropriate content has been accessed in school.
  Reporting safeguarding concerns with the filtering system e.g. new slang terminology,
  Reporting perceived unreasonable restrictions for discussion.

Section 10 and appendix 6 of this policy outline in more detail how staff are supported to do this.

8.2 The Designated Safeguarding Lead (DSL)

The DSL in each school is a member of the senior leadership team. They take lead responsibility for child protection, online safety and wider safeguarding.
During term time, the DSL or a deputy DSL will be available during school hours for staff to discuss any safeguarding concerns. Arrangements to cover this role must be made for out of hours and offsite activities.
Robust cover arrangements will be in place whenever the DSL is unavailable due to illness, leave or other circumstances. This may include a confidential shared safeguarding mailbox or equivalent system to ensure concerns are received, monitored and acted on without delay.

The DSL will be given time, funding, training, resources and support to:

- Enable a strategic, context driven, informed approach to Child Protection and Safeguarding within the school. This could include updates on specific children and families, identifying multiple vulnerabilities, training needs, group supervision, planning updates and newsletters, reporting back from local and MAT led network meetings.
- Provide advice, training and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children's needs
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Promote supportive engagement with parents and carers

- Ensure that appropriate safeguards and welfare checks are in place for children placed with Alternative Provision, including written confirmation of safeguarding checks, notification of staff changes, knowing where the child is based during school hours, and reviewing placements at least half-termly.
- Complete an annual review of the school's IT filtering and monitoring systems, supported by the DSL and IT support, with records kept of checks that filtering is working appropriately on internet-connected devices in relevant locations.
- Work in partnership with IT teams to consider any changes in the filtering system.

The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and DDSLs are set out in Appendix 7 which should be added to their job description.

8.3 GLF Board of Trustees and The School Standards Board (SSB)

The GLF Board of Trustees will approve a Safeguarding and Child Protection Policy annually. Individual schools will adapt this policy to their local context and their SSB will approve the school's policy, ensuring it is relevant to the school's local context and complies with the law and holding the headteacher to account for its implementation.

The SSB will appoint a link member to monitor the effectiveness of this policy in conjunction with the full SSB. This is always a different person from the DSL and cannot be a member of GLF staff. See appendix 8

The People Director will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, working with the LADO as appropriate (see appendix 9). The Trustee with responsibility for Safeguarding must also be informed.

Trust Board and SSB safeguarding training is set out in section 17.3.
Section 18 of this policy has information on how SSBs are supported to fulfil their role.

8.4 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of the systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that robust cover arrangements are in place whenever the DSL is unavailable
- Ensuring there is time for the school's safeguarding team to meet on a regular basis.
- Ensuring that staff undertake safeguarding and child protection training in line with section 17 of this policy.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 9).
- Carrying out basic enquiries to establish facts before contacting the Local Authority Designated Officer (LADO) when there has been an allegation of abuse against a member of staff
- Ensuring the relevant staffing ratios are met, where applicable in an Early Years setting
- Making sure each child in the Early Years Foundation Stage settings is assigned a key person
- Seeking assurance that any external agencies using the premises for non-school activities have appropriate safeguarding and child protection policies and procedures in place. Safeguarding requirements must be included in hire, lease or transfer of control agreements, and failure to comply may lead to termination of the agreement.

9. Confidentiality and Information Sharing

GLF Schools' policy for Data Protection gives further detail about information sharing but the following principles apply:

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.
- Where a referral to a local safeguarding partner is made without consent, the reason for not gaining consent should be recorded.
- The Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025 do not prevent, or limit, the sharing of information for the purposes of keeping children safe and promoting their welfare
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

Record-keeping is addressed in section 16, and confidentiality in allegations against staff is addressed in appendix 9.

10. Recognising abuse and taking action

Staff, volunteers and SSB members must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, any references to the DSL should be understood to mean "the DSL (or deputy DSL)".
We recognise that changes in behaviour and demeanour as well as visual signs can indicate that a child is experiencing abuse or neglect. We also recognise that a child may not realise that they are being harmed. For multiple reasons they may not be ready or know how to tell someone that they are being harmed and so our staff maintain a stance of professional curiosity and any cause for concern should be flagged with the DSL.

A child or young person should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child or young person ever be made to feel ashamed for making a report.

Figure 1 on page 14 illustrates the procedure to be followed where there are concerns about a child's welfare.

10.1 If a child is suffering or likely to suffer harm, or in immediate danger

Concerns must be reported through the normal channels to the DSL. Where a concern is believed to be urgent, a DSL must be spoken to as soon as possible, as well as the cause for concern being recorded in writing. Although a referral to children's services can be made by anyone, DSLs have received specific training in triaging concerns.

If a child is believed to be in immediate danger, for example if something is seen out of school hours, the police must be called on 999.

Reference should be made to When to Call the Police if necessary.

Appendix 6 sets out how referrals to DSLs are to be made.

10.2 If a child reports abuse, neglect or exploitation

If a child reports that they are being abused, neglected or exploited, they should be listened to, their allegation should be taken seriously, and they should be reassured that action will be taken to keep them safe. The following steps should be followed:

- The child should be actively listened to.
- The child should be allowed time to talk freely, and leading questions should not be asked – the TED acronym is recommended if needed: tell me, explain that, describe that.
- A calm response should be maintained and shock or upset should not be shown.
- The child should be told that they have done the right thing in speaking out. They should not be told that they should have spoken out sooner.
- What will happen next should be explained, including that the information will need to be passed on. Confidentiality must not be promised.
- The conversation should be written up as soon as possible in the child's own words. The record should stick to the facts, and personal judgement should not be included.
- The write-up should be signed, dated and passed to the DSL.

Alternatively, if appropriate, a referral may be made directly to children's social care and/or the police (see 10.1), and the DSL must be informed as soon as possible that this has been done.

10.3 If FGM has taken place or a Child is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a Child has already been subjected to FGM, and factors that suggest a Child may be at risk, are set out in appendix 3.

Any teacher who discovers (either through a disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a Child under 18 must immediately report this to the police, personally. This is a statutory duty, and they will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told by the police not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a Child under 18 must speak to the DSL and follow the local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a Child is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine Children.

Any member of staff who suspects a Child is at risk of FGM or suspects that FGM has been carried out or discovers that a Child aged 18 or over appears to have been a victim of FGM] must speak to the DSL and follow our local safeguarding procedures. See Appendix 6

10.4 Concerns about extremism and radicalisation

The Prevent duty requires all schools 'to help prevent the risk of people becoming terrorists or supporting terrorism'. This includes safeguarding learners from extremist ideologies and radicalisation.

In line with national guidelines, DSLs need to understand and identify any radicalisation risks in their schools, and all staff should undertake specific Prevent training every two years.

Where there is a concern, the DSL or the school's Prevent Lead will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated counter-extremism helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a child. Email can also be sent to counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

10.5 Children at risk of serious violence

Staff must be alert to signs that a child may be at risk of, or involved in, serious violence, including carrying or intending to carry a weapon, threats of violence, involvement in peer conflict, exploitation, gangs or county lines. Any concern must be reported to the DSL or deputy immediately.

The DSL will assess the risk to the child and others, consider whether a safety and support plan is needed, and make referrals to children's social care and/or the police where appropriate. Early, evidence-based support will be considered to prevent escalation, including trusted adult support, social and emotional intervention, mentoring or therapeutic support where available.

If a member of staff suspects that a child has brought a weapon into school, it must be reported to the DSL and senior leadership without delay.

10.6 Mental health concerns

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are not expected or able to diagnose mental health conditions but should observe children day to day and identify behaviour that may suggest a child is experiencing, or is at risk of developing, a mental health problem. This may include panic attacks, self-harm and difficulties with eating.

Where a mental health concern about a child is also a safeguarding concern, immediate action must be taken by following the steps in section 10.1 or 10.2.

Where a mental health concern is **not** also a safeguarding concern, the school's Senior Mental Health Lead or DSL should be consulted to agree a course of action.
The Department for Education guidance on mental health and behaviour in schools gives more information.

If a child reports self-harm or expresses thoughts of self-harm or suicide, this will be taken seriously and responded to without delay. Where there is an immediate risk of harm, emergency services or urgent medical advice will be sought. Parents or carers will normally be informed as soon as possible by the DSL or an adult trusted by the child, unless doing so would increase risk. The family will be signposted to appropriate help and intervention and, where appropriate, a Mental Health Support Team or CAMHS referral will be made.

A well-being plan (appendix 13), agreed with the child, parent(s) or carer, will be used to support the child in school and regularly reviewed. Please also see "Managing Children in Crisis Policy".

10.7 Children absent from education or missing education

Attendance, absence, repeat absence and prolonged absence are closely monitored. Children being absent from education, particularly on repeat occasions or for prolonged periods, can be a vital warning sign of safeguarding concerns including neglect, child sexual exploitation, child criminal exploitation, county lines, mental health concerns, substance misuse, FGM, forced marriage, radicalisation or wider harm.

The DSL will monitor unauthorised absences and take appropriate action, including notifying the local authority, particularly where children are absent on repeat occasions and/or are absent for periods

during the school day. If the whereabouts of a child are unknown and they are deemed missing from education, the local authority will be informed according to their local procedures in Appendix 12 and Children Missing Education: Statutory Guidance for Local Authorities.

Staff should also be alert to safeguarding risks linked to travelling to conflict zones, FGM and forced marriage.
Where reasonably possible the school should hold more than one emergency contact number for each Child. See appendices 11 and 12 for local procedures.

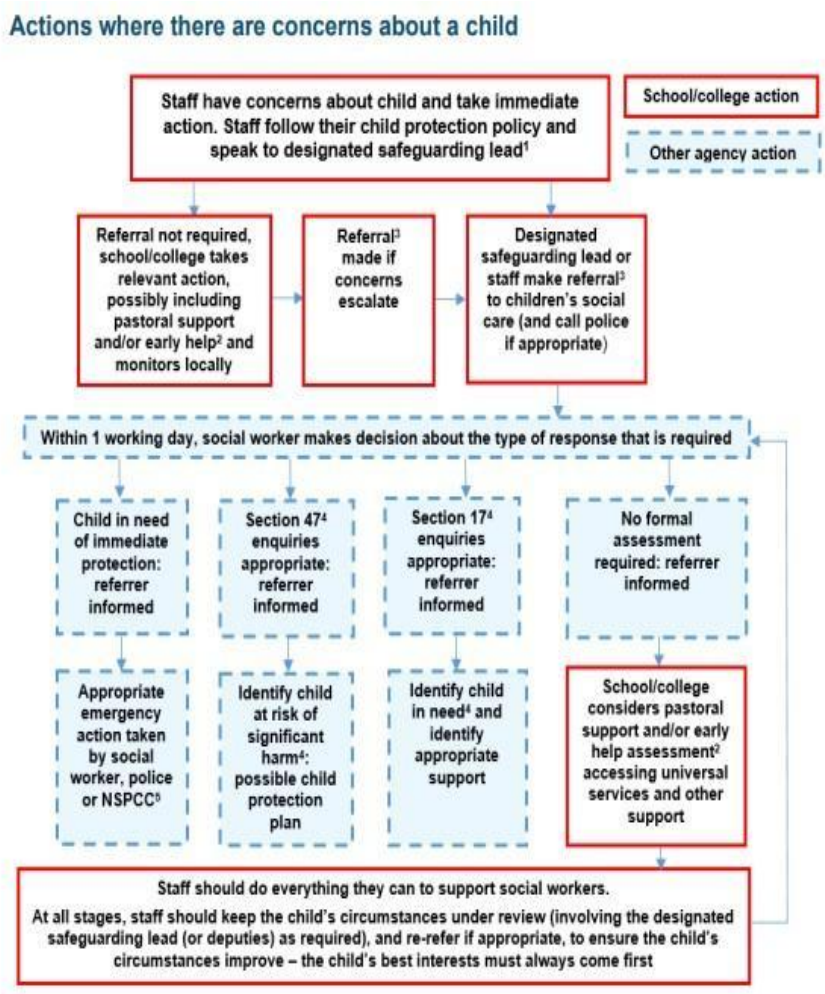
10.8 Concerns about a staff member, supply teacher or volunteer

Concerns about a member of staff, supply teacher, trainee teacher, volunteer, contractor or any adult working in or on behalf of the school, or an allegation that they may pose a risk of harm to children, must be reported to the headteacher.
Where concerns are made known about a member of staff or volunteer working with children in an out-of-school setting using the school premises, the school's normal safeguarding procedures should be followed, including informing the LADO.

If the concerns/allegations are about the headteacher, speak to the GLF Schools People Director and inform the Trustee with responsibility for Safeguarding.

The headteacher or People Director will follow appendix 9 where appropriate.
Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

Figure 1:



If, in exceptional circumstances, the DSL / DDSL are not available, appropriate action must not be delayed. A member of the senior leadership team should be informed and/or advice should be taken from local authority children's social care. Advice can be sought at any time from the NSPCC helpline on 0808 8005000. Details of any actions taken must be recorded and shared with the DSL as soon as practically possible.

11 Child-on-child abuse

We recognise that children can abuse other children online and offline, inside and outside school. This may include sexual violence, sexual harassment, physical or emotional abuse, bullying, exploitation, coercive or controlling behaviour, hazing, prejudice-based abuse and harmful online behaviour. Abuse will never be tolerated or dismissed as "banter", "just having a laugh" or "part of growing up".

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of Children hurting other Children will be dealt with under our schools' behaviour policy, but this policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put Children in the school at risk
- Is violent
- Involves Children being sold or forced to use drugs or alcohol
- Involves criminal exploitation or criminal gang membership such as County Lines or money laundering
- Involves sexual violence, sexual harassment, sexually abusive behaviour (10.1) or image-based abuse (10.2)

We will reduce the risk of child-on-child abuse by:

- Challenging derogatory, discriminatory, misogynistic, sexualised or abusive language or behaviour, including requesting, sending, sharing or threatening to share sexual images.
- Being alert to issues that may particularly affect children because of protected characteristics, while recognising that any child can experience or display harmful behaviour.
- Teaching Children about healthy relationships, consent, boundaries, equality, online safety, harmful sexual behaviour, and how to seek help.
- Ensuring Children know how to speak to trusted staff, how concerns will be handled, and where to find confidential help.
- Ensuring staff consider whether a child displaying harmful behaviour may also be experiencing abuse, neglect, exploitation, trauma or unmet need.

11.1 Sexual violence, sexual harassment and sexually abusive behaviour

We will follow Part five of Keeping Children Safe in Education when responding to reports of sexual violence, sexual harassment or sexually abusive behaviour between children. Staff must listen, reassure the child, explain next steps, avoid promising confidentiality and record the concern accurately.

- Staff must record the allegation and tell the DSL, but must not investigate it
- If the allegation involves a potential criminal offence, the DSL will contact the local authority children's social care team and the police, following their advice
- An appropriate adult will be present during any police interviews in school
- Parents and carers of the children involved will normally be informed at an early stage, unless this would place a child at additional risk of harm, compromise a police investigation, or conflict with advice from children's social care or the police.
- The DSL will ensure an in-school risk assessment or wellbeing and support plan is in place for all children involved, including the child who has reported or experienced harm, the child against whom the allegation has been made, and if necessary any witnesses, siblings or peer groups affected. Each child should have a named adult they can talk to. Plans should be developed with the child and parents or carers where appropriate. See Appendix 13.
- The risk assessment and well-being plans will take into account the risk of intrafamilial harm, for example protecting other siblings.

- Early help should be considered where needs do not meet statutory thresholds; however, this must not delay a referral to children's social care or the police where there is a risk of significant harm or a possible criminal offence.

When responding to a report, staff and DSLs will recognise that:

- The report may be the first indication of a wider pattern of abuse, and trauma may affect a child's memory, recall or timeline.
- Some children may face additional barriers to telling someone, including because of disability, ethnicity, sex, gender identity or sexual orientation.
- The child's own language should be used when recording the concern, and their wishes and feelings should be considered alongside the need to protect them and other children.
- Sexual violence and sexual harassment can take place within intimate personal relationships between teenagers.
- There may be links to child sexual exploitation and child criminal exploitation within intimate personal relationships.
- Reasonable, proportionate steps will be taken to keep the child who has reported or experienced harm and the child against whom the allegation has been made apart, including during lessons, social time and before- or after-school activities, without unnecessarily isolating or disadvantaging the child who has reported or experienced harm.
- In some cases, a risk assessment may show that a safeguarding separation is needed where the child against whom the allegation has been made is directed to offsite provision.

11.2 Sharing nudes and semi-nudes

Sharing nudes and semi-nudes means the sending or posting of nude or semi-nude images, videos or live streams online by young people under 18. This may include images created, altered or shared using AI. Nudes and semi-nudes may be shared via social media, gaming platforms, chat apps, forums, online services or device-to-device sharing. We follow the UKCIS and GOV.UK guidance on sharing nudes and semi-nudes for all staff, DSLs and senior leaders.

Staff responsibilities when responding to an incident

If a member of staff is made aware of an incident involving the sharing of nudes or semi-nudes, they must report it to the DSL immediately.

The following actions must **NOT** be taken:

- The imagery must not be viewed, copied, printed, shared, stored, saved or downloaded, and a child must not be asked to share or download it. If imagery has already been viewed accidentally, this must be reported to the DSL and support must be sought.
- The imagery must not be deleted, and the Child must not be asked to delete it.
- The Child(s) involved in the incident must not be asked to disclose information regarding the imagery; this is the DSL's responsibility.
- Information about the incident must not be shared with other members of staff, the Child(s) involved, their parents or carers, or other parents and carers, unless directed by the DSL.
- Nothing should be said or done that blames or shames any young people involved.

It should be explained that the incident needs to be reported, and children should be reassured that support and help will be provided by the DSL.

See Appendix 14 for our procedures following an incident.
The policy on sharing nude or semi-nude images should be shared with Children so they are aware of the processes the school will follow in the event of an incident.

12. Early Help and Multi-Agency Working

GLF Schools identify emerging need early so children and families receive the right help at the right time. Staff remain professionally curious and share concerns with the DSL or a deputy without delay. Support may include school-based pastoral provision, targeted intervention, work with parents and carers, community-based Early Help, Family Help, or referral to statutory children's social care where thresholds are met.
The DSL will generally lead liaison with other agencies and coordinate the school's contribution to assessments and plans. This may include working with children's social care, health services, police, local authority services, safeguarding partners and other relevant professionals to provide a coordinated response that promotes the child's welfare and safety.

Early Help and Family Help arrangements will be kept under review. If concerns do not improve or escalate, the DSL will consider referral to local authority children's social care. Staff must not assume another professional will take action.
Particular attention will be given to children who may benefit from additional support before statutory intervention, including children with SEND or health needs, young carers, children experiencing mental health difficulties, children who are persistently absent or on reduced timetables, children experiencing family challenges, and children showing early signs of harmful, risk-taking or exploitative behaviour.

Concerns, discussions, decisions and actions will be recorded clearly and securely, including the rationale for decisions and any referrals or escalation.

13. Notifying parents

Where appropriate, schools will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or report of abuse.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

At times advice may be sought from Local Safeguarding Partners through a no-names referral if we believe that notifying the parents could increase the risk to the child. In both cases we would follow Children's Services advice as to when and if to notify parents of a safeguarding concern.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

14. Mobile phones, personal technology and cameras

Staff are allowed to bring their personal devices (e.g. phones and smart watches) to school for their own use but will limit such use to non-contact time when Children are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with Children.

Staff will not take pictures or recordings of children on their personal devices or cameras.

We will follow the UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025 when taking, storing and sharing photos, recordings and personal information.

Schools will be mobile-phone-free environments for pupils by default during the school day, including lessons, movement between lessons, breaktimes and lunchtime, unless a specific exception has been agreed by the headteacher for individual need or safeguarding reasons.
Please see the GLF staff code of conduct and the acceptable use policy for further details.

15. Complaints and concerns about school safeguarding

15.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff and in line with section 4 of Keeping Children Safe in Education.

15.2 Other complaints

Complaints about issues such as bullying should be taken seriously and, where possible, resolved by the class teacher or a member of leadership. If this is not possible, the GLF Complaints Policy should be followed.

Safeguarding concerns raised to the Trust will be considered first through a safeguarding lens. Where the MATDSL identifies a child protection or wider safeguarding concern, the matter will be managed in line with safeguarding procedures, such as ensuring appropriate recording, advice, escalation or referral. Other concerns will be managed under the GLF Complaints Policy.

15.3 Whistle-blowing

GLF Schools' whistle-blowing policy covers how staff report concerns regarding the way the school safeguards children, including poor or unsafe practice, or potential failures.

16. Record-keeping

The school will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions must be recorded in writing and dated. If there is any doubt about whether to record something, this should be discussed with the DSL. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of any action taken, decisions reached and the outcome.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly, securely and separately from the main pupil file. This must happen within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The file transfer should include a clear, structured summary of current safeguarding concerns, relevant context and ongoing support needs, distinguishing current risk from historic information. Confirmation of receipt will be obtained and, where concerns are significant or complex, the DSL will speak with the DSL of the receiving school so that support and risk management can be in place when the child arrives.

In the event that the child does not go to another school or college upon leaving secondary school we will retain their Safeguarding file until their 26th birthday.

In addition, our Recruitment Policy includes record-keeping specifically with respect to recruitment and pre-employment checks.

17. Training

17.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including online safety, filtering and monitoring expectations, whistle-blowing procedures, child-on-child abuse, and the school's safeguarding systems. Training will be regularly updated and in line with advice from the 3 local safeguarding partners.

Annual Safeguarding Refresher training for all staff should be completed every September, preferably during Inset Days.

All staff will be expected to complete the relevant National College modules following GLF's guidelines. We recognise that live training from the DSL team through regular "hot topics" and quizzes in staff meetings is an effective way to heighten awareness of the contextual safeguarding issues in our locality. Schools will keep a training log to ensure relevant topics are covered by all relevant staff.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. This should happen every two years as a minimum, with updates provided sooner where local or national risks change.

School staff will also receive regular safeguarding and child protection updates, for example through emails, e-bulletins and staff meetings.
Volunteers will receive appropriate training, if applicable.

17.2 The DSL and DDSLs

The DSL and deputies will undertake DSL training at least every 2 years, this would usually be through the Local Authority where possible or recognised external agencies such as the NSPCC if local training is unavailable.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

17.3 GLF Trustees and School Standards Boards

Trustees and SSB members receive safeguarding and child protection training, including online safety, at induction and at regular intervals. This enables strategic challenge and assurance that safeguarding policies, procedures and practice are effective and support a robust whole-school approach.

17.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures. See GLF Recruitment policy for details of our Safer Recruitment procedures including how and when we might look at a shortlisted candidate's public online presence.

18. Monitoring arrangements

GLF's Safeguarding and Child Protection Policy will be reviewed annually in the summer term by the MATDSL, the DSL networks and strategic safeguarding team members. At every review, it will be approved by the Board of Trustees.

GLF's policy will be used as the basis for their schools' Safeguarding and Child Protection Policy with local context and procedures added. This will be discussed by the SSB at their first meeting of the academic year.

19. Links with other policies

This policy links to the following policies and procedures:

GLF Schools Central Policies:

- Acceptable Use
- Complaints
- Data Protection
- E Safety
- Health and safety
- Managing Children in Crisis
- Physical Intervention
- Recruitment
- Staff Code of Conduct
- Supporting children with medical conditions
- Suspension and exclusions
- Whistleblowing

Individual Schools' Policies and Procedures:

- Anti-bullying
- Attendance
- Behaviour
- Curriculum
- Equalities objectives
- First aid
- Online safety
- Relationships and Sex Education
- SEND offer

Appendix 1: Local Safeguarding Partners

If a child is in immediate danger of harm call the police on 999

Wandsworth
Initial Point Of Contact (IPOC)
Availability: Monday – Friday 9 a.m. – 5 p.m.
Phone: 020 8871 6622
Out of hours phone: 020 8871 6000 for emergency duty team.
Email: IPOC@wandsworth.gov.uk For referrals / enquiries

Online Referral Forms here

LADO Local Authority Designated Officer
Phone: 020 8871 7440
Email: LADO@richmondandwandsworth.gov.uk
Wandsworth Safeguarding Children Partnership Website: http://www.wscb.org.uk/

Looked After Children
Head of Virtual School: Nova Levine
Phone: 020 8871 7348
Email: nlevine@wandsworth.gov.uk

Appendix 2: Further Legislation / Guidance

Children's Wellbeing and Schools Act 2026, which makes provision about safeguarding and welfare of children, attendance, school standards and related education matters.

Relationships, Sex and Health Education Guidance School leaders will be updating curriculum and RSE policies over the course of this academic year to reflect changes from September 2026

Online Safety Act 2023, which places duties on regulated online services and supports the wider framework for protecting children from online harm.
Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of Children

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of Children at the school

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Section 74 of the Serious Crime Act 2015, places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

Prevent duty guidance: England and Wales (2023), statutory guidance issued under the Counter-Terrorism and Security Act 2015, which came into force on 31 December 2023 and sets out expectations for specified authorities, including schools, in protecting people from the risk of radicalisation and extremism.
The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the EYFS statutory framework for group and school-based providers 2026 effective from 1 September 2026.

Our Alternative Provision toolkit uses guidance from Alternative provision: statutory guidance for local authorities, academy trusts and schools, including the February 2025 *Arranging Alternative Provision: A Guide for Local Authorities and Schools.*

Meeting Digital and Technology Standards informs the filtering and monitoring aspects of keeping students safe online.
Working together to improve school attendance, statutory guidance for maintained schools, academies, independent schools and local authorities, updated July 2026, explains how schools and local authorities should work together to remove barriers to school attendance.
Out of School Settings Guidance sets out safeguarding requirements for organisations or individuals who provide community activities, tuition or after-school clubs for children.

Appendix 3: Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse 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.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or coercing 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 nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
Physical, emotional and sexual abuse can also occur in intimate personal relationships between peers as a type of child-on-child abuse.

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 as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

Annex A of Keeping Children Safe in Education provides further information on specific safeguarding issues and should be used alongside this policy for identification, training and local contextual planning.

Appendix 4: Online Safety – Internet Filtering

GLF Schools implements a range of systems to support the delivery of online learning in a safe and secure manner.

Technology in the form of automated systems such as filtering and monitoring are not 100% accurate at all times and as such, schools are to ensure that access to devices with internet access is always carried out in a supervised environment. In line with NCSC guidance, supervision remains the strongest and most reliable level of monitoring and safeguarding possible.

All GLF Schools have a managed filtering system that blocks access to systems based on known content, these systems have a feed of data from government filtering lists to block specific addresses as well as proactively scanning the internet for new content.

The systems in place do sometimes vary depending on the schools' internet provider and this appendix is not an exhaustive list of what is in place. Schools should engage with their Regional IT Partner if they are unsure as to the specific systems in use at their school.

Across our schools, the following systems are in place: Netsweeper or Fortinet

Filtering systems provide a log of websites visited as well as search terms used in search engines and have a range of reporting options including Prevent reporting. The filtering provider regularly updates their blocklist in accordance with the Internet Watch Foundation (IWF) and Counter-Terrorism Internet Referral Unit (CTIRU) as required by the DfE's Filtering and Monitoring standards: https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-core-standard

Where some schools do not have individual student logins, filtering reports will not be able to identify an individual but will instead identify the shared user account.

Access to the internet for learning in school, should always be conducted on school operated devices using the school WiFi, use of mobile devices with mobile connectivity will not have any of the trust monitoring or filtering systems in place.

Smoothwall is used on school-owned devices and google accounts regardless of the deice being used to support online safeguarding by monitoring Child activity, including searches, typed content, websites and other digital behaviour that may indicate risk. Alerts are reviewed by designated staff and, where relevant, recorded and followed up in line with safeguarding procedures.

Appendix 5: Faith and Cultural Safeguarding Checklist

Culturally competent practice acknowledges and aims to understand the meaning of cultural identity within each individual's and family's lives.

Although some cultural practices are subjective as to whether they constitute abuse, there are a number which can be definitely classified as significant harm and must be referred to the relevant local safeguarding partner: Female Genital Mutilation (FGM), Breast Ironing, Forced Marriage, 'Honour' based violence and abuse, abuse linked to a belief in witchcraft or spirit possession. There are other cultural abuses that originate from traditional practices, including traditional medicines and rights of passage. Some of these may not always constitute 'significant harm' to a child or adult.

Families from minority groups can live with circumstances that could reduce their ability to do the things they need to do to keep their children safe. When considering a referral to children's services ask yourself the following questions:

If this parent…

1. Cannot speak, read or write English, will they be able to e.g. get a job, arrange suitable childcare, register with a GP, pursue a legitimate asylum claim, understand the law etc.?
2. Fears that the 'State' is authoritarian, will they be able to register with a GP, engage with the local services, talk to the school about their child's progress/difficulties, call social services or the police if necessary e.g. for help with domestic violence?
3. Lacks strong social networks; will they be able to cope with the stresses of child rearing and the tensions and emergencies of everyday living?
4. Lives in temporary housing, e.g. B&B, will they be unsettled, moving at [irregular] intervals to new and unfamiliar areas, not able to begin building a supportive social network, needing constantly to engage with a new GP, children's centre, school etc.?
5. Is living below the poverty line, will they have the added burden of not being able to buy enough food and clothing, keep warm enough, travel as needed or give things to their child as they would like, to add to the stresses of child rearing and the tensions and emergencies of everyday living?
6. Has a child who is of a different appearance and culture to them, e.g. a single mother whose child has inherited their father's appearance (and as a young person chooses their father's culture), will the mother's skills and the child's identity and self-esteem be sufficiently resilient?
7. Is living in a close-knit community, will they be too scared or ashamed to engage with statutory and other services for herself e.g. domestic abuse, sexual abuse/rape, repudiating female genital mutilation or spirit possession, or for their child e.g. honour-based violence or sexual promiscuity?
8. Has a perspective on parenting practices underpinned by culture or faith which are not in line with UK law and cultural norms, will they put their child at risk of harm through e.g. leaving young children at home alone, exercising robust physical punishment, forcing a child into marriage etc.?
9. Recognises their faith or community leader as all powerful, will they put their child at risk of harm rather than questioning the leader?
10. Puts a very high value on preserving family honour, will they put their child at risk of harm rather than 'exposing the family to shame' in their community?

and, if this young person…

11. Is compromised in relation to their community, through being 'westernised' e.g. sexually active (incl. teenage motherhood), having a girl/boyfriend not from the same community; or by having a stigmatising experience e.g. sexual abuse, mental ill health or a disability, will they be able to seek help to keep safe from the community or statutory and other services?

12. Has strong allegiance to a group or gang, e.g. radicalised, will this stop them from seeking help from the community or statutory and other services, to stay safe?

Appendix 6: Reporting concerns

All GLF schools have a Designated Safeguarding Lead (DSL) and one or more Deputy DSLs. Every school should prominently display their named photos and safeguarding procedures so that parents, SSB members, Trustees, Trust and Regional Teams and any other visitor can easily identify who to inform of any safeguarding concerns.

If an employee of GLF has a safeguarding concern it should be reported to the DSL or a member of senior leadership as soon as possible and definitely on the same day as their visit. They should follow the reporting protocols of the school they are in as directed by the DSL.
If a Trustee or Trust and Regional team member is unsure about a safeguarding matter they should contact the MATDSL or a deputy MATDSL via email.

Appendix 7: Role of the Designated Safeguarding Lead (DSL)

Based upon KCSIE Annex B

School Standards Boards should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead.
The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school to carry out the duties of the post.
They should be given the time, funding, training, resources and support needed to carry out the role, including advising staff, contributing to assessments, and taking part in strategy discussions and inter-agency meetings.

Deputy designated safeguarding leads (DDSL)

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Activities may be delegated to appropriately trained deputies, but ultimate lead responsibility for child protection remains with the designated safeguarding lead and must not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required

- refer cases where a crime may have been committed to the Police as required

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise with staff, including pastoral staff, school nurses, IT staff, SENCOs and Senior Mental Health Leads on safeguarding, online safety and referral decisions;
- act as a source of support, advice and expertise for all staff;
- work with attendance leads and relevant staff to identify and respond to safeguarding concerns linked to absence from education, persistent absence, reduced timetables or children missing education;
- share relevant safeguarding and welfare information with alternative provision providers and keep safeguarding arrangements under review;
- liaise with the Senior Mental Health Lead where mental health concerns may indicate abuse, neglect or exploitation;
- understand the school's filtering and monitoring systems and support compliance with Department for Education standards.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
The designated safeguarding lead should undertake Prevent awareness training.

Training should give designated safeguarding leads a strong understanding of their role, local procedures, information sharing and the responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, children with SEND, those with health conditions and young carers;
- understand relevant data protection legislation and regulations, including the Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025;
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

- can recognise the additional online risks faced by children with SEND, including bullying, grooming and radicalisation, and support them to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- are aware of the need to have an appropriate adult present where a child is being questioned by police on school premises;

Raise Awareness

The designated safeguarding lead should:

- ensure the school's safeguarding and child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing relevant welfare, safeguarding and child protection information with teachers and school leaders, including information about children who have or have had a social worker.

This should support staff to understand barriers to learning, maintain high aspirations and put appropriate academic, pastoral and safeguarding support in place for these children.

Child protection files and information sharing

Where children leave the school, including in-year transfers, the DSL should ensure the child protection file is transferred securely and separately from the main pupil file within required timescales. The transfer should include a clear summary of current concerns, relevant context and ongoing support needs, and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available during school hours for staff in the school or college to discuss any safeguarding concerns. Whilst the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone, Teams or other such media is acceptable. It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Understanding the views of children

Designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a school-wide culture of listening to children and taking account of their wishes and feelings
- understand the difficulties that children may have in approaching staff about their circumstances
- consider how to build trusted relationships which facilitate communication.

Appendix 8: Role of the SSB and Safeguarding Link Member

The role of the Trustee with responsibility for safeguarding is set out in their terms of references.

The School Standards Board (SSB), acting as the school's local governing body, has a duty to provide strategic oversight and assurance that the school is meeting its safeguarding responsibilities. SSB members must satisfy themselves that safeguarding and child protection arrangements are effective, child-centred, understood by staff, and embedded within a whole-school approach to safeguarding. The SSB must appoint a safeguarding link member to support this assurance role.

Safeguarding Link Role

The safeguarding link member supports the SSB by seeking assurance, providing challenge and reporting on safeguarding strengths, risks and areas for improvement.

The role is strategic and must not involve managing, investigating or reviewing individual child protection cases.

Key aspects of the safeguarding link member's role include:

- understand the safeguarding requirements placed on governing bodies and schools;
- seek assurance that the safeguarding and child protection policy is reviewed at least annually, updated when required and available publicly;
- seek assurance that safeguarding is embedded within a whole-school approach, including curriculum, behaviour, attendance, online safety and pastoral systems;
- monitor whether staff understand and follow safeguarding procedures, including reporting concerns, recording decisions and escalating concerns where needed;
- seek assurance that the DSL and deputy DSLs have appropriate status, time, funding, training, supervision, resources and support;
- seek assurance that safeguarding training, including online safety and child-on-child abuse, is effective and regularly updated;
- seek assurance that effective arrangements are in place for online safety, filtering and monitoring, including regular review and checks of systems;
- seek assurance that safer recruitment arrangements and the single central record are compliant;
- seek assurance that allegations, low-level concerns and concerns about adults working with children are managed in line with statutory guidance;
- seek assurance that safeguarding arrangements for children placed in alternative provision are appropriate and kept under review;
- seek assurance that attendance, persistent absence, suspensions, exclusions, reduced timetables and children missing education are considered through a safeguarding lens;
- report safeguarding strengths, risks and areas for improvement to the SSB without reviewing or managing individual child protection cases.

Appendix 9: Allegations against staff

All school staff should take care not to 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 own Behaviour policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

We understand that a Child may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, 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 will follow the guidance on whether allegations meet the harms threshold in section 4 of Keeping Children Staff in Education. If the allegation meets the harms threshold the headteacher will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and before taking any further action.

Low level concerns which do not individually meet the harms threshold include: being over friendly with children; having favourites; taking photographs of children on a mobile phone; engaging with a child on a one-to-one basis in a secluded area; using inappropriate sexualised, intimidating or offensive language. These may be inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances. However, in some instances they may indicate an intent to groom or abuse. Low level concerns should be reported to the Headteacher and

dealt with appropriately to address unprofessional behaviour and any weaknesses in the staff code of conduct or other policies.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform GLF School's People Director and the Trustee with responsibility for Safeguarding. The People Director will consult the LADO as above, without notifying the Headteacher first.

The school will follow the GLF Schools policy for managing allegations against staff.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and GLF Schools People Director in making this decision.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of the Trustees Board with advice as above.

Staff, parents and SSB members are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

Appendix 10: Safer Recruitment, Safe School, Safe Staff

GLF Schools Recruitment Policy will be followed to ensure Safer Recruitment procedures are adhered to when appointing new staff.

All staff receive information about the school's safeguarding arrangements at induction, including this policy, staff code of conduct, behaviour policy, online safety policy, the role and identity of the DSL and deputy DSLs, safeguarding response to children absent from education or missing education, and Keeping Children Safe in Education Part one. Staff must confirm they have read and understood these documents.
All staff receive safeguarding and child protection training at induction in line with advice from the Local Safeguarding Partners and the MAT DSL which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually.

All members of staff are trained in and receive regular updates in online safety and reporting concerns.

All staff and School Strategy Board members have regular child protection awareness training, including online National College training, updated and monitored by the MAT DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

The child protection and safeguarding policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members regarding child protection procedures through the publication of the Safeguarding and Child Protection Policy and reference to it in the school's handbook.

Our lettings policy and hire arrangements will include safeguarding expectations for external providers using school premises.
Community users organising activities for children are aware of the school's Safeguarding and Child Protection Policy, guidelines and procedures.

The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

Appendix 11: Local Safeguarding Partners Procedures and Escalation Policy

Wandsworth
Local Procedures: https://www.wscp.org.uk/policies-and-procedures/levels-of-need-framework

Children Missing in Education: https://www.wscp.org.uk/documents/children-missing-education-process-for-schools

Escalation of concerns (no specific section on websites – escalate via MASH: https://www.wandsworth.gov.uk/health-and-social-care/children-and-families/report-a-concern-about-a-child/

Appendix 12: Children absent from education and children missing education

Definition

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school. Children being absent from education, particularly on repeat occasions or for prolonged periods, can also be a vital safeguarding warning sign.
Schools should follow their attendance procedures alongside local authority requirements for children missing education. Most local authorities ask schools to report children after ten days of missed education and no family contact following reasonable checks; local variations are set out below.
All of our schools have "first day" calling and normal attendance policies should be followed in conjunction with this guidance, for example some schools inform their EWO/Inclusion Service after three days of no contact to mitigate against the risk of reaching ten days.

Reasonable checks:

- Phone calls and texts to all the last known phone numbers.
- Emails or letters to the last known address.
- Contacting a sibling's school.
- Asking the missing child's peer group.
- Doorstep visit, following a risk assessment and the school's current policy & procedures.
- Contact PCSO for a welfare check.

Any concerns about a child's safety should be referred to Children's Services via the DSL without delay.
If a child is believed to be in immediate danger, 999 should be called.

How to refer

Croydon: "Child Missing from Education" (CME) referral forms are accepted after 10 working days of reasonable checks being carried out by the educational provider and their Designated Safeguarding Lead
Hampshire: If, despite reasonable checks, the Child's absence continues and his/her whereabouts remains unknown, the school must refer via "Child at risk of missing in education" tracking form on Day 11.

Oxfordshire: Follow normal attendance procedures leading to action by the County Attendance Team if other measures are unsuccessful. If enquiries establish that the family has left their address, please send details to the Children Missing Education Officer. In all schools unexplained absence may also give rise to a safeguarding concern and in all such cases the school should consider whether a safeguarding referral is required alongside attendance and Child tracking procedures.

Surrey: A school refers a Child to the Local Authority for further investigation if s/he has been continually absent for more than 10 school days without permission and the school has carried out reasonable checks and failed to establish the child's whereabouts and the reason for absence.

Sutton: After 10 days a referral should be made to the Children Missing Education Officer and a CME form completed. Schools should agree with the LA the intervals in which they will inform the authority of the details of Children who are regularly absent from school or have missed 10 school days or more without permission.

Wandsworth: Contact MASH after 10 days and following reasonable checks - there is no specific information referencing procedures on the Wandsworth Safeguarding Partnership website.

West Sussex: For poor attendance (*count this as 10 days no remote attendance)* contact should be made in the first instance with Child Entitlement Investigations: 0330 228200 / educationwelfare.duty@west sussex.gov.uk; or if the school consider the child with poor attendance to be at risk then contact should be made with MASH.

Wokingham: Follow normal attendance procedures, including referral to Educational Welfare Services. If a child does not attend their registered school or education provider for 20 consecutive days then the CME Officer should be made aware.

N.B. If there are concerns about the welfare of a Wokingham child, a referral should be made to

MASH without delay.

Appendix 13: Well-being and Support Plan

Safety and Wellbeing Plan (Confidential)

This form can be used to assist the consideration of student wellbeing following a significant incident either in or outside of school that might impact on the wellbeing of a young person. This should be completed by a member of the safeguarding or pastoral team in conjunction with the student. This should be shared with the parents and other professionals if applicable. See page 2 for guidance. The completed form must be added to the pupil file.

Name of Student		DOB/Year	
Name of assessor		Date	

Outline nature of incident causing concern (include location)				
Is there an ongoing police investigation	Yes		No	
Is the perpetrator a fellow student? *(If yes detail potential risks below e.g. risk in lesson / in social time / on way to /from school / moving around between lessons)*	Yes		No	
Is there on online element to the concern? e.g. access to inappropriate content / cyberbullying *If yes detail potential risks below e.g. accessing unacceptable content on school devices or own phone)*	Yes		No	

Assessment of Concerns For Safety and / or Welfare		
Detail of concern:	Concern raised by:	Actions to mitigate

Signature of assessor		Date	

When completing this plan the following points must be considered in discussion with the young person & Parent / Carer (this list is not exhaustive but provides a starting point for discussions):

Are there any times when both would be in the same class or room together? – (house structures – all year assemblies– do changes need to be made?) – If changes need to be made consider whether 'victim' may feel safer if no changes are made to their timetable, and consider why should they have to make changes;

Are there any times which both may be in the same area of the school – (Comparison of timetables);

Periods of free time in the school and how this is managed;

If the 'victim' is feeling angry – how would they be able to leave the class without questions being asked,

Who is the child's point of contact should they need to talk – who would be available if that staff member is not in school;
If there is a joint friendship group – how to explain the need for no contact;

If time off school is needed (for interviews etc) how to explain this to friendship groups;

Are there siblings / close friends at the school who would also benefit from being in different forms/ house/hall and classroom structures; Are there siblings / close friends in other schools where the DSL should be informed.

If no charges pursued how then will child/young person need support in school;

There may be a sense of what is the point in getting this far when no one pursuing charges and therefore consider the feeling of not believed;

A need to ensure that the 'victim' knows that someone believes them, and they have someone to talk to and somewhere safe to go.

If no charges pursued, does family need support e.g. Early Help support / counselling;

What help can school give – signposting, counselling etc.

The need to have a point of contact for parent(s) who will listen to them and know the story without the need to go through the story again and again;

That the parents can complain if they feel the victim's needs are been ignored or not met.

Appendix 14: Responding to incidents involving the sharing of nudes and semi-nudes

Initial review meeting

Following a report of an incident involving the sharing of nudes or semi-nudes, the DSL will hold an initial review meeting with appropriate school staff. This includes incidents where nude or semi-nude images, videos or live streams have been sent or posted online by young people under 18, including via social media, gaming platforms, chat apps, forums, online services, device-to-device sharing, AI-generated or digitally altered imagery. Children and young people may use informal terms such as "pics" or other slang. The DSL will recognise that motivations for sharing nudes and semi-nudes are not always sexually or criminally motivated. The meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to Child(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary for the DSL or equivalent to view the imagery in order to safeguard the child or young person. In most cases, imagery should not be viewed. Any decision to view must be exceptional, based on professional judgement, limited to where viewing is necessary to make a safeguarding decision, and recorded. The imagery must not be copied, saved, printed or shared.
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)

- Whether action should be taken to delete or remove images from devices or online services. Staff must not delete imagery themselves or ask Children to delete it before the DSL has assessed the incident and, where necessary, sought advice from the police or children's social care.
- Any relevant facts about the Children involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the Children involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- An adult has shared, or is involved in sharing, nudes or semi-nudes of anyone under 18. This is child sexual abuse and must be referred to the police as a matter of urgency.
- There is reason to believe that a young person has been coerced, blackmailed, groomed, exploited or pressured, or there are concerns about their capacity to consent, for example because of age, special educational needs, disability, mental health needs or other vulnerability.
- What is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, are violent, involve sexual threat, exploitation or abuse, or otherwise indicate significant harm.
- The imagery involves sexual acts and any Child in the imagery is under 13
- The DSL has reason to believe a Child is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply, the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The reasons for this decision must be recorded, kept under review and revisited if new information suggests that a child has been harmed or is at risk of harm.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the Children involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a Child has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents and carers

The DSL will normally inform parents and carers at an early stage and keep them involved in the process, unless there is good reason to believe that doing so would place the child or young person at additional risk of harm, compromise a police investigation, or conflict with advice from children's social care or the police.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through the school's existing local arrangements, such as the safer schools officer, police community support officer, local neighbourhood policing team or by calling 101. If a child is in immediate danger, staff must call 999.

Recording incidents

All incidents involving the sharing of nudes and semi-nudes, and all decisions made in response, will be recorded in line with this policy's record-keeping arrangements in section 16. Records should include the facts of the incident, the children and young people involved, risk assessment, decisions made, reasons for those decisions, whether parents and carers were informed, whether other agencies were contacted, and any support or safety planning put in place.

Appendix 15: Children Questioning Their Gender

GLF Schools recognise that some children may question their gender identity including the physical attributes of their sex and the ways in which they fit into society. This is a sensitive and complex area which requires a careful, child-centred safeguarding approach, underpinned by statutory guidance and legal duties.

Accommodating social transition is an active intervention, so schools will take a very careful approach. Schools will not initiate any action relating to social transition. Where a child or parent/carer makes a request for support with social transition, the matter must be referred to the Designated Safeguarding Lead (DSL). No member of staff should make or adopt informal or individual arrangements relating to social transition.

When considering any request, the school will take a careful and documented approach, considering:

- the best interests, safety and welfare of the child;
- the best interests, safety and welfare of other children;
- the child's age, developmental stage and understanding;
- any wider health, mental health, SEND, neurodiversity, trauma or psychosocial needs;
- the views of parents/carers, unless involving them would create a greater safeguarding risk;
- any relevant clinical evidence or professional advice, including from the SENCO or other appropriate professionals;
- the impact of any decision on the child, other children and the wider school community; and
- the school's safeguarding, equality and human rights duties.

Parents/carers will be engaged in the process as a priority unless doing so would place the child at additional risk of harm. Where this may be the case, the DSL will assess the safeguarding risks before parents/carers are contacted or any decision is made, seeking advice from external safeguarding partners where appropriate.

Schools must maintain accurate records of a child's biological sex wherever this is recorded and must ensure relevant staff have accurate information where this is needed for safeguarding. Schools must not allow children to access toilets, changing rooms, showers, boarding or residential accommodation designated for the opposite biological sex. Where single-sex sport is required for safety, there will be no exceptions.

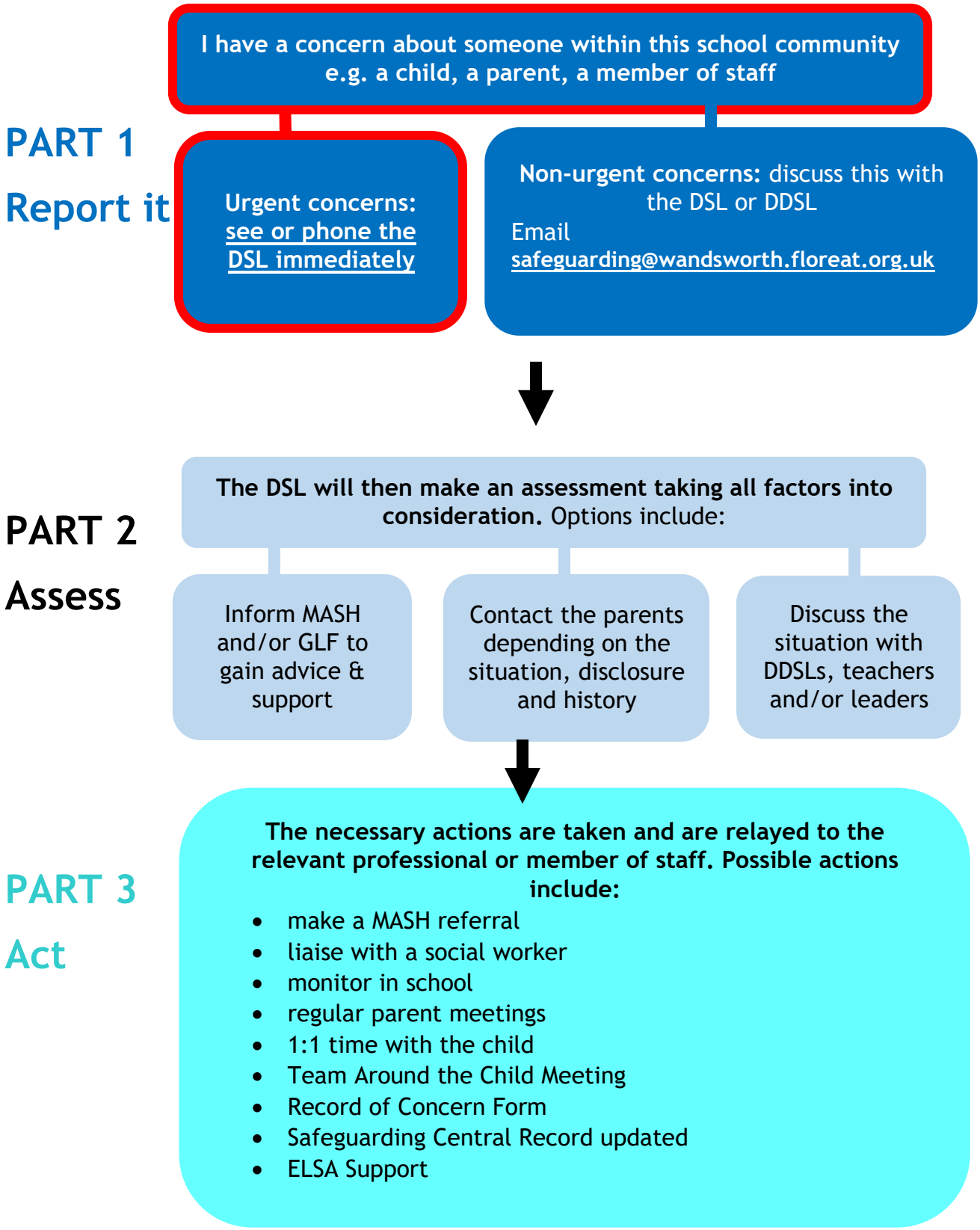
Where a child does not wish to use facilities designated for their biological sex, alternative arrangements may be considered where possible, provided these do not compromise the safety, comfort, privacy or dignity of the child or any other child.

GLF Schools will provide a safe and respectful environment where all forms of bullying, including discriminatory bullying, are unacceptable and are addressed promptly. Children who are questioning their gender will be listened to and supported, while the rights, needs and safety of all Children are carefully balanced.

Any agreed arrangements will be clearly recorded, communicated appropriately, kept under regular review and reconsidered if circumstances change. Particular care will be taken where a child is primary-aged, has complex needs or vulnerabilities, is "living in stealth", or wishes to fully or partially reverse a previous request for social transition. In such cases, the DSL and relevant professionals will be involved, and the school will work with parents/carers , unless doing so would create a safeguarding risk.

Appendix 16: **GUIDANCE POSTERS (X3) FOR INTERNAL DISPLAY USE**

INTERNAL PROCEDURES FOR REPORTING SAFEGAURDING CONCERNS



KEEPING YOURSELF AND OTHERS SAFE

- Any reported or observed concerns that are held by staff about themselves, children, other staff members, parents or any other adults must be shared in the first instance with the **Designated Safeguarding Lead** (DSL) or their deputies and advice sought on what action should be taken. Concerns are either Urgent or Non-Urgent:

    1. **URGENT CONCERNS – 'Urgent' means that a child or an adult is at immediate risk. These concerns must be reported immediately by calling the DSL or talking to the DSL or their deputy in person.**

    2. **NON-URGENT CONCERNS – 'Non-urgent'** means that your safeguarding concerns do need further investigation but relate to a child or adult who is not at immediate risk. Reporting non-urgent concerns must always happen within the **same working day**.

    3. Email **safeguarding@wandsworth.floreat.org.uk** with your concern or disclosure giving the relevant details. This email will go directly to all Senior Leaders.

- **If you are unsure if a concern is urgent or non-urgent then please report the concerns immediately.**

- If a concern or issue arises after the school day has finished or at the weekend then you must report your concerns before 8am of the next school day.

- The reminders above will protect you and everyone around you. Please do come and see me if you have any questions.

  Matthew Custance (Headteacher & DSL)

SAFEGUARDING & CHILD PROTECTION

Mr Custance, Ms Wilkson and Mrs Fry are responsible for keeping children safe in school. Please contact them immediately if you have any concerns about the welfare or safety of a child who attends this school.
Email **safeguarding@wandsworth.floreat.org.uk** to report concerns.

NOMINATED GOVERNOR FOR CHILD PROTECTION:
FIONA CAMPBELL



DESIGNATED SAFEGUARDING LEAD:
MR CUSTANCE (Headteacher)





DEPUTY DESIGNATED SAFEGUARDING LEADS:
MRS FRY (Deputy Head) **MS WILKINSON (Assistant Head)**

Referrals to Wandsworth's Multi Agency Safeguarding Hub (MASH)
- If you believe there is an immediate need for a safeguarding response, or want to assess whether a safeguarding referral is appropriate, call the Multi-Agency Safeguarding Hub:
- Call 020 8871 6622 (9am to 5pm)
- Out of hours: 020 8871 6000 or email mash@wandsworth.gov.uk

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

Where can I find a copy of the Safeguarding Policy?
- In the School Office and on our website www.floreatwandsworth.org.uk/policies

London Borough of Wandsworth
- Head of Safeguarding Standards Service: 020 8871 7858
- Child protection lead officer and Local Authority Designated Officer (LADO): 020 8871 7226
- Safeguarding in Education Advisor: 020 8871 7961

Multi Agency Safeguarding Hub (MASH)
Wandsworth Town Hall, Wandsworth High Street
London, SW18 2PU
- The reception is open to the public 9.30am to 4.30pm
- mash@wandsworth.gov.uk

REPORTING CONCERNS







If you have a concern about a child, a member of staff or any member of this community then please contact one of the Safeguarding & CP Team immediately.

You must contact a member of the team using the following systems:

1. Speak to the DSL or Deputy DSL in person.

2. Email **safeguarding@wandsworth.floreat.org.uk** with your concern or disclosure giving the relevant details. This email will go directly to all Senior Leaders.

Appendix 17:

Central Safeguarding Record Template (stored on the Shared Drive)

Status	Name of child & Year group	Contact required if isolating, 5+ days off school, or any reasons described	Name of social worker & contact Details
Children being formally monitored by SLT and considered as an Open Case High alert cases Record of Concern completed MASH Referral ~~Transferred / Handover between schools~~ Historically a Child in Need			
Children in need Formally monitored by the DSL & DDSLs			
Children subject to a child protection investigation	nil		
Children subject to a child protection plan	nil		
Looked after children	nil		

Appendix 18: Intimate Care and Toileting

Through the following measures the school aims to provide guidance and reassurance to staff and parent/s. Our measures must safeguard the dignity, rights and well-being of children:

Intimate Care:

- All children are expected to be toilet trained and would not need intimate care.
- Staff will not physically help the child unless there is a care plan in place as agreed by the parents and the appropriate members of staff. Clear measures will be taken and recorded to ensure health and safety of both staff and children. This is dependent on the age and needs of the child in question.
- If a child has a medical condition where intimate care is required, we will follow GLF's Supporting Children with Medical Conditions and Intimate Care Policies ensuring a Healthcare Plan is in place and that the relevant staff have appropriate training.
- When a child requires to be changed for any reason then the child will have to change themselves with verbal assistance from a member of staff.
- When a child cannot change themselves then a parent will be called for to provide support.

Using the toilet areas:

- All pupils are given clear guidelines on how to use the toilet area and how they have the right to use the toilet in privacy.
- The toilet area is not a place for games, cubicle to cubicle conversations or any kind of inappropriate behaviour.
- Staff will supervise the toilet area from outside of the toilet and handwashing area. They will give verbal instructions where necessary.

Incidents within the toilet area:

- When a child verbally raises an alarm that they need assistance, or infer they need assistance, then staff members must act promptly to ensure the child receives the care and attention they need.
- This is when a child may be at risk of immediate harm and staff must act to protect the child from a health and safety point of view.
- Actions of support can include given verbal instructions from outside of the toilet area or, in cases where the child is displaying signs of distress, a member of staff may enter the toileting area to provide verbal assistance with their backs turned towards the cubicle.
- Where possible, staff members should seek the support of another member of staff to ensure a witness is present to protect all children and staff involved.
- If a staff member is unsure of how to deal with a certain situation, then a member of the leadership team must be called for.

Appendix 19: CODE OF CONDUCT FOR SCHOOL VOLUNTEERS

CODE OF CONDUCT FOR SCHOOL VOLUNTEERS/VISITORS

We aim to foster positive working relationships with all our volunteers and visitors and value the ongoing contribution they make to life in our school. To help keep our children safe and to help safeguard both you and the school from any unnecessary difficulties, we have created the following Code of Conduct which we ask all volunteers to agree to:

1. Fire Safety: I am aware of the nearest exit onto the playground. The Fire Assembly Point is located next to the garden at the back of the playground.
2. I will keep everything that I see and hear in school, or when supporting on a school visit, confidential.
3. I will not discuss another child with anyone outside school.
4. If I have concerns about a child, I will share them immediately with Mr Custance, Mrs Vaughan, Mrs Fry or Mrs Davies (or the lead teacher on a trip).
5. If a child raises a concern, then I will report it immediately with the teacher.
6. I will not take any photos of children in school or when supporting an offsite visit, unless I have been requested to do so by a member of staff and using a school camera.
7. On site I may become aware of internal school business. I must keep this confidential and discuss any concerning matters with the headteacher or class teacher.
8. If a parent raises a concern with me, I will refer them to the school office, their child's class teacher or the headteacher.
9. When supporting in school, I will only use my mobile phone at dedicated times and in an allocated space.
10. I will follow the guidance of the member of staff in charge of the lesson / event at all times.
11. If given guidance / advice in relation to a specific child, I will follow this.
12. I will stay in the designated room / area.
13. I understand that behaviour management of the children is the responsibility of members of school staff and should not involve volunteer helpers. I will refer any pupils who are misbehaving to the class teacher as soon as possible. I will not reprimand or allocate punishments.

Please be aware that, in the interests of the children's safety, if this code is not followed, we may have to decline any future inclusion in school and/or offsite activities.

Thank you for your understanding and we look forward to welcoming you as a helper in our school.

Name _____

Signed_____

Date _____

Appendix 20: PUPIL LOG

PUPIL LOG

Name of Pupil:
Year Group / Class:
This log is for:

- safeguarding issues & actions
- behaviour incidents
- meetings with parents
- relevant SEN matters
- actions for individual pupils / families

When logging Behaviour or Safeguarding Incidents please note the following:

- details of the incident / report
- the impact on the child / others
- the consequences & actions
- how you notified the parents / outside agencies
- interactions between staff, parents and outside agencies

The aim of this log is to ensure that professionals are able to observe a full 'picture' of the child. This overview incudes all aspects of school life including behaviour, safeguarding, pastoral issues.
Please use the following templates if there has either been a Serious Incident or a Serious Accident.
Please copy and paste the template if required.

Your Account of the Concern: (what was said, observed, reported and by whom)
Additional Information: (context of concern/disclosure)
Your Response: (what did you do/say following the concern)
Date and Time of this Recording: (the email will time and date stamp automatically when sent)
Action and Response of DSL or DDSL via email

Date	Incident / Issue / Meetings / Actions / Pupils & Adults involved including any external professionals

SERIOUS INCIDENT REPORT

This report is usually completed if a child has been suspended (internally or externally) as a result of a serious breach to the Behaviour Policy.

1. Person completing the form:
2. Staff Involved (if applicable):
3. Pupil involved:
4. Other Pupil/s Involved:

==========

A. Circumstances leading to the incident.

Describe the circumstances leading up to the incident (include location/s, verbal exchanges, etc, as appropriate):

==========

B. Describe the serious incident that occurred after the above. Include all relevant information (include location/s, verbal exchanges, etc, as appropriate):

==========

C. Injuries (include details of medical attention):

To pupil/s:

To staff:

==========

D. At this stage please contact the Headteacher if you suspect that this could be a case of 'child on child' abuse.

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Checklist:

1. Did a breach of the school's Equality and Diversity Policy (e.g. racism) occur? YES/NO (if yes please contact SLT)
2. Parents notified of incident? YES/NO
3. First aid treatment / bumped head notes given out as required? YES/NO
4. Physical Intervention record required? YES/NO (please see the SENDCo for more details)
5. Post accident care/support given to the child/family: YES/NO
6. Post accident care/support given to the staff impacted: YES/NO

==========

Report Completed by:

SERIOUS ACCIDENT REPORT

This report is usually completed if a child or adult has suffered a injury at school or on a trip which results in them requiring further medical attention at a hospital.

1. Person completing the form:
2. Staff Involved (if applicable):
3. Pupil involved:
4. Other Pupil/s Involved:

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A. Circumstances leading to the accident. Were there any known causes?

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B. Describe the serious accident that occurred after the above:

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C. Injuries (include details of body parts affected, medical attention, first aid administered and names of first aiders attending the scene):

To pupil/s:

To staff:

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D. What steps, if any, need to be taken to avoid the recurrence of an accident of this type? This many include adjustments to pupil or staff activities, additional training, or adjustments to the physical school environment if there are any Health and Safety concerns.

==========

Checklist:

1. Taken to hospital for treatment: YES/NO
2. In hospital for more than 24 hours: YES/NO
3. Parents notified of accident? YES/NO
4. SLT to log within H&S File? YES/NO
5. Post accident care/support given to the child/family: YES/NO
6. Post accident care/support given to the staff impacted: YES/NO

==========

Report Completed by:

Body Map to be used if required

