



# Linden Lodge School

Provider of specialist education since 1903

Title:	Safeguarding and Child Protection Policy
Type:	POLICY

Review Cycle Frequency:	1 year
-------------------------	--------

Lead Staff:	Co-Headteacher, Designated Safeguarding Lead,
Support:	Deputy Designated Safeguarding Leads

VERSION CONTROL:			
Version No	New document or reasons for revision	Agreed by	Date
1	Migration to new document version control system	Full Governing Body	September 2021
2	Updated with latest legislation and contacts		September 2022
3	Updated with latest legislation and contacts		September 2023
4	Updated with latest legislation		January 2024
5	Updated with latest legislation and contacts		September 2024
6	Updated with latest legislation and contacts		September 2025
7	Appendix Page 36-39		September 2025

## LINKED INTERNAL DOCUMENTS:

- Statement of Purpose
- School Improvement Plan
- Medication Policy
- Health & Safety Policy
- Touch, Physical Contact and Personal and Intimate Care Policy
- Safer Recruitment
- Preventing Extremism and Radicalisation Policy
- Missing Child Policy
- Behaviour Policy
- Charging & Remissions Policy
- Visitors Policy
- Complaints Policy
- Data Protection Policy and GDPR
- Unexpected Death Policy
- Equality Statement
- Whistleblowing Policy
- Code of Conduct
- Social media Policy
- Student Attendance Policy
- E-Safety Policy
- Modern Slavery Statement

## LINKED EXTERNAL DOCUMENTS

- Keeping Children Safe in Education- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children 2023  
[https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working\\_together\\_to\\_safeguard\\_children\\_2023\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf)  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2#full-publication-update-history>
- Working Together to Safeguard Children Statutory framework: legislation relevant to safeguarding and promoting the welfare of children  
[Working together to safeguard children: statutory framework \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101111/working-together-to-safeguard-children-statutory-framework.pdf)
- London Safeguarding Procedures [www.londoncp.co.uk](http://www.londoncp.co.uk)
- The Prevent Duty 2015 (updated 2023)  
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- Relationships Education, Relationships & Sex Education (RSE) & Health Education for teaching until 31<sup>st</sup> August 2026  
[https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships\\_Education\\_RS\\_E\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RS_E_and_Health_Education.pdf)
- Education Act 2002
- The School Staffing (England) Regulations 2009
- The Children Act 1989 (and 2004 amendment)
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 - Statutory guidance on FGM  
[https://assets.publishing.service.gov.uk/media/5a8086f2ed915d74e33faefc/FGM\\_Mandatory\\_Reporting\\_-\\_procedural\\_information\\_nov16\\_FINAL.pdf](https://assets.publishing.service.gov.uk/media/5a8086f2ed915d74e33faefc/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf)
- The Rehabilitation of Offenders Act 1974
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006  
<https://www.legislation.gov.uk/ukpga/2006/47/schedule/4>
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter Terrorism and Security Act 2015 <https://www.gov.uk/government/publications/prevent-duty-guidance>
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006,
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for Early Years Foundation Stage

### Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

### Rights Respecting School

The United Nations Convention on the Rights of the Child (CRC) brings together a range of rights that all children aged under 18 are entitled to, no matter who they are or where they are born. These rights ensure that all children are given the support they need to develop and reach their potential and are protected from harm.

As a Rights Respecting School, Linden Lodge has embedded children's and young people's rights in our practice and ethos. This policy is specifically linked with the following CRC Articles:

**Article 3:** Best interests of the child. In all actions concerning children, the best interests of the child must be a primary consideration.

### Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact

[co-headteachers@lindenlodge.org.uk](mailto:co-headteachers@lindenlodge.org.uk)

### Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our school's commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

### Key Contacts:

Role:	Name / Details:	Contact:
Co-Headteachers	Sarah Norris Monika Gaweda	<a href="mailto:co-headteachers@lindenlodge.org.uk">co-headteachers@lindenlodge.org.uk</a>
Designated Safeguarding Lead(s)	Sarah Norris	<a href="mailto:snorris@lindenlodge.org.uk">snorris@lindenlodge.org.uk</a>
Deputy Designated Safeguarding Lead(s)	Monika Gaweda- Co Headteacher  David Shaw- Deputy Headteacher  Magdalena Karpik-Head of Post 16  Danny Sinclair Head of Residential  Harri Ashworth- Head of Therapy  Vicky Watson Deputy Childcare Manager	Safeguarding Team at Linden Lodge School <a href="mailto:safeguarding@lindenlodge.org.uk">safeguarding@lindenlodge.org.uk</a>
Nominated Governor for Safeguarding / Child Protection	Kieran Travers	<a href="mailto:governors@lindenlodge.org.uk">governors@lindenlodge.org.uk</a>
Chair of Governors	Kieran Travers	<a href="mailto:governors@lindenlodge.org.uk">governors@lindenlodge.org.uk</a>
Chair of Multi Academy Trust	Sarah Taylor	<a href="mailto:Staylor296.212@lgflmail.org">Staylor296.212@lgflmail.org</a>
Director of Children's Social Care	Elizabeth Souter	<a href="mailto:Elizabeth.Souter@richmondandwandsworth.gov.uk">Elizabeth.Souter@richmondandwandsworth.gov.uk</a>
Assistant Director - Practice Standards & Principal Social Worker	Louise Jones	<a href="mailto:Lousie.jones@richmondandwandsworth.gov.uk">Lousie.jones@richmondandwandsworth.gov.uk</a>
Assistant Director – Children we Care for Iain Low	Keith Warren	<a href="mailto:Keith.Warren@richmondandwandsworth.gov.uk">Keith.Warren@richmondandwandsworth.gov.uk</a>

Assistant Director – Family Help	Padraig Cotter Boston	<a href="mailto:P.Cotter-Boston@richmondandwandsworth.gov.uk">P.Cotter-Boston@richmondandwandsworth.gov.uk</a>
The Integrated Front Door (MASH) Weekdays 9am – 5pm		<a href="#">Family Information Service   Multi-Agency Safeguarding Hub (MASH)</a>  020 8871 6622 0208 871 6000 (after 5pm weekdays or on weekends) mash@wandsworth.gov.uk
Out of Hours (OOH) Service, evenings, weekends, and bank holidays		The Out of Hours Duty Team operate in the evenings after 5.00pm and at weekends.  0208 871 6000
Multi Agency Referral Form (MARF)		<a href="#">Make a referral to the Multi-Agency Safeguarding Hub (MASH) - Wandsworth Borough Council</a>
Wandsworth Safeguarding Children Partnership (WSCP)		020 8871 7401 Website- <a href="http://www.wscp.org.uk/">http://www.wscp.org.uk/</a>
Service Manager Safeguarding	Vacant	
Service Manager – Family Help (Battersea)	Sherene Ward	<a href="mailto:Sherene.Ward@richmondandwandsworth.gov.uk">Sherene.Ward@richmondandwandsworth.gov.uk</a>
Service Manager – Family Help (Tooting)	Veronica Leigh	<a href="mailto:Veronica.Leigh@richmondandwandsworth.gov.uk">Veronica.Leigh@richmondandwandsworth.gov.uk</a>
Service Manager – Family Help (Roehampton)	Clare Manning	<a href="mailto:Clare.Manning@richmondandwandsworth.gov.uk">Clare.Manning@richmondandwandsworth.gov.uk</a>
LADO: Local Authority Designated Officer	Anita Gibbons	<a href="mailto:LADO@wandsworth.gov.uk">LADO@wandsworth.gov.uk</a>  07974 586461/0208 871 5188
Education Safeguarding Lead	Sophie Allen	07866 956554 <a href="mailto:Sophie.allen@richmondandwandsworth.gov.uk">Sophie.allen@richmondandwandsworth.gov.uk</a>

Early Education & Childcare Places Service Lead (EECP)	Matt Hutt	<a href="mailto:matt.hutt@richmondandwandsworth.gov.uk">matt.hutt@richmondandwandsworth.gov.uk</a>
Outreach & Provider Support Lead-Early Education	Liz Hickson	<a href="mailto:liz.hickson@richmondandwandsworth.gov.uk">liz.hickson@richmondandwandsworth.gov.uk</a> 020 8871 6223
Social Workers in Schools - Team Manager	Joanne Loveless	<a href="mailto:Joanne.Loveless@richmondandwandsworth.gov.uk">Joanne.Loveless@richmondandwandsworth.gov.uk</a>
Wandsworth Family Information Service		<a href="#">Family Information Service</a> Helpline - 9am to 5pm, Monday to Friday: 020 8871 7899
Wandsworth Support		<a href="#">Wandsworth - Community Safety – Domestic Abuse</a>
Virtual School- Headteacher	Nova Levine	<a href="mailto:Nova.levine@richmondandwandsworth.gov.uk">Nova.levine@richmondandwandsworth.gov.uk</a>
Virtual School Assistant Headteacher	Katrina Anderson	<a href="mailto:Katina.anderson@richmondandwandsworth.gov.uk">Katina.anderson@richmondandwandsworth.gov.uk</a>
Advisory Teacher and Lead for Previously Looked After Children & Kinship Care	Catrinel Ionita	<a href="mailto:catrinel.ionita@richmondandwandsworth.gov.uk">catrinel.ionita@richmondandwandsworth.gov.uk</a>
Virtual School- Senior Advisory Teacher (children with Social Worker)	Rachel Wright	<a href="mailto:rachel.wright@richmondandwandsworth.gov.uk">rachel.wright@richmondandwandsworth.gov.uk</a>
Police Sergeant: Safer Schools Officer , Youth Engagement & Cadets	Michael Lewis	<a href="mailto:Mike.lewis2@met.police.uk">Mike.lewis2@met.police.uk</a> (Secondary Schools) 07827 763149
Safer Schools Officer	Chontele Lawrence	<a href="mailto:Lawrence.Chontele@met.police.uk">Lawrence.Chontele@met.police.uk</a>
Education Welfare Service- Manager of Educational Inclusion & Participation	Mark Holliday	<a href="mailto:Mark.holliday@richmondandwandsworth.gov.uk">Mark.holliday@richmondandwandsworth.gov.uk</a>

Children Missing in Education (EWO)	Elizabeth Eyoma	<a href="mailto:Elizabeth.Eyoma@richmondandwandsworth.gov.uk">Elizabeth.Eyoma@richmondandwandsworth.gov.uk</a>
Safeguarding Education Welfare Officer (EWO)	Biddy Macintyre	<a href="mailto:Biddy.Macintyre@richmondandwandsworth.gov.uk">Biddy.Macintyre@richmondandwandsworth.gov.uk</a>
Single Point of Contact EWO	Nancy Ramirez	<a href="mailto:Nancy.Ramirez@richmondandwandsworth.gov.uk">Nancy.Ramirez@richmondandwandsworth.gov.uk</a>
Police		999 for emergencies and 101 for non-emergencies
Crimestoppers free phone		0800 555 111 (information may be passed anonymously)

School Nurse	Karen Buonaiuto	<a href="mailto:Karen.Buonaiuto@stgeorges.nhs.uk">Karen.Buonaiuto@stgeorges.nhs.uk</a>
School Improvement Manager	Ann Debono	<a href="mailto:Ann.Debono@richmondandwandsworth.gov.uk">Ann.Debono@richmondandwandsworth.gov.uk</a>
Link Advisor	Andy Fish	<a href="mailto:Andy.Fish@richmondandwandsworth.gov.uk">Andy.Fish@richmondandwandsworth.gov.uk</a>
Head of School Support Services and Traded Service	Gary Hipple	<a href="mailto:Gary.Hipple@richmondandwandsworth.gov.uk">Gary.Hipple@richmondandwandsworth.gov.uk</a>
School Support and Contracts Manager	Lewis Brunton	<a href="mailto:Lewis.Brunton@richmondandwandsworth.gov.uk">Lewis.Brunton@richmondandwandsworth.gov.uk</a>
Vulnerabilities Manager (Stronger & safer communities)	Miranda Hibbert	<a href="mailto:Miranda.Hibbert@richmondandwandsworth.gov.uk">Miranda.Hibbert@richmondandwandsworth.gov.uk</a>
VAWG Manager	Albina Hiorns	<a href="mailto:Albina.Hiorns@richmondandwandsworth.gov.uk">Albina.Hiorns@richmondandwandsworth.gov.uk</a>
Hate Crime and Prevent Coordinator	Naheem Bashir	<a href="mailto:Naheem.Bashir@richmondandwandsworth.gov.uk">Naheem.Bashir@richmondandwandsworth.gov.uk</a>
Training and Development Officer - Safeguarding (Schools)	Mary Scarlett	<a href="mailto:Mary.Scarlett@richmondandwandsworth.gov.uk">Mary.Scarlett@richmondandwandsworth.gov.uk</a>

Young Carers in Schools Link Worker	Delores Mambi-Langol	<a href="mailto:delores@wandsworthcarers.org.uk">delores@wandsworthcarers.org.uk</a>
Private Fostering & Fostering Support and Supervision Team - Advance Practitioner	Nateicha McGann	<a href="mailto:Nateicha.McGann@richmondandwandsworth.gov.uk">Nateicha.McGann@richmondandwandsworth.gov.uk</a>
TPD	Training & Professional Development Online	<a href="https://www.tpd.org.uk">https://www.tpd.org.uk</a> <a href="https://www.tpd.org.uk/cpd/portal.asp">https://www.tpd.org.uk/cpd/portal.asp</a>
DFE Helpline	DFE	For non-emergency advice: contact DfE dedicated helpline; <b>0370 000 2288</b>

Report suspected extremism online		<a href="https://www.gov.uk/report-suspicious-activity-to-mi5">https://www.gov.uk/report-suspicious-activity-to-mi5</a>  MI5 Freephone: 0800 111 4645 Telephone: 020 7930 9000 From outside the UK: +44 (0)20 7930 9000
Report terrorist activity online		<a href="https://www.gov.uk/report-terrorism">https://www.gov.uk/report-terrorism</a>  Call 999 if you are reporting a crime that is in progress or if someone is in immediate danger.
NSPCC(National Society for the Prevention of Cruelty to Children)	NSPCC	<u>Reporting child abuse and neglect   NSPCC</u> : online reporting 24 hours day <a href="https://www.nspcc.org.uk/">https://www.nspcc.org.uk/</a> 0808 800 5000 Telephone: Monday to Friday 8am – 10pm or 9am – 6pm at the weekends.)
Female Genital Mutilation FGM	Police	<u>Metropolitan Police Service</u> Project Azure Partnership Team: 020 7161 2888 NSPCC FGM free phone helpline: 0800 028 3550 (information may be passed anonymously) <a href="#">GOV UK FGM: resource pack</a> <a href="https://www.gov.uk/contact-police">https://www.gov.uk/contact-police</a>
Whistleblowing		NSPCC helpline: 0800 028 0285 (8am-8pm Mon-Fri) <a href="https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/">https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/</a>

Homelessness		<u>Housing Wandsworth Local Authority</u> <a href="https://www.wandsworth.gov.uk/housing/">https://www.wandsworth.gov.uk/housing/</a>
--------------	--	--

## Contents:

<b>Safeguarding Policy:</b>		<b>Pg.</b>
<b>1</b>	Introduction	11
<b>2</b>	Our Ethos	11
<b>3</b>	Scope	12
<b>4</b>	Legal Framework	12
<b>5</b>	Roles and Responsibilities	13-17
<b>6</b>	Supporting Children	17-23
<b>7</b>	Safeguarding Procedure	23-24
<b>8</b>	Dealing with a Disclosure / Role of an Appropriate Adult	24
<b>9</b>	Record Keeping / Discussing Concerns with the Family	25-26
<b>10</b>	Safer Workforce and Managing Allegations	26-28
<b>11</b>	Staff induction, training, and development	28-29
<b>12</b>	Confidentiality, consent, and information sharing	29-39
<b>13</b>	Inter-agency working	30
<b>14</b>	Contractors, Service and Activity Providers and Work Placement Providers	30-31
<b>15</b>	Whistleblowing and complaints	31
<b>16</b>	Site Security	31-32
<b>17</b>	Quality Assurance	32
<b>18</b>	Policy Review	32-33
<b>19</b>	Appendices	34-37

## 1. INTRODUCTION

- 1.1 It is essential that **everybody** working in Linden Lodge school understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are in the best interests of the child.
- 1.2 Our students' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of students and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is likely.  
[Home - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](http://wscp.org.uk)
- 1.3 Our school is a community and all those directly connected, permanent and agency staff members, governors, parents, trustees, families, and students, have an essential role to play in making it safe and secure for all.
- 1.4 This procedure document provides the basis for good practice within the school for safeguarding work. It should be read in conjunction with the Wandsworth Safeguarding Children's Partnership' safeguarding Policies and Procedures ([Policies and procedures - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](http://wscp.org.uk)). All documents are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

## 2 OUR ETHOS:

- 2.1 We believe that Linden Lodge should provide a caring, positive, safe, and stimulating environment that promotes the social, physical and moral development of the individual child; enabling all children to thrive.
- 2.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children
- 2.3 We recognise that all adults within the school, including permanent, agency and cover staff, temporary staff, volunteers, parents, and governors, have a full and active part to play in protecting our students from harm.
- 2.4 We will work pro-actively with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

### **3 SCOPE**

- 3.1 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN it is up to 25 years of age.
- 3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

### **4 THE LEGAL FRAMEWORK**

- 4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make the necessary arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are students at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.
- 4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.
- 4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information to perform its functions. This must be complied with.
- 4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

[Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, Dec 2023](#)

[Keeping children safe in education - GOV.UK](#)

A procedure can be found on the Wandsworth Safeguarding Children Partnership website:

[Home - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](#)

## 5 ROLES AND RESPONSIBILITIES

5.1

Our governing body recognises the need to ensure that it complies with its duties under legislation, and this policy has regard to statutory guidance; [Keeping Children Safe in Education \(2025\)](#), [Working Together to Safeguard Children \(2023\)](#), Key statutory and non-statutory guidance and any locally agreed inter-agency procedures

5.2

The school's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Sarah Norris. We have a team of deputy designated safeguarding leads, Monika Gaweda, David Shaw, Magdalena, Karpik, Danny Sinclair, Hari Ashworth, Fiona Woodworth and Vicky Watson to ensure there is always appropriate cover for this role. The responsibilities of all Designated Safeguarding Lead are described in detail Appendix A.

The Designated Safeguarding Lead will be on our school's leadership team and their role of Designated Safeguarding Lead (and the deputies) will be explicit in their job description. This person should have the appropriate authority and be given the time, funding, training, resources, and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2025 Annex C Page 171).

5.3

The school has a nominated Safeguarding governor, Kieran Travers responsible for safeguarding to champion good practice and to liaise with the Lead DSL

5.4

The case managers for dealing with allegations of abuse made against school staff members are the Co-Headteachers. The case managers for dealing with allegations against the Co-Headteachers is the Chair of Governors The procedure for managing allegations is detailed in Appendix Document (Page 37).

5.5

The Co-Headteachers will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children go Missing from Education (see [Children Missing Education –Statutory Guidance for Local Authorities – Aug 2024](#)) including children who are 'absent' from education, or those unexplainable and or/persistent absences, particularly on repeat occasions or for prolonged periods.

5.6

The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

5.7

All staff members (agency and permanent), governors, volunteers, and external providers know how to recognise signs and symptoms of abuse, how to respond to students who disclose abuse and what to do if they are concerned about a child. They are aware of behaviours and physical signs that put children in danger. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of

confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via child-on-child abuse. This may include, but not limited to bullying (including cyber bullying), gender-based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour, and sexting. Staff should recognise that children are capable of abusing their peers.

([See 7-minute briefing with links from the Wirral SCP](#) July 2023)

- 5.8 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing DfE guidance situates sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools, colleges and educational settings is outlined in [Keeping Children Safe in Education \(2025\)](#), Part 5, Page 112-143/ Paragraph 450 -562.

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, questioning their 'gender', Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and students with SEND. We recognise that these children can be targeted by other children, so it is vital your school provide a safe space for these children to speak out and share their concerns with members of staff. Students are protected from upskirting, bullying (+ cyber), homophobic, biphobic and transphobic behaviour, racism, sexism, and all other forms of discrimination. [More guidance can be found in KCSIE 2025.](#)

Our school acknowledges the need to treat everyone equally, with fairness, dignity and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

Staff have familiarity with the [Equality Act 2010 and the Public Sector Equality Duty](#) (PSED), the Human Rights Act 1998 and recent [reforms to the Act](#) and how they apply to safeguarding.

The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) – March 2024

## 5.9 Adult involvement in youth-produced sexual imagery

### Sexually motivated incidents

The school will remain aware that not all instances of YPSI will be between children and young people, and in some cases may involve adults posing as a child for the purpose of obtaining nude and semi-nude images from persons under 18.

Staff will remain aware that an adult potentially may be posing as a child in the sharing of nude or semi-nude images.

### Financially motivated incidents

Financially motivated incidents of YPSI involving adults may also be called “**sextortion**”, where the offender threatens to release nudes or semi-nudes of a child or young person unless they do something to prevent it, e.g. paying money. In these cases, offenders often pose as children and:

- Groom or coerce the victim into sending nudes or semi-nudes in order to blackmail them.
- Use images that have been stolen from the child or young person, e.g. via hacking.
- Use digitally manipulated and/or \*AI-generated images of the child or young person.

\*(Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images).

Staff will be aware of the signs of sextortion, which include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing sexual images first.
- The conversation being moved from a public to a private and/or encrypted platform.
- Told their online accounts have been hacked in order to obtain images, personal information, and contacts.
- Being blackmailed into sending money or sharing bank account details.
- Being shown stolen or digitally manipulated/generated images of the victim.

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and **make appropriate plans to reduce it**.

The school will be familiar with [Part 5 of Keeping Children Safe in Education 2025](#) and will refer to this statutory guidance. It covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment. Children may not feel ready or know how to tell someone they are being abused, exploited, harmed, or neglected, but this should not stop staff from having a '[professional curiosity](#)' and speaking to the DSL. See more information on Professional Curiosity by following this [LINK](#).

Incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your child protection and safeguarding policies. Where there is a safeguarding concern, governing bodies, proprietors and school or college

leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance are available through the NSPCC. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136663 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

- 5.9 There is a Digital Safety policy (E-Safety Policy), which covers the use of mobile phones, cameras, and other digital recording devices e.g., i-Pads. For online safety, there is within the policy support about children accessing the internet whilst they are at school using data on their phones (3G,4G or 5G networks). The policy reinforces the importance of online safety, including making parents aware of what your school ask children to do online (e.g., sites they need to visit or who they'll be interacting with online).

Digital literacy is one of the most paramount issues of our time. For teachers and students, learning how to use the online space sensibly and in a protected manner is vital. Project EVOLVE by SWGfL presents a plethora of tools to help staff and students, develop a well-rounded educational schemata for inclusion into lessons. More information can be found following this [LINK](#).

Governing bodies and proprietors will also do all they reasonably can to limit children's exposure to the risks from the school's or college's IT system and ensure the school or college has appropriate filters and monitoring systems in place and regularly reviews their effectiveness. The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The policy for remote learning that demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. The school maintains the capability to provide remote education when it is not possible for some or all their students to attend in person. All IT policies [Linden Lodge School - Policies](#)

[https://www.gov.uk/government/publications/providing-remote-education\\_guidance-for-schools](https://www.gov.uk/government/publications/providing-remote-education_guidance-for-schools)- last update- August 2024

All staff will receive on-line safety training including cybersecurity training as part of the ongoing safeguarding offer, which, amongst other things, will include an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. This training offer will be covered as part of induction. Alongside our Governing Body we will review the DfE Filtering and Monitoring Standards which can be found in the document [Meeting Digital Technology Standards in Schools and Colleges](#) (last updated March 2025) and discuss with IT staff and service providers what more needs to be done to meet all the standards in our setting. Filtering and monitoring standards are adhered to and the DSL will have a robust oversight of the arrangements to meet those standards. (See [Keeping children safe in education - GOV.UK \(www.gov.uk\) para 140 - 143](#) for further information)

Artificial Intelligence has the power to transform education by helping teachers focus on what they do best: teaching. This marks a shift in how technology is used to enhance lives and tap into the vast potential of AI in classrooms. We look to consider

the risks and challenges alongside the opportunities and benefits continue to work to ensure the safety and reliability of technology, including AI tools, to support teachers and learners. The DFE Policy Paper [Generative artificial intelligence \(AI\) in education](#) (updated 10 June 2025) will help to support the assessment of risk.

Additional resources and support materials for schools and education settings in relation to using AI can be found using the following [LINK](#).

## **6.0 SUPPORTING CHILDREN**

- 6.1 We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. We also recognise children who witness domestic abuse are victims, that witnessing domestic abuse can have a lasting impact on children, and that children can be victims in their own relationships too, please refer to the Government guidance [Domestic Abuse: how to get help](#). They may feel helpless, humiliated and in some situations blame themselves. Our school may be the only stable, secure, and predictable element in their lives. It is essential that indicators are identified and responded to well, all members of staff will be clear of the procedures to follow in reporting, recording, and referring any concerns. ([Safer Lives – What is Domestic Abuse?](#))
- 6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

### **6.3 Our school will support all students by:**

- Ensuring the content of the curriculum includes social and emotional aspects of learning; Through RHSE and other curriculum contexts, students are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice.
- Providing students with a range of appropriate adults to approach if they are experiencing difficulties; and ensuring that students are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'.
- Continuing to engage in [Operation Encompass](#), the national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse, and which is in place in every police force in England and Wales. Children are recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act
- Supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying; [Linden Lodge School - Policies](#)
- Ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of modern technologies and social media and to use these responsibly; plus, Relationship, Sex and Health Education (RSHE) requirements as outlined in Government Guidance until the 31st of August 2026 and for introduction from the 1st of September 2026.

- Liaising and working together with other support services and those agencies involved in safeguarding children; including the impact of domestic abuse. [Domestic Abuse – Statutory Guidance July 2022](#)
- Ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, child-on-child abuse, 'sexting' and the displaying of 'Harmful Sexualised Behaviour'. (See [Centre of Expertise on Child Sexual Abuse](#) / [Wirral's HSB identification toolkit](#) / [HSB in schools self-evaluation toolkit – Contextual Safeguarding Network](#))
- The school will consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment. KCSIE Part 5 [https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping\\_children\\_safe\\_in\\_education\\_from\\_1\\_September\\_2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)
- Responding to Child Sexual abuse with knowledge and insight – <https://www.csacentre.org.uk/child-sexual-abuse-response-pathway/>
- Having a behaviour policy that is aimed at supporting vulnerable students in the school. The school will ensure that each student knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred. The behaviour policy outlines measures to prevent bullying, including cyber- bullying, prejudice-based and discriminatory bullying. [Linden Lodge School - Policies](#)
- Acknowledging the importance of 'Harm from outside the home' (HOTH) or '[contextual safeguarding](#)', which considers wider environmental factors in a student's life that may be a threat to their safety and/or welfare. ([Working together to safeguard children Dec 2023](#) and [KCSIE 2025](#) )
- Liaising with a range of Early Help agencies that support our students needs such as Health Services, Wandsworth Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services, and the Educational Psychology Service. (See PHE & DfE [Promoting Children and Young People's Mental Health and Wellbeing – a whole school approach](#))
- Playing a crucial role in preventative education and preparing students for life in modern Britain. There is a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by the school's behaviour policy, pastoral support system and a planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment
- Acknowledging the importance of 'contextual safeguarding', <https://contextualsafeguarding.org.uk/> which considers wider environmental factors in a student's life that may be a threat to their safety and/or welfare. ([Working Together to Safeguard Children 2023](#) and [KCSIE September 2025](#))

- Ensuring that, when a student who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within two weeks and that the child's Social Worker is informed that the child has moved.
- Alert the authority if aware of any child being cared for under a [Private Fostering](#) arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- Acknowledging that a child that is looked after (LAC) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep LAC and previously looked after children safe. It is important that all agencies work together, and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.
- Applying disciplinary measures such as restraint or isolation in response to incidents involving children with special educational needs and disabilities (SEND), by considering the risks carefully, given the additional vulnerability of the group. <https://www.lindenlodge.wandsworth.sch.uk/policies>
- Recognising that to safeguard a student, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

#### **6.4 Child-on-child abuse (including sexual violence and sexual harassment)**

- For the purposes of this policy, 'child-on-child abuse' is defined as abuse between children.
- The school has a zero-tolerance approach to abuse, including child-on-child abuse,
- All staff will be aware that child-on-child abuse can occur between students of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring.
- All staff will speak to the DSL if they have any concerns about child-on-child abuse.
- All staff will understand the importance of challenging inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as 'teenage relationship abuse'.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos. / Upskirting.

- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.
- The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.
- All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.
- Students will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Students will also be reassured that they will be taken seriously, be supported, and kept safe.
- The school's procedures for managing allegations of child-on-child abuse are robust and any reports will be dealt with promptly and any allegations will be investigated and followed up in order to support all students.
- Addressing child on child abuse – Farrer & Co Addressing Child on Child abuse – Resource for Schools  
<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf>
- The school will ensure that the behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- The school has clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment, which are easily understood and easily accessible. Ensuring that training covers an understanding that children who have or who are experiencing sexual violence can display a wide range of behaviours. The school understands the importance of remaining alert to the possible challenges of detecting those signs and the importance of showing sensitivity to an individual's needs.
- The school acknowledges the crucial role they play in preventative education and preparing students for life in modern Britain. We will also embed a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment. This will be underpinned by the school's behaviour policy, pastoral support system and a planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment

### **6.5 Looked After Children, Previously Looked after Children, all other children with an allocated social worker and those in Kinship care**

- We will ensure that we hold information in relation to a child's looked after legal status and any contact arrangements. The designated teacher for looked after children will hold details of the child's social worker and the name of the Virtual School Headteacher in the authority that looks after the child alongside contact information for any key services working with the child.
- We will ensure that key staff are aware of the potential vulnerability of children looked after, previously looked after children, all other children with an allocated social worker and those in kinship care arrangement. We will ensure that all staff have the skills, knowledge and understanding to keep these children safe.
- We recognise the importance of all agencies working together and taking prompt action when necessary to safeguard looked after children, previously looked after children, all other children

with an allocated social worker and those in kinship care as these children are a particularly vulnerable group.

- We will identify a designated teacher as required in law to work with local authorities to promote the educational achievement of looked after children and previously looked after. The Designated Teacher is required to undergo regular and appropriate training to carry out the role. See Statutory Guidance [Designated teacher for looked-after and previously looked-after children 2018](#) for further information on the role and responsibilities of the designated teacher.
- We will liaise with the Virtual School Headteacher and members of the Virtual School team to ensure accelerated progress for looked after children, previously looked after, all other children with an allocated social worker and those in kinship care.
- The Designated Teacher will be an active advocate for Children looked after and previously looked after. They will work with the Virtual School to discuss how Student Premium Grant funding held by the respective Virtual School Head may be best used to support the progress of looked after children in the school and meet the needs identified in the child's termly Personal Education Plan. All looked after children will have a Personal Education Plan (PEP) as part of the care plan that the local authority looking after the child has in place, this should be reviewed termly.
- The Designated Teacher will also work with the Virtual School to promote the educational achievement of previously looked after children. The Designated Teacher will liaise with the Virtual School to support children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales (Children and Social Work Act 2017). The school will manage Student premium plus for previously looked after children.
- The school will be familiar with the Statutory guidance: [Promoting the education of looked-after and previously looked-after children](#) (February 2018) which contains further information on the roles and responsibilities of Virtual School Heads and the support of looked after and previously looked after children.
- The school will liaise with the Virtual School in relation to their responsibilities in the oversight of the educational attendance, attainment, and progress of children on child in need and child protection plans with a social worker. This involves identifying and engaging with key professionals in order that our role in improving outcomes for children with a social worker is fully understood and actioned.
- The school will be familiar with the Non-statutory guidance: Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension (Updated July 2025) which contains further information on the roles and responsibilities of Virtual School Heads and the support of children with a social worker or in a kinship care arrangement.
- We will work alongside the Virtual School with the joint endeavour to improve the wellbeing and educational outcomes of this vulnerable group of children. Contact details for the Virtual School can be found in the key contacts on Page 2 of this document.

- A child missing from an education setting is a potential indicator of abuse or neglect, including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, or unexplainable and or/persistent absences, particularly on repeated occasions or if a child suddenly stops attending. The school will follow the schools Missing Child Policy and procedures and adhere to the expectations outlined in the statutory guidance 'Working Together to improve School Attendance' (August 2024). For those children and families who have chronic poor attendance or persistent absenteeism, school will consider whether educational neglect is present and whether a referral to children's services is required, or whether the school should seek consent to begin an Early Help Assessment in order to coordinate a multi-agency plan of support for the child and family.
- Attendance will be closely monitored. In line with the school's attendance policy, contact will be made for any unexplained absences on the first morning of any absence. Follow up calls will then be made throughout the period of absence. In addition, the attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees, or if a child suddenly stops attending. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, a child in need, are Looked After Children and/or SEN will be rigorously monitored on a daily and weekly basis. The child's social worker will be informed immediately when there are unexplained absences or attendance concerns.
- It is important that the school's attendance team, including the Local Attendance Officer are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The timing for this home visit will be determined on a case-by-case basis. The school will seek to ensure it has at least two emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended school. Where necessary, this may include reporting the child missing to the police. The school will ensure it is aware, in advance, of any difficulties in accessing the premises of a child's family home.
- It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.
- Children Missing Education (C.M.E.) are children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school. All staff should be aware that children missing education, or those unexplainable and or/persistent absences, are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Children going missing, or unexplainable and or/persistent absences, can also be an indicator of mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Maintained schools have a safeguarding duty in respect of their students, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their students. When a child is deemed to be missing from education, or those unexplainable and or/persistent absences, school will make

reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the student's name from the register. Once these enquiries have been undertaken, our school will follow the local protocol for Children Missing Education and make a C.M.E referral to the Local Authority Officer for C.M.E.

- Some parents will decide to remove their child from the school roll in order to educate them at home. For the majority of children, this choice will be with the child's best interest at the heart of their decision and it will be a positive learning experience. However, this is not the case for all, and home education can mean that some children become less visible to services who are there to keep them safe and supported in line with their individual needs. Where a parent or carer has expressed their intention to remove their child from the school roll with a view to educating at home, the school will work together with other key professionals and will, where possible, attempt to facilitate a meeting with the family to ensure that all parties have considered what is in the best interests of the child. This is particularly important for those children who have SEND, are vulnerable, and/or who have a social worker. The school will also link with the named officer for Elective Home Education within the Local Authority. Staff are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.

## **6.7 Alternative provision**

- Where a school places a student within an alternative provision the school continues to be responsible for the safeguarding of that student, (further information provided in [KCSIE 2025 Paragraph 168 - 171](#)).
- Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff

## **7 Safeguarding Procedure**

- 7.1 We will follow a structured procedure in line with Wandsworth Safeguarding Children Partnership in cases of suspected abuse; this process reflects the flow diagram found In Part One of Keeping Children Safe in Education 2025 (Page 24) and can be found in the Appendix of this document on page 3
- 7.2 In line with the procedures, the Multi Agency Safeguarding Hub will be contacted as soon as there is a significant concern: (Mash@wandsworth.gov.uk / 0208 871 6622)
- 7.3 The name of the Designated Safeguarding Lead will be clearly advertised within school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.
- 7.5 We will refer to the NSPCC- [Reporting Abuse](#) to provide additional information for designated safeguarding leads and safeguarding teams when reporting abuse, harm, exploitation, neglect, or possible crimes.
- 7.6 We will use the NPCC [When to call the Police - Guidance for Schools and colleges](#)

to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

## 8 Dealing with a disclosure made by a child – Advice for all members of staff

- 8.1 If a child discloses that he or she has been abused in some way, the member of staff or volunteer should consider ways to:

**Receive** - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

**Reassure** - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

**Respond** - Tell what you are going to do and do it. Ensure child is ok before leaving

**Report** - As soon as possible, to the Designated Senior Lead (DSL) in the school / setting

**Record** - Vital to stick to the facts, no opinions – Think about When? Where? Who? What?

**Review** – Take responsibility to follow up any referral (via your DSL)

In addition:

- Inform the Designated Safeguarding Lead without delay and follow safeguarding process.
- Complete the Safeguarding incident/welfare concern form and pass it to the DSL.

***Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.***

Further information about what to do if you are worried that a child is being abused is available within the following Government Guidance:

[What to do if you're worried a child is being abused – Advice for practitioners – March 2015](#)

### 8.2 The Role of an Appropriate Adult in Safeguarding:

The Police and Criminal Evidence (PACE) act advises that “The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons”, with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This role is relevant where the police have detained a child or vulnerable person under PACE.

The role of AA is not restricted to specific individuals, in relation to children and young people under the age of 18, PACE guidance sets out that the AA can be: the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. Please see the Safeguarding Network information [‘Safeguarding and the role of the appropriate adult’](#) and note that the Working with Others section of Annex C – Role of the Designated Safeguarding Lead within Keeping Children Safe in Education 2025 includes DSL’s “being aware of the requirement for children to have an Appropriate Adult” and signposts DSLs to further information which can be found in the Statutory guidance - [PACE Code C 2019](#).

### 8.3 Record Keeping

8.31 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. 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.

It is important that records capture the child's voice and their daily lived experience. This links with the Systemic Practice Model – for more information please open the [LINK](#).

8.32 We will continue to support any student leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the student's new school as a matter of priority.

As outlined in Annex C of KCSIE 2025 on Page 174:

“Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required.”

8.33 Our school will have at least two emergency contacts for every child in our school in case of emergencies, and in case there are welfare concerns at the home to reduce the risk of making contact with family members where welfare and/or safeguarding concerns are identified.

## **9 Discussing concerns with the Family and the Child –advice for the Designated Safeguarding Lead (DSL) and Deputy DSL's (DDSL)**

9.1 In general, we will always discuss any concerns we may have with the child's parents. They need to know that we are worried about their child. However, concerns will not be discussed if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

9.2 If a decision is made not to discuss concerns with the child's parents or carers, this will be recorded in the child's Safeguarding records with a full explanation of the reason for this decision.

9.3 It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child centred. Systemic Practice is a way of working in partnership with children and young people and families to help them improve outcomes and address issues which prevent them from thriving. Systemic Practice does this by seeking to understand the relationships between family members, and between the family and their wider networks to help professionals understand why the family works the way it does. It is important to capture the child's lived experience and their own words

when possible.

- 9.4 When talking to children, we will take account of their age, understanding and preferred first language, which may not be English. It is also important that we consider how a SEND child may need support in communicating.
- 9.5 We acknowledge that how we talk to a child will also depend on the substance and seriousness of the concerns and that we may need to seek advice from the MASH or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 9.6 If concerns have arisen because of information given by a child, we will ensure that the child is reassured but understands that confidentiality cannot be promised.
- 9.7 It is expected that concerns will be discussed with the parents and their agreement to make a referral to the MASH is sought, unless it is considered that this would place the child at increased risk of significant harm.
- 9.8 It is noted that the parents' consent is not needed to make a referral if it is considered that the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but we decide to continue, we will make this clear to the MASH team when making the referral (Mash@wandsworth.gov.uk / 0208 871 6622)
- 9.9 If it is decided to refer the child without the parents' consent, this will be recorded with a full explanation of the decision on the referral form.
- 9.10 When a referral has been made, it should be agreed with the MASH what the child and parents will be told, by whom and when. The school as a relevant agency, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.

**MAKING A REFERRAL** - If a child or young person is at risk of harm, abuse or neglect please report it to the MULTI AGENCY SAFEGUARDING HUB (MASH)

**Mon-Fri, 9:00am – 5.00pm Tel: 020 8871 6622**

**Outside of these hours Tel: 020 8871 6000**

**Email: [Mash@wandsworth.gov.uk](mailto:Mash@wandsworth.gov.uk)**

In an emergency always call police on 999.

If you think there has been a crime but it is not an emergency call 101.

The online Request for Services Multi Agency Referral Form can be accessed here:

**[Make a Referral to the Wandsworth MASH](#)**

## **10 Safer workforce and managing allegations against Staff and Volunteers**

- 10.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected

to safeguarding checks in line with [Keeping children safe in education - GOV.UK](#) . In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

A check of any prohibition can be carried out using the Teacher Services' system that may be found here: <https://teacherservices.education.gov.uk/>

Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication Teacher misconduct: the prohibition of teachers. It can be found here: [Teacher misconduct: the prohibition of teachers February 2022](#)

- 10.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. See Appendix document, for information on Single Central Record (SCR). The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school. The Single Central Record is located on the HR Drive.
- 10.3 Every job description and person specification, and job advertisement has a clear statement about the safeguarding responsibilities of the post holder. The school website echoes this within our 'Recruitment' section. The school will carry out an online search on shortlisted candidates to help identify any issues that are publicly available online.
- 10.4 We will ensure that at least one member of every interview panel has an up to date safer recruitment certificate and that those members of staff who are safer recruitment trained refresh their knowledge every three to five years.
- 10.5 We have a procedure in place to manage allegations against members of staff, supply staff and volunteers (and to respond to low level concerns) which are in line with the Wandsworth Safeguarding Children Partnership procedures outlined in [Information for Professionals](#) section on the WSCP website, LADO information through the [Wandsworth Family Information Service](#) and the expectations as outlined in Part 4 of Keeping Children Safe in Education 2025 - Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors. We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed. Allegations related to any incidents when an individual or organisation is using the school premises for the purposes of running activities for children, will follow safeguarding policies and procedures, including informing the LADO' within 24 hours. [Keeping children safe in education - GOV.UK](#)
- 10.6 Supply teachers – we will consider all allegations against an individual not directly employed by the school, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency). We will ensure allegations are dealt with properly and communication with the supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation.
- 10.7 We have an agreed staff behaviour policy in place (sometimes called the Code of Conduct) which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/student relationships, low level concerns and communications including the use of social media. Our staff behaviour policy / Code of Conduct And Acceptable Use Policy (AUP) is located on Edupay.
- 10.8. We will ensure that written confirmation is received for agency and third-party supply

staff from the employment business supplying members of supply staff showing that the relevant checks have been carried out and the appropriate certificates have been obtained. We will expect this written confirmation to include the date that these confirmations were received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

Further Guidance can be accessed through the Safer Recruitment Consortium document: [Guidance for safer working practice for those working with children and young people in education settings - February 2022](#)

## **11 Staff Induction, Training and Development**

- 11.1 All new members of staff will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, online safety (including their roles and responsibilities around filtering and monitoring systems within our setting) and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges and other related policies. All governors and trustees should receive appropriate and regular safeguarding and child protection training at induction and during their tenure as Governors, this should include online safety training which covers roles and responsibilities around filtering and monitoring systems. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education.  
Staff should also read, [“Working Together to Safeguard Children.” Dec 2023](#)
- 11.2 The induction will be proportionate to staff members’ and governors’ and trustees’ roles and responsibilities.
- 11.3 All Designated Safeguarding Leads (DSLs) will undergo updated DSL safeguarding training every two years. DSLs should undertake Prevent awareness training and disseminate an understanding of the Prevent Duty through the annual training programme that they deliver to staff each academic year.
- 11.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and takes place annually. All governors must undergo governor specific awareness training to equip governors with the knowledge to provide strategic challenge, so they are assured safeguarding policies/procedures are effective and deliver a robust whole-school approach to safeguarding. This training should be regularly updated. All staff will have access to WSCP (Wandsworth Safeguarding Children Partnership) multi-agency safeguarding training and e-learning.  
[Training - Wandsworth Safeguarding Children Partnership](#)
- 11.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, i.e. online training followed by whole school assessment quiz. New staff who join Linden Lodge outside of the cycle complete The Essential Safeguarding Training, Online Safety & KCSIE Assessment on The Key. Prevent, Cyber Security Training & MyConcern/Confide Training is also completed. All certificates and documentation is shared with Safeguarding administrator and recorded on our systems.
- 11.6 The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years. All governors will receive appropriate safeguarding training annually.

- 11.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
- 11.8 The Designated Safeguarding Lead will provide safeguarding briefings at key meetings during the school year to ensure a continuous focus on safeguarding. The Designated Safeguarding Lead will also brief school staff on any changes to safeguarding legislation and procedures and relevant learning from Child Safeguarding Practice Reviews (CSPR's) in line with [Working Together to Safeguard Children 2023](#). These will occur annually or more frequently when necessary. Please refer to [7 minute learning briefings – Wandsworth Safeguarding Children Partnership](#) as a resource for staff training. [Working Together to Safeguard Children 2023](#)
- 11.9 The school will maintain accurate and up to date records of staff induction and training.

## **12 Confidentiality, Consent, and Information Sharing**

- 12.1 We recognise that all matters relating to Safeguarding are confidential.
- 12.2 The Designated Safeguarding Lead or deputy will disclose any information about a student to other members of staff on a need-to-know basis only
- 12.3 All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.
- 12.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- 12.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.
- 12.7 Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.
- 12.8 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment, and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers May 2024 supports staff who have

to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. 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. [Keeping children safe in education - GOV.UK](#) Pg 19, Paragraph 55

## [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers May 2024](#)

The following link supports schools' staff further;

<https://blog.insidegovernment.co.uk/schools/information-sharing-the-seven-golden-rules-to-follow>

### **13. INTER-AGENCY WORKING**

13.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police, and Children's Social Care in line with managing internally, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse by providing support as soon as a problem emerges at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.

More information on the early help process can be found in [Working Together to Safeguard Children](#) 2023. For more information follow the link [What is Early Help? / Wandsworth Family Information Service](#).

13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences, core groups, CIN meetings, PEP (Personal Education Plan) meetings, TAC & TAF meetings. We will ensure that thoughtful and up to date information is provided and considered in relation to individual children.

13.3 We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and audits as and when required to do so by the Wandsworth Safeguarding Children Partnership and any other local authority's equivalent professional body. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

### **14 Contractors, Service and Activity Providers and Work Placement Providers**

14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by

these organisations use our procedure to report concerns.

- 14.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2025. If assurance is not obtained, permission to work with our children or use our school premises may be refused. [Keeping children safe in education - GOV.UK](#)
- 14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

## **15 Whistle-blowing and Complaints**

- 15.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. The school / college Whistle Blowing policy is located on the school website. <https://www.lindenlodge.wandsworth.sch.uk/policies>
- 15.2 We will refer to the [Whistleblowing: Guidance for Employers and Code of Practice](#) for further information and note that the Whistleblowing Advice Line is available for all workers on - 0800 028 0285 and via email via: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)  
Advice is also DfE guidance available [Guidance: Blowing the whistle to the Department for Education.](#)
- 15.3 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which does include the attitude or actions of colleagues. If necessary, they will speak with a Co-Headteacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).
- 15.4 We have a clear reporting procedure for children, parents, and other people to report concerns or complaints, including abusive or poor practice. We also acknowledge that low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. Procedures are in place for confidentially sharing and handling of low-level concerns.
- 15.5 We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires, and other means

## **16 Site Security & Out of School Providers**

- 16.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting any concerns that may come to light.
- 16.2 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out at school reception and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. The visitor policy is located: <https://www.lindenlodge.wandsworth.sch.uk/policies>
- 16.3 The school will not accept the behaviour of any individual, parent, or anyone else, that threatens school security or leads others, child, or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

16.4 We will ensure that when our premises are used by organisations or individuals outside of the school day that all reasonable steps are taken, as required by law, to ensure the safety of the children and to protect them from harm. We will ensure that providers, their staff, and volunteers have a duty of care toward the children who attend. The document “After – school clubs, community activities, and tuition safeguarding guidance for providers” (SEPT 2023) details the safeguarding arrangements that schools and colleges should expect these providers to have in place. We will also refer to the guidance for parents -Using after-school clubs, tuition and community activities, and signpost outside providers to the Government guidance Out-of-school settings: safeguarding guidance for providers, which details Safeguarding guidance, e-learning and resources for providers of after-school clubs, activities and tuition, and other out-of-school settings. More guidance for sports activities can be found in the NSPCC information [Safeguarding in Sports](#).

[“After – school clubs, community activities, and tuition – safeguarding guidance for providers” \(SEPT 2023\)](#)

[Out-of-school settings: safeguarding guidance for providers](#)

16.5 We will follow our safeguarding policies and procedures, as with any safeguarding allegation, including informing the LADO, if we receive an allegation relating to an incident that has happened when an individual or organisation has used our school premises for the purposes of running activities for children. This will cover any community group, sports associations, or service provider that runs extra-curricular activities on our school site.

## **17 Quality Assurance**

17.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

17.2 We will complete an audit of the school’s safeguarding arrangements annually, which will aim to illustrate how as a school we are fulfilling our statutory safeguarding responsibilities (Section 175) and will enable us to feedback any findings / learning into our safeguarding action plan. Findings if requested will be fed back to the Local Authority and the Wandsworth Safeguarding Partnership when requested. ([NSPCC Self-Evaluation Tool](#) & LA Professional Conversation Offer)

17.3 At intervals we will consider participating in a safeguarding review and will identify areas for development within school improvement plans as identified by the school leadership team and governing body.

17.4 The school’s senior management and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in our safeguarding procedures without delay.

## **18 Policy Review**

18.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

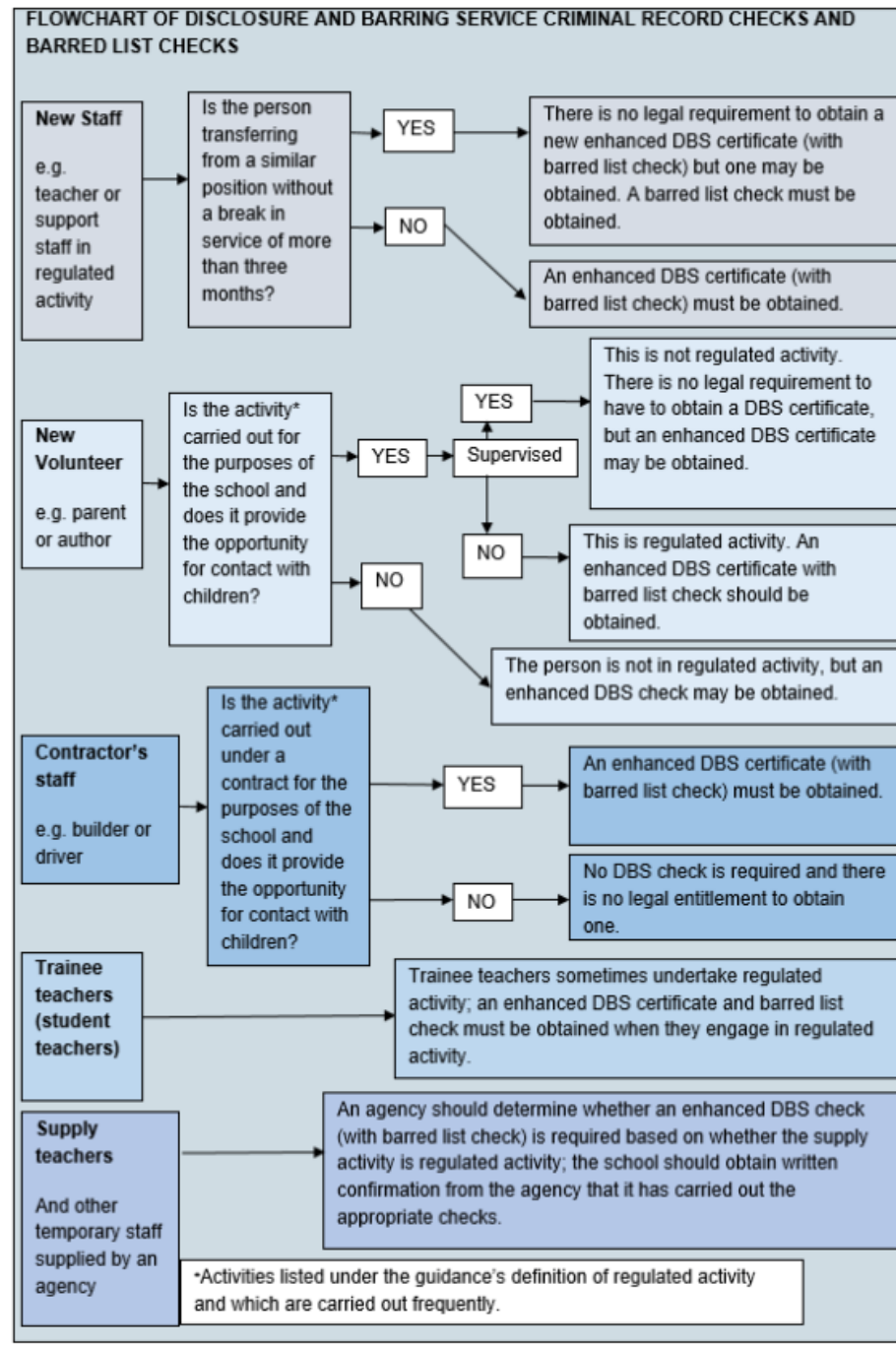
18.2. The Designated Safeguarding Lead will ensure that staff members, including volunteers

and sessional workers are made aware of any amendments to policies and procedures.

18.3 Additional updates to the Safeguarding policy and Procedures and Appendix will take place as and when needed.

## 19-Appendices

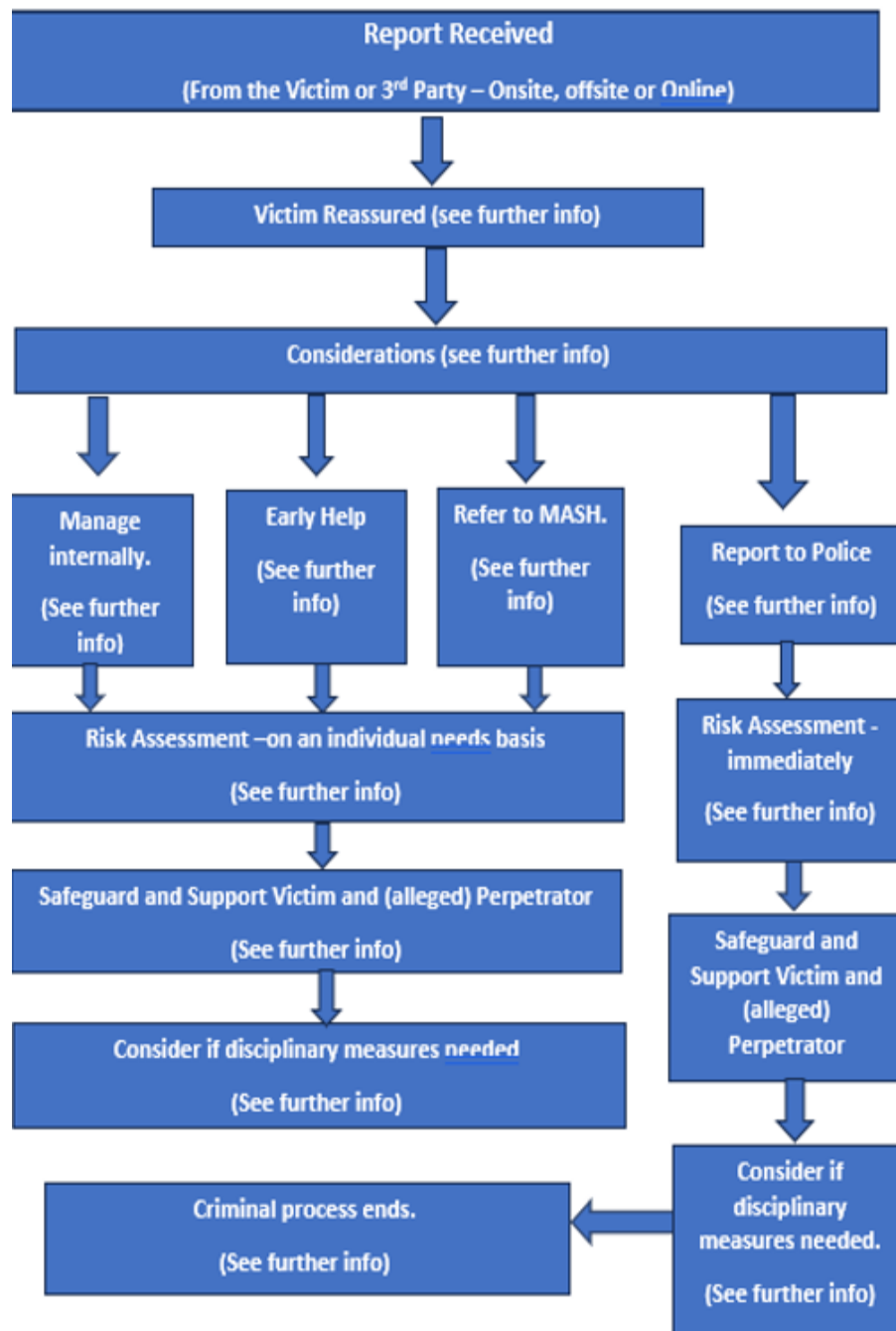
### FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS (KCSIE 2025 – Part 3 Page 71)



## **SEXUAL VIOLENCE AND SEXUAL HARASSMENT FLOW-CHART**

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

(Part 5 – Child-on child sexual violence and sexual harassment ( page 112-143)



## **Further information**

### **Victim reassured**

- Taken seriously and kept safe, never be given an impression they are creating a problem,
- Confidentiality not promised,
- Listen to victim non-judgementally,
- Record the disclosure (facts as reported)
- Two staff present (if appropriate) – one being the DSL or reported to the DSL as soon as possible,
- Victim sensitively informed about referral to other agencies,
- If victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see Part 5 KCSIE 2025, paragraph 477)
- Parents of victim informed, unless this would put victim at greater risk.

If the victim is over 18, discuss how they want to be supported and by whom, whether they want you to support to share with their parents, whether they want to report a crime and provide them with support agency contacts (e.g. RASASC, SARC) which you can support them to contact. Again, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see Part 5 KCSIE 2025, paragraph 477)

**Anonymity** – Note that in cases of sexual violence there is a legal protection of the victim’s identity. Remember that this also includes sharing on social media and discussion amongst pupils in school.

### **Supporting the (alleged) Perpetrator**

- Inform parents of alleged perpetrator – advise of any referrals that need to be made,
- If appropriate, ask alleged perpetrator about the incident,
- Remove alleged perpetrator from any shared lessons with victim (this is a neutral act, not an assumption of guilt)
- Ensure they have a trusted adult in your setting to provide support.

### **Considerations**

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)

Immediately: consider how to support the victim and the alleged perpetrator.

- Wishes of the victim and parents/carers
- Nature of the alleged incident
- Are external support services required e.g. SARC, RASASC
- Ages of the children
- Development stage of the children
- Any power imbalance
- One off, or part of a pattern of behaviour
- Any on-going risks to victim, alleged perpetrator and others
- Other related issues and wider context (e.g. Exploitation, contextual safeguarding)

### **Manage internally**

One-off incidents which the school/college believes that the young people are not in need of early help or statutory intervention, which would be appropriate for the setting to manage internally under the behaviour and/or anti-bullying policy.

### **Early Help**

Non-violent harmful sexual behaviours (see Harmful Sexual Behaviours Framework, (NSPCC)) or refer to Brook Traffic Light Tool if trained. Also consider if a TAF is needed to identify unmet needs and support the young people involved.

### **Refer to MASH**

All incidents where a child or young person has been harmed, is at risk of harm or is in immediate danger. Children's social care will support with next steps.

NB - Where a victim is 18 or over, consideration needs to be given as to whether they would be considered a vulnerable adult and therefore a referral to adult services would be appropriate.

### **Report to Police**

**All** incidents of rape, assault by penetration or sexual assault (including if alleged perpetrator is 10 or under). Discuss next steps with police, for example: disclosing information to other staff, informing alleged perpetrator and their parents.

### **Risk assessment**

1. **Immediately** (when reported to police) – Do not wait for the outcome of the report to police before protecting victim. Emphasis should be on victim being able to continue normal routine.  
Alleged perpetrator to be removed from any classes with the victim (also consider shared spaces and journey to/from school. NB - this is not a judgement of guilt and safeguards should be considered as above, for the alleged perpetrator.
2. **Individual needs basis** – (see paragraphs 484 - 486 – Part 5 KCSIE 2025).  
All risk assessments should be completed as a multi-agency, where possible, (consider which agencies are currently working with either victim or alleged perpetrator) and shared with parents and victim or alleged perpetrator to ensure they are adhered to. You should not delay putting together a risk assessment if other agencies are not initially available in order to safeguard all involved and the school community, but this should be reviewed as a multi-agency as soon as possible.

Risk assessments should be regularly reviewed and adjusted as appropriate.

### **Safeguard and support Victim and alleged perpetrator**

Identify and signpost to relevant support agencies e.g. RASASC

### **Disciplinary measures taken**

Refer to setting's own behaviour and/or anti-bullying policy.

If reported to police, disciplinary measures may be undertaken based on balance of probabilities, unless prejudicial or unreasonable. Ensure actions do not jeopardise the investigation. Setting to work closely with police and/or other agencies.

### **Criminal process ends**

**Conviction or caution** - follow your setting's behaviour policy. If the pupil remains in school, make clear your expectations, keep victim and perpetrator apart. Consider victim's wishes.

**Not guilty** – support victim and alleged perpetrator.

**No further action** – support victim and alleged perpetrator.