

# **SAFEGUARDING AND CHILD PROTECTION POLICY**

## **Designated School Officers**

**School Year 2018–2019**

## **Designated Safeguarding Leads**

**Jonathan Ascot** – Head of Tram House School

**Kieran Bird** – Head of Park House School

**Emma Price** – Head of Pastoral

**David Anthony** – Head of Post-19

**Bernadett Rankasz** – Head of Outreach & EYFS

## **Designated Safeguarding Person**

**Sarah Dominic**

**Rebecca Lowes**

**Michelle Frangos**

**Richard LeRoy**

**Sarah Larner**

**Jordana Lyons**

## A. Safeguarding

**At BeyondAutism, we are committed to doing all we can to safeguard and promote the welfare of children. We aim to provide a safe, secure and supportive environment for all members of our school community but especially our children. Our aim is to create a culture of vigilance in safeguarding matters.**

*Keeping Children Safe in Education, September 2018* defines safeguarding and promoting the welfare of children as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Child protection is part of safeguarding and promoting the welfare of children. Child protection refers to the activity that is undertaken to protect specific children who are suffering or are likely to suffer significant harm. (*Working Together to Safeguard Children 2018, Appendix A*) Child Abuse is defined in *Keeping Children Safe in Education, September 2018* and states that: abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. The designated safeguarding lead (and DSPs) are most likely to have a complete safeguarding picture and to be the most appropriate person to advise on the response to safeguarding concerns.

There are a number of categories of child abuse:

- Physical abuse – which may involve the hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- Emotional abuse – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- Sexual abuse and exploitation – involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact,

including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator, it may or may not, be accompanied by violence or threats of violence. The abuse can be one- off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation may occur without the child's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

- Neglect - which is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
- **Children Who Go Missing From Home or Care** are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:
  - No means of support or legitimate income – leading to high risk activities
  - Involvement in criminal activities
  - Victim of Abuse
  - Victim of crime, for example through sexual assault and exploitation
  - Alcohol/substance misuse
  - Deterioration of physical and mental health
  - Missing out on schooling and education
  - Increased vulnerability
- Longer-term risks include:
  - Long-term drug dependency / alcohol dependency
  - Crime
  - Homelessness
  - Disengagement from education
  - Child sexual exploitation
  - Poor physical and/or mental health.
- **Children Missing from Education:** all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability and aptitude and any special educational needs they may have. A child going missing from education, or not attending it regularly, is a potential indicator of abuse or neglect.

We will follow the required procedures for unauthorised absence and for dealing with children who go missing from education, including appropriate notification to the Local Authority. We will also ensure staff are alert to the potential risks of poor or non-attendance and cessation of attendance, including the signs to look out for and triggers to be aware of when considering the risks of potential concerns such as **travelling to war zones, FGM and forced marriage. In the event that attendance is not reported by parents, we will contact the emergency contacts for the pupil.**

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

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and children or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Specific safeguarding issues**

**All** staff should have an awareness of safeguarding issues - some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- criminal exploitation: county lines
- domestic violence

- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting trafficking

**All** staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and initiation/ hazing type violence and rituals.

Should staff members have any concerns about peer on peer abuse, they can raise concerns through the online reporting system: CPOMS. If any concerns regarding peer on peer abuse is reported via CPOMS, both the victim and the perpetrator will be supported to understand what has occurred and the implications that it has for each individual.

The PSHE curriculum teaches pupils how to positively interact with their peers, which includes how to be kind to one another.

BeyondAutism is the proprietor of BeyondAutism Schools, under which we have two independent special schools for children with autism and related developmental disorders: Park House School (Reception – Year 8) and Tram House School (Year 9- 6<sup>th</sup> Form). The organisation also runs an Early Years Service, where parents attend with their child and an Outreach service supporting other schools and establishments. Our pupils may not always possess the communication skills that enable many children to discuss or disclose incidents that upset or frighten them. It is of the utmost importance therefore that we create a sensitive, proactive environment in which children; parents and staff members are secure and confident in the agreed procedures that put children's safety first. We will also ensure that our pupils are taught the skills and are given the means to communicate effectively. Through the PSHE curriculum and working collaboratively with the NSPCC we aim to teach pupils how to recognise when they are at risk and how to get help when they need it.

Child abuse occurs in all groups within society, across all cultural, ethnic and religious communities and all socio-economic groups.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead should be considering the context within which

such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that as a school we are able to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

We recognise that children with disabilities or additional needs may be more vulnerable to abuse as additional barriers can exist when recognising abuse and neglect. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.
- Being more prone to peer group isolation than other children

Our staff and volunteers form part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is **everyone's** responsibility.

Staff need to use the pupils' preferred method of communication in order to elicit as much information from the pupils' as possible. Staff need to be aware that disclosures may or may not be verbal and need to be vigilant to any change in behaviour patterns, verbal or otherwise. If staff do not feel confident in eliciting information from pupils, they should immediately seek the support and guidance from more senior members of staff.

***The Children Act 2004, Section 11*** contains arrangements required to safeguard and promote the welfare of children including:

- A clear statement of the agency's responsibilities towards children available to all staff.
- Staff training on safeguarding and promoting the welfare of children for all staff working with or in contact with children and families.
- Safer recruitment procedures in place.
- Effective inter-agency working to safeguard and promote the welfare of children.
- Effective information sharing.

### **Information sharing:**

Information sharing is vital in identifying and tackling all forms of abuse. Whilst, among other obligations, the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is **not** a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

We will request a minimum of two emergency contact numbers for each child, preferably three, as we acknowledge that this is a protective measure for children to enable swift contact with families when necessary.

***Working Together to Safeguard Children 2018*** is statutory guidance for interagency working to safeguard and promote the welfare of children.

***Keeping Children Safe in Education, September 2018*** sets out the statutory duties of schools, staff and governing bodies / proprietors to safeguard and promote the welfare of children.

## B. A safe school culture

### 1. Recruitment

When BeyondAutism appoints new staff there are several checks made which aim to prevent unsuitable people from working with our children. These include:

- We ask to see proof of identity by looking at an original birth certificate, driving licence or passport.
- Where relevant, we seek proof of professional qualifications by asking to see the original certificate or diploma.
- References are taken up before interview; we require the names of two referees that we contact. We obtain two written references one of which must be from the current or most recent employer.
- In principle, no member of staff (whether paid or unpaid) in regulated activity at BeyondAutism Schools or in BeyondAutism will be permitted to start work until an enhanced DBS check has been undertaken. We accept that it is legally permissible for staff to commence work whilst waiting for an enhanced DBS to be completed so long as a Barred List check has been and will in exceptional circumstances permit this to happen with a full risk assessment agreed with the employee.
- Newly appointed qualified teachers will not be permitted to commence in post until we have checked that they are not prohibited from teaching by the NCTL. This includes staff who were previously working as qualified teachers.
- All staff of BeyondAutism undertake regulated activity. This means that the barred list is automatically checked as part of the Enhanced DBS check and any directions under s.128 of the Education and Skills Act 2008 barring individuals from taking part in the management of an independent school will also be disclosed via this route.
- Staff working in early years (children in nursery or Reception) or providing wrap-around care to under-8s are required to declare that they are not disqualified, or disqualified by association, from working with children in Early Years or Childcare settings. Because staff could be asked to work across all age groups within the school we check everyone for barring by association
- Enhanced DBS checks are obtained for all Trustees and Governors of BeyondAutism, the proprietor of BeyondAutism Schools as they are deemed to be in regulated activity. This means that the barred list is automatically checked as part of



the Enhanced DBS check and any directions under s.128 of the Education and Skills Act 2008 barring individuals from taking part in the management of an independent school will also be disclosed via this route.

- Additional checks are carried out on the Chair of Trustees in accordance with regulation 20 of The Education (Independent School Standards) Regulations 2014.
- We also have a legal duty to make a referral to the DBS under specific circumstances, and we believe a person has caused harm or poses a future risk of harm to vulnerable groups, including children.

## 2. Training of staff

All members of staff (including teaching and non-teaching) receive training on safeguarding and child protection, including the arrangements in the school and the London multi-agency procedures. The training includes basic concepts of child protection, recognition and handling a disclosure, which may or may not be verbal. Training will also include the school's behaviour policy and procedures for children missing education as well as the staff code of conduct and this CP / safeguarding policy.

Safeguarding and Child Protection Awareness Training is delivered as part of the induction programme and as a refresher every year to **all staff, including DSLs and DSPs**. (This includes identifying the DSPs and DSLs)

Additional training sessions are delivered by an external consultant to cover specific safeguarding topics annually. These topics can include but are not limited to:

- Adult Safeguarding and Mental Capacity Act
- Prevent Duty, FGM and Ethnic Diversity
- Key Changes to 'Keeping Children Safe in Education'

The DSP's and DSLs attend Level 3 training every 2 years. DSL training is accessed through Child Protection Training UK and Wandsworth Children Safeguarding Board.

All staff members are required to read the Intimate Care Policy as part of induction training. Each child's individual care plan is incorporated in their behaviour plan and pupil profile sheets along with individual risk assessments.

## 3. Training Objectives

- To ensure that school team members observe and monitor pupils' routine behaviour on a regular basis.
- To ensure staff across the organisation understand their responsibility to raise concerns and how they can raise concerns.
- To support staff members in recording of observations so that any confidential information pertaining to a child is precise, objective and professionally documented.
- To handle information in a sensitive and confidential way and on a "need to know" basis referring to the latest Government guidance Information Sharing 2018, as necessary.
- To ensure that referrals are handled correctly and consistently.

- To serve as a reminder to staff members to remain alert and aware of child protection issues.
- To identify the safeguarding and child protection leads across the organisation
- The safeguarding and protection leads have full training in child protection, safeguarding and multi-agency working which is refreshed at least every two years.
- All other staff receive annual training in child protection and/or safeguarding.

Refresher training for all staff is also delivered throughout the academic year. In addition, all staff are required to read *Keeping children safe in education: information for school & college staff, September 2018* and *What to do if you're worried a child is being abused, March 2015* and to discuss with one of the designated staff if they have any queries.

- Annual staff training will also include information on peer-to-peer abuse, Honour Based Violence, Female Genital Mutilation and Preventing Radicalisation. (see section 11 for further information)

#### 4. Roles and responsibilities

##### Designated Safeguarding Lead (DSL)

The designated safeguarding lead is expected to:

- The Designated Safeguarding Leads (DSL) will have their role explicitly stated in their job descriptions and will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively.
- Designated leads will also ensure that all staff are provided with Part One of Keeping Children Safe in Education 2018 guidance and assisted to understand and discharge their roles and responsibilities as set out in this guidance.
- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the Heads of Schools to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Ensure the child protection policies are known, understood and used appropriately;

- Ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the organization in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- To lead on termly internal safeguarding supervision

The DSL will undergo training to provide them with the knowledge and skills required to carry out the role, updated at least every two years and will include Prevent awareness training

### Designated Safeguarding Person (DSP)

The designated safeguarding person works with the DSL to ensure the effective management and response to concerns raised within the organisation. The DSP is a key point of contact, ensuring that records are accurate; and that actions are taken and reported to the DSL. Should the DSLs be unavailable, the DSPs would deputise on their behalf.

## 5. Observation and Monitoring

It is the responsibility of **all** staff members to report any disclosures, changes in behaviour and/or observations of marks or bruises using CPOMS (<https://beyondautism.cpoms.net>) and to 'alert' the DSP and DSL to any concerns that arise verbally. Safeguarding concerns could be as a result of the action or inaction of Staff, Parents, Visitors, Transport Providers or others in contact with the pupil. It is the DSP's responsibility to follow up reports including asking parents. If the explanation is not satisfactory, the DSP should discuss the issue with the DSL. The DSL can support the DSP to ask parents if needed.

DSP's should update incidents/injuries in the relevant category on CPOMS. Similarly the reason given for the incident/injury should be recorded and witnessed. The record should show times and dates of any such observations and conversations with parents/carers. This accounts should be written up promptly. A chronology for each child is automatically generated for a pupil on CPOMS after the first incident and is only accessible to DSPs and DSLs.

Observation and monitoring is particularly important for children with learning and/or communication challenges as they may not be able to verbally disclose an experience of abuse and it is more likely to be as a result of a member of staff being vigilant and noticing unusual behaviour or marks or bruises.

**Any** child may benefit from **early help**, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

In addition to monitoring and recording signs or indicators of abuse, all staff have a responsibility to pass on ANY concerns at the earliest opportunity, in order that **early help** can be offered to the child and/or their family to reduce the risk of problems escalating.

The Department of Education has provided advice ***What to do if you are worried a child is being abused March 2015*** for practitioners.

Staff may be required to support other agencies and professionals in an **early help** assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

## 6. Procedures for reporting

If any member of staff has concerns about suspected child abuse the initial point of contact would be the DSPs. **All concerns should be reported immediately to a DSP and recorded on CPOMS**

(The DSP can refer to the "Life and Journey of a Cause for Concern Form" flowchart to aid decision making- see Appendices 2 and 5)

Allegations against staff are to be dealt with in accordance with section 7 below.

Issues to report are any concerns regarding the safeguarding or welfare of children. Concerns will include any incident that could have a bearing on the welfare of a child as well as signs or indicators of abuse, disclosures from children or their parents/carers or concerns about the interaction of any person in contact with a child. Any information is handled in a sensitive and confidential manner on a "need to know" basis.

If a child discloses **physical abuse, neglect or emotional abuse** and/or if a member of staff observes signs that are consistent with such abuse, the member of staff should immediately inform the DSP and record it on CPOMS. The DSP may ask for an explanation from the child's parents/carers. **Unless** the explanations given are totally plausible and consistent with a non-abusive event the DSP at BeyondAutism Schools should then inform the Social Services team for the pupil's home local authority in line with their referral procedures.

If the child discloses **sexual abuse** and/or if a member of staff observes signs that are consistent with such abuse, that disclosure should **not** usually be shared with the parent/carer at that point, in case the parent or carer may be the perpetrator. The staff member should inform the DSP or DSL who will inform Child Social Services immediately and a record will be made on CPOMS.

If a child makes an allegation against another child we will follow the Wandsworth Safeguarding Children's Board Procedures.

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. If it is discovered that a pupil has been a victim of FGM, it is the discovering staff's duty to report it to the police.

Staff working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead (or the DSP for their class).

## 7. Allegations against staff or volunteers

If an allegation is made against any member of staff or volunteer, the relevant Head of School should be informed immediately. The Head of School will then discuss the allegation with the LADO (Local Authority Designated Officer) the same day before discussing the allegation with the member of staff or taking any decision regarding action including whether the staff member should be suspended. The LADO will advise whether a multi-agency meeting is to be convened.

If an allegation is made against either Heads of Schools, the Chair of Governors should be informed and it is their responsibility to notify the LADO. In the absence of the Chair of Governors the Vice-Chair of Governors should be informed. Allegations against non-teaching staff or volunteers will be dealt with in accordance with this policy. If an allegation is made against the CEO, the Chair of Governors will be informed and it is the Chair's responsibility to notify the LADO. If an allegation is made against the proprietor then it is reported directly to the LADO.

The Chair of Governors will be informed if a staff member is suspended pending an investigation. It will be the Head of School's responsibility to notify the LADO before making any decision regarding suspension or other action.

Allegations against staff must be managed in accordance with Part Four of Keeping Children Safe in Education, September 2018.

## 8. Staff making allegations against other staff

Such allegations must be made to the relevant Head of School not the DSL or DSP (unless the Head of School is the DSL). It is essential for staff to appreciate the importance of reporting allegations against other staff to the relevant Head of School. This is to protect staff. There are two exceptions to this. Firstly, if the allegation is about the Head of School section 6 applies. Secondly if the allegation has been reported to the relevant Head of School and no action has been taken staff need to report their concerns to the CEO. If having done this the staff member still has concerns about another member of staff and they still consider children to be at risk, they must take their concerns to the LADO.

## 9. Effective Reporting

An incident report on CPOMS (<https://beyondautism.cpoms.net>) is completed whenever there is a concern regarding the safeguarding or welfare of children no matter how small and even if no further action is required. This electronic system is available to all staff who work for BeyondAutism, and can be accessed via any computer in the school. In the event that a visitor would like to raise a concern, they can use a Cause for Concern form (Appendix A) which can be found at reception. In the event that staff want to report a Health and Safety Concern, they can complete a Health and Safety Concern form via Schoolpod, which will then be actioned by the relevant Head of School. Incident reports when used to report a concern are confidential and CPOMS ensures that only DSPs and DSLs have access to confidential information. Incident **reports must be written as soon as possible after an incident, but definitely before the end of the day in which the concern is raised, and a DSP/ DSL notified at a minimum, via CPOMS.** Historic Cause for Concern forms (prior to academic year 2017/2018) are kept in locked files, which only the safeguarding team have access to.

Careful records must be kept of all action taken concerning an incident, for example time, date, and name of Duty Social Worker, when reporting suspected child abuse. **These records must be kept confidential.**

Referral reports, using the relevant Local Authority's own referral form are written by the DSP/ DSL and it is their responsibility to ensure that a copy of this report is kept in the Child Protection server on the school's computer system. The relevant referral form for each borough is generally available on the boroughs' websites, alternatively the duty social worker will direct the DSP/ DSL to the referral form that they need to complete and the email address that the referral forms are sent to.

Only DSP's and the DSL have access to the Child Protection drive on the school's computer systems.

## 10. Referral

BeyondAutism Services have a duty to report suspected child abuse to our statutory partner agencies.

Any member of staff who has reason to suspect possible abuse, or to be concerned about whether a child is likely to suffer significant harm has a responsibility for raising the issue with the DSP – and by completing an incident report on CPOMS (<https://beyondautism.cpoms.net>) It is the DSP's responsibility to advise staff and where necessary telephone social services for further advice.

Where the suspected abuse relates to an event at BeyondAutism, the referral is to Wandsworth. If the protection concern relates to events elsewhere, specifically the pupil's home, then the reporting route is to that home authority.

It is also our duty to inform Child Social Services of possible abuse. DSP's have specific training in child protection, safeguarding and referral procedures. However, if any member of staff believes that their concerns are not being taken seriously and that steps are not being taken to protect a child, the member of staff with the concern **MUST** escalate this to one of the other DSP's, the DSL, or the CEO/nominated Trustee for safeguarding. If necessary, any member of staff can make a referral to Social Services in line with ***Keeping Children Safe in Education September 2018*** but they should inform the relevant Head of School/ DSL as soon as possible that a referral has been made. **If in doubt, ask.**

We also expect staff to be vigilant against female genital mutilation (FGM), particularly for female pupils from communities which are known to be most at risk. In the event of any indications that a pupil may be at risk of FGM staff have a mandatory duty to report it. Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the staff member has a good reason not to, they should also still consider and discuss any such case with the designated safeguarding lead and involve children's social care as appropriate. Further information about FGM is available within *Keeping Children Safe in Education, September 2018 in Annex A* from page 53 onwards including 'indicators', 'actions' and the mandatory reporting duty.

Whilst it is less likely to be relevant to our cohort of pupils, compared with those of a mainstream school, we have a duty to prevent the radicalisation of pupils under the Counter-Terrorism and Security Act. This is often referred to as the 'Prevent duty'. Further information is found at page 55 onwards of ***Keeping Children Safe in Education, September 2018*** which includes information on when referrals to the Channel programme may be required.

Staff should also, be aware, for the cohort of children at the school, of the potential for faith abuse and fabricated or induced illness to occur. In respect of the latter staff may wish to refer to our Medical Policy which deals with situations pertaining to the administering of prescribed medicines and requests to administer other substances including but not limited to food supplements.

The school has a mandatory duty to report any instances or suspected instances of 'private fostering' to the relevant local authority. A private fostering arrangement is one which has been made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18, if disabled) a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-

parents; it does not include great-aunts or uncles, great grandparents or cousins.) If it is deemed that a private fostering arrangement is in place, the school should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

In an acute emergency when the child's life and health seem seriously at risk, dial 999 and call for an ambulance. The Metropolitan Police Child Protection Team should be contacted, as well as Wandsworth Social Services.

**For further information about the referral procedure please refer to Wandsworth Safeguarding Children Board procedures and Wandsworth Children's Contact service:**

[www.wandsworth.gov.uk/info/200017/children\\_and\\_family\\_care/1506/childrens\\_contact\\_service/5](http://www.wandsworth.gov.uk/info/200017/children_and_family_care/1506/childrens_contact_service/5)

## 11. Other related policies

This policy has clear links to other policies in our school, in particular to any policies concerned with the protection of all children in the school from various kinds of harm. These policies are listed below:

- Anti-bullying
- E-safety
- Behaviour
- Positive handling and physical intervention
- Equality and Diversity Policy
- Health and Safety
- Absconding and Lost Child Procedure
- Data Protection
- Pupil information (DfE guidance)
- Safer recruitment
- Intimate care
- Whistleblowing Policy
- Safeguarding Adults at Risk Policy and Procedure

## 12. Changing Schools



**Joiners:** Although it is the duty of the previous school to transfer the data as soon as possible to the new school, occasionally this may not occur, perhaps if parents have not shared the name of the new school. When BeyondAutism Schools admit new pupils, it will ensure that the previous school is contacted in writing (even if there had been a gap between school placements) to ask for written confirmation whether there are any child protection records or not and asking for any such records to be transferred.

**Leavers:** In the event that a pupil of BeyondAutism Schools transfers to another school, BeyondAutism Schools will ensure that all relevant records are transferred to the new school (to the extent that it is made aware of that school) and will seek a confirmation of safe receipt of those records from the new school.

In line with government legislation we also inform Wandsworth Borough of any leavers or starters to BeyondAutism Schools on a weekly basis.

## **C. Resources**

### **London Child Protection Procedures, 2017**

Available as hard copy in each school, also available electronically via Wandsworth Safeguarding Board website [www.wscb.org.uk](http://www.wscb.org.uk) and London SC website – [www.londonscb.gov.uk](http://www.londonscb.gov.uk).

### **London Safeguarding Children Board supplementary procedures**

These provide detailed information related to specific safeguarding issues. They are available via the London SCB website (as above).

### **Keeping children safe in education (September 2018)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/526153/Keeping\\_children\\_safe\\_in\\_education\\_guidance\\_from\\_5\\_September\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf)

### **Childcare Act 2006 – Statutory Guidance February 2015, amended 10 September 2018**

[http://www.legislation.gov.uk/ukpga/2006/21/pdfs/ukpga\\_20060021\\_en.pdf](http://www.legislation.gov.uk/ukpga/2006/21/pdfs/ukpga_20060021_en.pdf)

### **Working Together to Safeguard Children 2018**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

### **What to do if you're worried a child is being abused, 2015**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

### **Information sharing - Advice for practitioners providing safeguarding services to children, parents and carers, 2018**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

### **Use of reasonable force: advice for HTs, staff and governing bodies (DfE 2012)**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **Safeguarding Disabled Children, Practice Guidance, July 2009**

<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

## **D. Important Information**

All relevant telephone numbers are displayed in the following places both at Park House (PH) and at Tram House (TH)

- Reception
- Staff Room
- Upstairs Office
- Heads of Schools Office
- All Classrooms

The DSLs with the CEO will undertake an annual review of the Safeguarding and CP policy.

The Board of Governors will undertake a bi-annual audit of Safeguarding and CP procedures at BeyondAutism Schools.

## E. Child Protection – Contact Details

<b>Designated Safeguarding Lead (DSL):</b>	Jonathan Ascot	0203 031 9700
	Kieran Bird	0203 031 9707
	Emma Price	0203 031 9700
	David Anthony	07841 010738
	Bernadett Rankasz	0203 031 9705
<b>Designated Safeguarding Person (EYFS)</b>	Rebecca Lowes	0203 031 9707
	Sarah Lerner	0203 031 9705
<b>Designated Safeguarding Person (PH):</b>		
<b>Designated Safeguarding Person (PH):</b>	Sarah Dominic	0203 031 9707
<b>Designated Safeguarding Person (TH):</b>	Jordana Lyons	0203 031 9700
<b>Designated Safeguarding Person (PH/TH):</b>	Richard Le-Roy	0203 031 9700
		0203 031 9707
<b>Designated Safeguarding Person (TH):</b>	Michelle Frangos	0203 031 9700
<b>CEO:</b>	Tracie Linehan	07710 024587 <a href="mailto:tracielinehan@beyondautism.org.uk">tracielinehan@beyondautism.org.uk</a>
<b>Chair of Trustees and Trustee lead for Safeguarding:</b>		
	Karen Sorab	07961 410244 <a href="mailto:karensorab@beyondautism.org.uk">karensorab@beyondautism.org.uk</a>
<b>Governor Safeguarding Lead and Chair of Governors:</b>	Ian Hunter	Can be contacted through Pippa Day ( <a href="mailto:pippaday@beyondautism.org.uk">pippaday@beyondautism.org.uk</a> )

If there are significant concerns, or in the absence of all of the above please ring at least one of the contacts listed below.

### During working hours:

#### 1. LADO (Local Authority Designated Officer)

London Borough of Wandsworth **020 8871 7226**  
Chantel Langenhoven **0208 871 7440**

#### 2. Principal EWO (Education Welfare Officer/Safeguarding lead for schools, London Borough of Wandsworth)

Stella Macaulay (office) **020 8871 8306**

**3. Safeguarding Standards Service, London Borough of Wandsworth**

(Manager: Sharon Stockman)

Principal administrator: Jackie Reynolds

WSCB development manager

**020 8871 7208**

**020 8871 8610**

**4. Metropolitan Police Child Protection Team,**

**Wandsworth, Merton & Kingston**

**020 8247 7840**

**5. Wandsworth Social Services Department**

**0208 871 6622**

**Referral and Assessment Service (duty SW)**

Monday to Friday 9am-5pm

**6. The NSPCC Whistle Blowing Helpline**

**0800 028 0285**

**Out of hours:**

**1. Wandsworth Social Services Department**

**020 8871 6000**

**2. Metropolitan Police Child Protection Team,**

**020 8247 7840**

**In an acute emergency when the child's life and health seem seriously at risk, call 999 for an ambulance.**

Revised: February 2017 based on changes to KCSIE

Last review: September 2018

Date of next review: September 2019

Review group: Trustees

## Appendix 1: guidance regarding potential signs of abuse from London SCB procedures

### Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents / carers are uninterested or undisturbed by an accident or an injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face

- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### Fractures

Fractures may cause pain, swelling and discoloration over a bone or a joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures

- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## Scars

A large number of scars or scars of different sizes or ages, or on different parts of body, may suggest abuse

## Behavioural Indications

Some children may behave in ways that alert you to the possibility of physical injury, for example

- Withdrawal from physical contact
- Fear of returning home
- Self destructive tendencies
- Aggression towards others

## Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence

- Withdrawn or seen as a 'loner' – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self harming
- Running away

## Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from or late for school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Compulsive stealing or scavenging



## Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self mutilation and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Concerning changes in behaviour or general presentation
- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is disclosed
- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing
- Wetting or soiling

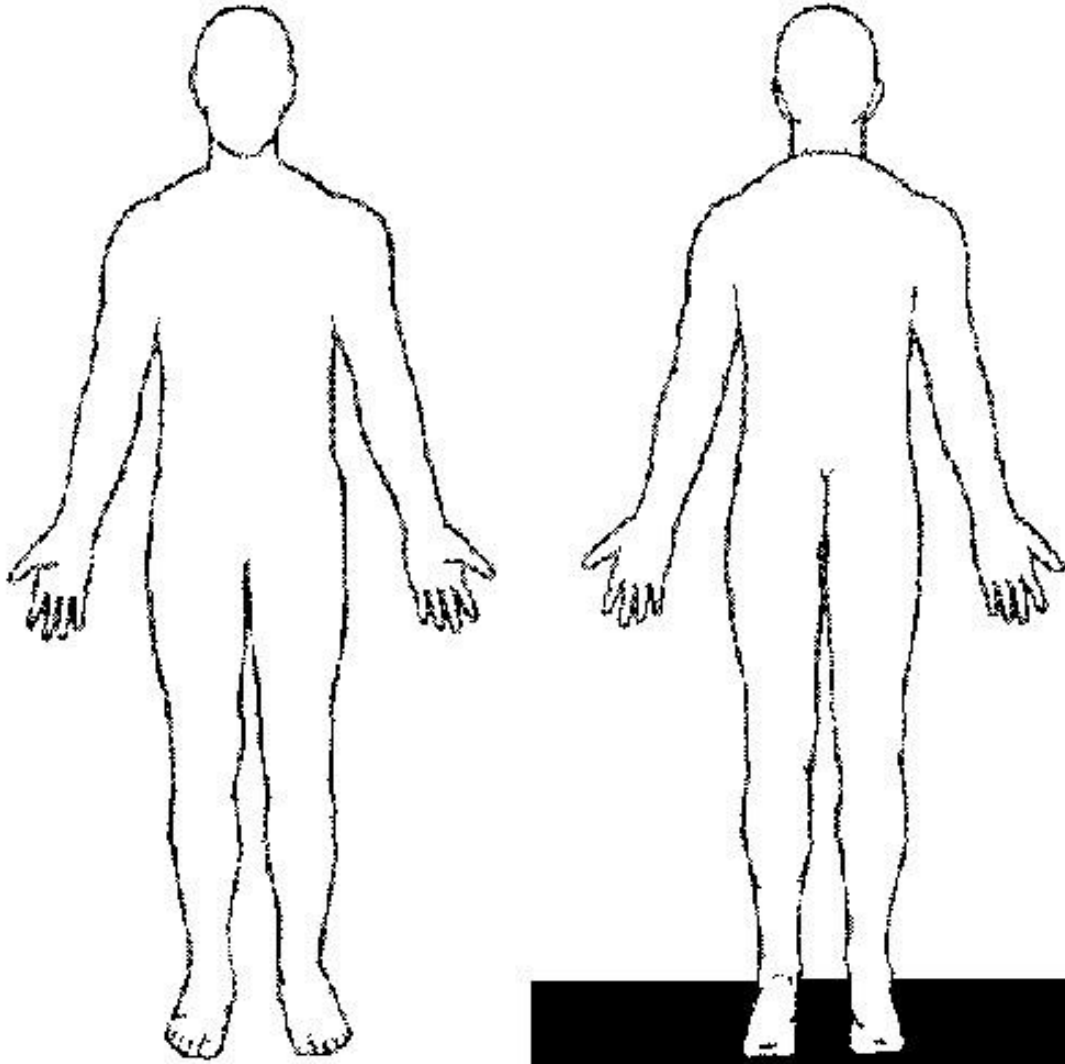
## Appendix 2: Cause for Concern Form

**Procedure:** This form is to be completed on **ALL** occasions when there is **any** cause for concern in relation to the welfare or safety of a child. It can be filled in by anyone and **must** be handed to a Designated Safeguarding Person or the Designated Safeguarding Lead.

Student's Full Name:		Class:	
Concern initiated by: (Full name)	Signed:	Role:	
Date:		Time:	
Nature of concern:			
Details of any witnesses:			
Time referred to Designated Safeguarding Person:			

<b>To be completed by DSP or DSL:</b>			
DSP Print and sign		DSL Print and sign	
Action taken/Referral made:			
<p>If the concern is a Health and Safety matter, it should be reported to one of the following: Health and Safety Officer / CEO / Site Manager (circle if relevant)</p>			
Also recorded in the following places: (tick if relevant)			
School Pod / Injury letter	<input type="checkbox"/>	Team Teach book	<input type="checkbox"/>
Phone call home	<input type="checkbox"/>	Chronology CP	<input type="checkbox"/>
		Home/School Book	<input type="checkbox"/>
		Email home	<input type="checkbox"/>

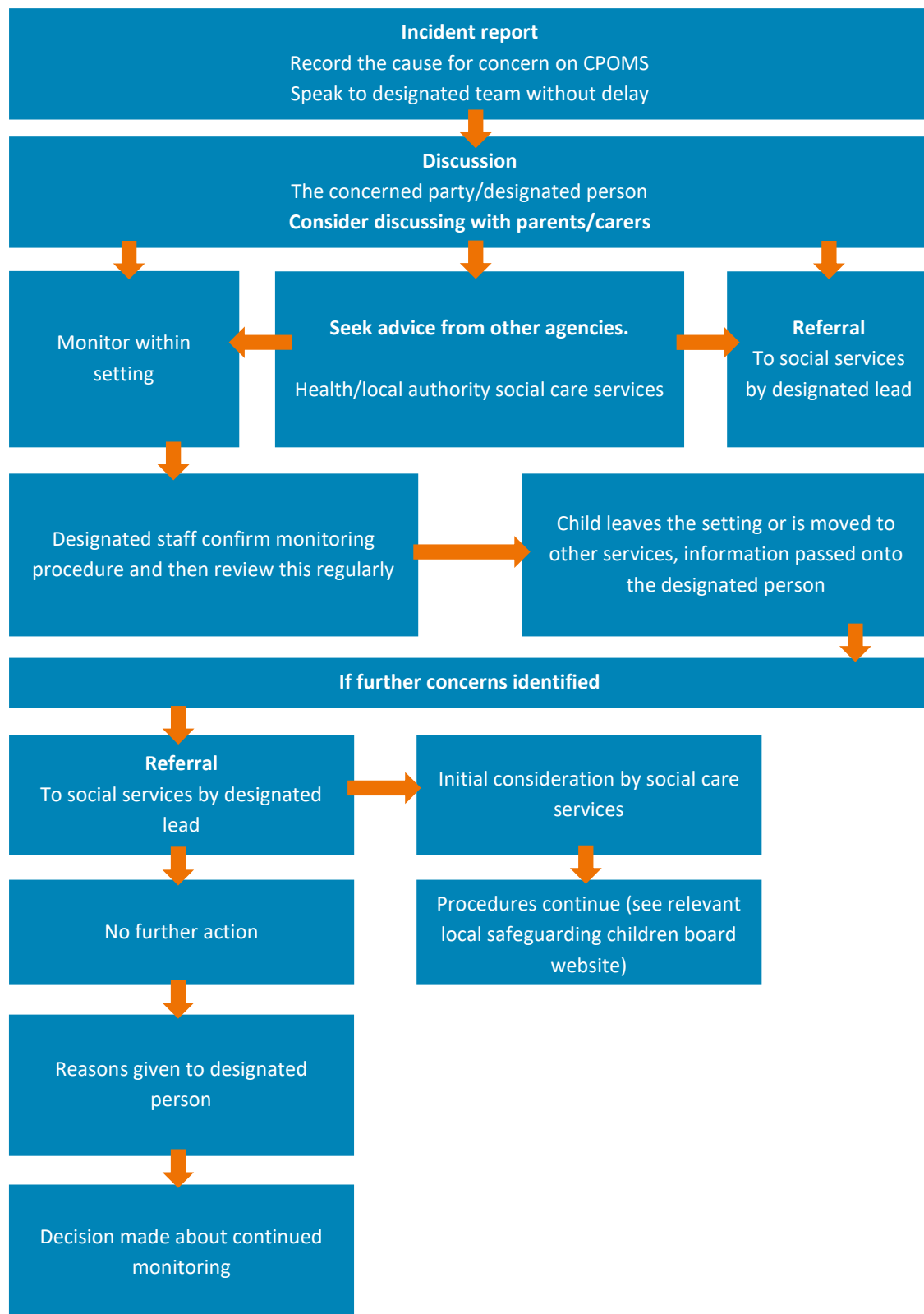
**Body map of injuries**



**Front**

**Back**

## Appendix 3: The Life of a Concern



## Appendix 4: The Thread throughout our Organisation

Safeguarding is a standing agenda item for all meetings, this document sets out what is expected to be covered under this item at the different meetings. This does not replace raising and recording concerns, but creates an organisation wide environment that is vigilant and responds to need.

### Trustee meeting

- Organisational risk related to safeguarding
- Review of data – safeguarding concerns and referrals
- Training needs
- Monitoring and review of policy and procedures
- Any concerns as a result of interaction with the services

### BA Senior Management Team meeting

- Risk related to safeguarding, organisational and per service
- Review of data – safeguarding concerns and referrals
- Monitoring and review of policy and procedures
- Any concerns as a result of interaction with the services

### School Governing Body/Post 19 Advisory Group meeting

- Risk related to safeguarding at school
- Review of data – safeguarding concerns and referrals
- Training needs
- Monitoring and review of policy and procedures
- Any concerns as a result of interaction with the school

### BeyondAutism Schools' Senior Leadership Team meeting

- Risks related to safeguarding
- Review of data – safeguarding concerns and referrals
- Any concerns as a result of interaction with the staff, pupils and parents
- Training needs
- How the curriculum safeguards our pupils

### BeyondAutism Schools'/Post 19 Supervisor's meeting

- Risks related to safeguarding
- Any concerns as a result of interaction with the staff, pupils and parents
- Training needs

### BeyondAutism Schools' Instructor's meeting

- Risks related to safeguarding
- Any concerns as a result of interaction with the staff, pupils and parents
- How the curriculum safeguards our pupils

### Whole School meeting

- Safeguarding awareness
- Weekly safeguarding questions
- Any general concerns as a result of interaction with the staff, pupils and parents

### BeyondAutism Schools' Class meeting

- Risks related to safeguarding
- Any class related concerns as a result of interaction with the staff, pupils and parents
- Ensuring the curriculum safeguards our pupils

### BeyondAutism Services' HR meeting

- Monitoring safer recruitment practice
- Any concerns as a result of interaction with the school

### BeyondAutism Finance & Fundraising meeting

- Risks related to safeguarding
- Any concerns as a result of interaction with the services
- Monitoring financial procedures

### BeyondAutism Marketing & Communications meeting

- Risks related to safeguarding
- Any concerns as a result of interaction with the services
- Monitoring social media
- Monitoring permissions

### BeyondAutism Health & Safety meeting

- Risks related to safeguarding
- Any concerns as a result of interaction with the services

### BeyondAutism Office Team meeting

- Any concerns as a result of interaction with the services
- Monitoring procedures for visitors, phone calls

### All staff 1-to-1 supervision meetings

- Any safeguarding concerns
- Training needs

**Appendix 5: The life and journey of a “Cause for Concern” Form**

