NP1.1 Safeguarding and Child Protection Policy and Procedures

This policy applies to the whole School including EYFS at Newton Prep

Executive Summary

The safety and welfare of all our pupils at Newton Prep (or the "School") is our highest priority. Our culture is one of safety, equality and protection. We are fully committed to always acting in the best interests of the child. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. **Safeguarding is everyone's responsibility and no member of staff should assume that somebody else will take action and share information that might be critical in keeping children safe.**

Associated Policies

This policy is available on the School website and is included in the Employment Manual. This policy is central to all our School policies and procedures and is one of a series in the School's integrated safeguarding portfolio, which includes the following policies:

Academic Staff Handbook
Anti-Bullying Policy
Attendance Policy
Behaviour Policy
Children Missing Education (including supervision and lost children procedures)
Complaints Procedure
CCTV Policy
Data Protection Policy
Educational Trips Policy
Employment Manual (includes Staff Code of Conduct)
E-Safety Policy
First Aid and Administration of Medicines Policy
Low-level Concerns Policy and Procedures
PSHE Policy
Recruitment, Selection and Disclosure Policy and Procedure
Relationships and Sex Education Policy
SEND Policy
Security, Workplace Safety and Lone Working Policy
Use of Images Policy
Visitor Procedure
Visits and Visiting Speakers Policy
Whistleblowing Policy

Our core safeguarding principles are that:

- safeguarding and promoting the welfare of children is everyone's responsibility;
- we recognise that all adults within the school, including but not limited to permanent staff, supply staff, temporary staff, volunteers, parents, school council members and other visiting professionals have a full and active part to play in protecting our pupils from harm
- The School's responsibility to safeguard and promote the welfare of children is of paramount importance;
- the School has a 'whole school' approach to safeguarding, ensuring safeguarding and child protection underpin all School processes and policies to ensure the best interests of the child is at their heart;
- at Newton Prep we adopt a child-centred approach - always considering the best interests of the child, taking action to enable every child to have the best outcomes;
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

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Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children are treated fairly and receive effective support and protection.

The procedures contained in this policy apply to all staff, volunteers, visitors and members of the School Council. In all matters relating to child protection, the School works closely with Wandsworth Safeguarding Children Partnership (WSCP) to ensure concerns about a child are dealt with in accordance with locally agreed inter-agency procedures. The WSCP (Police, Clinical Commissioning Group and the Local Authority) is responsible for protecting children and young people in Wandsworth from harm, abuse, neglect and exploitation, and promoting their welfare. The WSCP works to keep children safe, protect and promote their welfare across the Wandsworth area. Please see Appendix 1 for all contact details of WSCP.

This policy should be read in conjunction with the WSCP's' safeguarding Policies and Procedures and Appendices document (https://wscp.org.uk/about-the-partnership/policies-and-procedures/). These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

a) Policy principles

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- All staff will reassure children that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.
- Pupils and staff involved in child protection issues will receive appropriate support and training.

b) Policy aims

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the School's commitment regarding safeguarding and child protection to pupils, parents and other partners.

Terminology

The definitions for safeguarding and child protection are drawn from the statutory guidance 'Working Together to Safeguard Children 2023':

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this policy as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Staff refers to all those working for or on behalf of the School, full time or part time, temporary or permanent, in either a paid or a voluntary capacity.

DSL refers to either or both of the Designated Safeguarding Leads at the School

DDSL refers to the Deputy Designated Safeguarding Leads at the School.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when reviewing this policy:

- Keeping Children Safe in Education 2025
- Disqualification Under the Childcare Act 2006 (updated September 2018)
- What to do if you are worried a child is being abused - Advice for Practitioners (March 2015)
- Working Together to Safeguard Children 2023

- Information Sharing 2024
- Prevent duty guidance: England and Wales (2023)
- Early years foundation stage statutory framework for group and school-based providers (2025)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017

Local Safeguarding Roles and responsibilities

Please see Appendix 2 - actions where there are concerns about a child.

Designated Safeguarding Leads		
Mrs Belinda Clothier Deputy Head Lower School (including EYFS)	bclothier@newtonprep.co.uk 020 7720 4091 ext. 1208	
Mr Peter Archdale Deputy Head (Years 3-5)	parchdale@newtonprep.co.uk 020 7720 4091 ext. 1225	
Deputy Designated Safeguarding Leads		
Miss Sarah Hales Deputy Head (Years 6-8)	shales@newtonprep.co.uk 020 7720 4091 ext. 1240	
Miss Anya Hodson Head of PSHE	ahodson@newtonprep.co.uk 020 7720 4091	
Nominated Safeguarding Lead for School Council		
Dr Farouk Walji, Chairman	chairman@newtonprep.co.uk	
Mr Sam Owen		

If neither of the designated safeguarding leads are available, staff should not delay in taking appropriate action. Staff should report their concerns to the Head and / or take advice from our local Multi-agency Safeguarding Hub (MASH). In these circumstances, any action taken should be shared with one of the designated safeguarding leads as soon as practically possible.

Head

Mr Graeme McCafferty	head@newtonprep.co.uk 020 7720 4091 ext. 1202	
MASH		
Wandsworth Duty MASH Team (weekdays 9am - 5pm) - 020 8871 6622		
Out of Hours Service – 020 8871 6000		
Secure email: (Mash@Wandsworth.gov.uk)		

The Designated Safeguarding Leads (DSLs)

The designated safeguarding leads (DSLs) take **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) in the school. The DSLs have the status and authority within the school and sufficient time, funding, training, resources and support to carry out the duties of the post. These duties include (but are not limited to):

- ensuring the child protection policies are known, understood and used appropriately by staff, reviewed annually and are publicly available
- advising and supporting staff on child welfare, child protection and safeguarding matters
- encouraging a culture of listening to children
- managing safeguarding referrals to children's social care, the police, or other agencies
- understanding when to contact the police by using the NPCC guidance for schools and colleges (When to Call the Police) as a guide
- taking part in strategy discussions and inter-agency meetings and/or supporting other staff to do so, and contributing to the assessment of children
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child's new school
- request information from the school or nursery from which a child is joining for any records relating to Child Protection or Safeguarding
- undergoing training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training.

The Deputy Designated Safeguarding Lead (DDSL)

Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

For further details on the role of the DSL please refer to Annex C of KCSIE 2025

The Nominated Safeguarding Lead for School Council

This policy and its procedures are reviewed annually by the School Council responsible members and the Senior Leadership Team (SLT). Significant changes to the policy are also discussed annually by the School Council. The policy is kept updated in response to emerging or evolving safeguarding issues, including lessons learnt, if the DSLs and Senior Leadership Team decide this is needed.

At least once a year, the DSLs, the Chairman of the School Council (Dr Farouk Walji) and Mr Sam Owen (nominated member of the School Council for safeguarding) meet to review significant child protection and safeguarding cases, the single central register and the efficiency with which the related duties have been discharged by the DSLs.

The Chairman of the School Council is also the director of Newton Prep Limited (the proprietor,which runs the School) who has responsibility for the safeguarding arrangements and is responsible for ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children; creating an environment where staff feel supported in their safeguarding role and are able to deal with concerns; and ensuring staff, especially those that work directly with children, have regular reviews of their own practice so that they have the appropriate knowledge, skills and experience which improve over time.

The proprietor ensures that members of the School Council receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenges to test and assure themselves that the safeguarding policies and procedures in place in the school are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated.

Good practice guidelines and staff code of conduct

The safety and welfare of all our pupils at Newton Prep is our highest priority. We are fully committed to always acting in the best interests of the child. This is reflected in our staff code of conduct which centres around our good practice guidelines. These include:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour or attendance and to signs of abuse, neglect and exploitation (please refer to Appendix 3)
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff code of conduct and guidance documents on wider safeguarding issues
- having a sound understanding of the actions to take if there are any concerns about a pupil or a colleague in the School (for further details refer to - Child Protection Procedures in this policy)

- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to a DSL, or, if necessary, directly to police or children's social care.

Abuse of position of trust

All adults working with our School are in positions of trust in relation to the pupils in our School. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. The School's Academic Staff Handbook and Employment Manual sets out our expectations of staff. Further guidance is available in our Low-Level Concerns Policy and Procedures.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. Although not an exhaustive list, these factors include:

- living away from home or in temporary accommodation
- living in chaotic and unsupportive home situations
- living transient lifestyles
- affected by parental substance misuse, domestic violence or parental mental health needs
- vulnerable to being bullied, or engaging in bullying
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- do not have English as a first language
- at risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism
- poor or inconsistent attendance.

This list provides examples of additionally vulnerable groups and is not exhaustive. Please refer to [Appendix 4](#) for additional information about how the school promotes an ethos of protection through good lines of communication and robust pastoral systems.

Children with special educational needs and disabilities

Please refer to the School's Special Educational Needs and Disabilities Policy (NP7.1).

Children with special educational needs and disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. All staff recognise that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately affected by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.
- cognitive understanding - being unable to understand the difference between fact and fiction in online content and repeating that content or behaviours in school

Staff are trained to recognise the particular vulnerability of children with SEND. Staff understand the absolute importance of ensuring that these (and all) children are listened to, are protected and feel safe.

Attendance and children who are missing education

Please refer to the School's Attendance Policy (NP1.4) and Children Missing Education (including supervision and lost children procedures) (NP1.2)

Attendance, absence and exclusions are closely monitored by the DSLs. The School monitors all pupil absences from school and promptly addresses concerns about irregular attendance with the parent/carer.

All staff are aware that a child being absent from school, or those unexplainable and/or persistent absences, particularly on repeat occasions or for prolonged periods, can be a vital warning sign of a range of safeguarding possibilities. These may include (but are not limited to):

- sexual abuse or exploitation
- child criminal exploitation, including county lines
- mental health problems

- substance abuse
- risk of travelling to conflict zones
- risk of female genital mutilation (FGM)
- so-called 'honour'-based abuse or risk of forced marriage

Staff know that early intervention in cases of absence or children missing education is essential and know the School's policies and procedures for these situations. 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.

Alternative Provision

Where a pupil is placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. The school will acquire written confirmation from the provider that appropriate safeguarding checks have been carried out on individuals working at the establishment. (further information provided in KCSIE 2025 Paragraph 168 - 171).

Children who are lesbian, gay, bi, or gender questioning

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

As a School, we adopt a cautious approach and consider the broad range of an individual pupil's needs in cases involving gender questioning. We work with the child's parents (unless this would constitute a significant risk of harm to the child) to support the child and the family to address any vulnerabilities such as the risk of bullying.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationships and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

Mental health support

Staff understand that, as a School community, we have an important role to play in monitoring and supporting the mental health and wellbeing of the pupils. The School has the support of a dedicated Mental Health Lead on site, who is available to all pupils, either through recommendation by a class teacher, in agreement with parents or through self-referral (for Upper School pupils). The Mental

Health Lead helps run whole school events to raise awareness of issues surrounding Mental Health and also heads up a team of staff (the Mental Health Champions) who receive additional training in mentoring and counselling. The whole school Mental Health initiative is designed to remove any stigma attached to the topic and help support anyone who needs it.

All staff are aware that Mental Health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can affect their mental health, behaviour and education. To respond to an immediate mental health concern, staff are encouraged to adopt the ALGEE method:

Ask, Assess, Act

Where a young person is distressed, the member of staff should ask them what support they need and want. Assess the risk of harm to self or others and try to reduce any risk that is present.

Listen non-judgmentally. Give them time to talk and gain their confidence to take the issue to someone who could help further.

Give reassurance and information. Tell them how brave they have been. Gently explain that you would like to help them. Do not promise confidentiality - it could be a child protection matter.

Enable the young person to get help to work through the avenues of support.

Explain that you would like to share their thoughts with someone else so that they can get the best help. Encourage them to speak to someone - offer to go with them. Encourage self-help strategies.

Staff use CPOMS to record any observations or concerns that they may have regarding a child's mental health, alerting the relevant form tutor, Head of Year and the Mental Health Lead. If required, Heads of Year can use the Mental Health Referral Form to refer a child for additional support from the Mental Health Lead. Children are also encouraged to talk to someone if they feel they need help. In addition to their Form Teacher, Head of Year or Deputy Head, the Mental Health Champions are widely advertised around the school as an extra layer of support. Children in Years 3-5 can also report how they are feeling via youHQ, an online well-being platform. On reporting a low mood, their teacher or designated adult will be alerted allowing a face-to-face pastoral check-in to take place. Form Teachers and pastoral leads can monitor, track and analyse trends in their class' mood and wellbeing, taking action when required.

Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with a DSL. The Mental Health Lead has regular meetings with the DSLs and Deputy Head (Years 6-8) to discuss the children she is working with. This includes both one-off sessions, 'walk-ins' and regular scheduled lessons and groups. Any safeguarding concerns raised in any of these sessions would be discussed immediately with a DSL.

Whistleblowing - if you have concerns about a colleague

Please refer to the School's Whistleblowing Policy (NP16.1)

The School has a culture of safety and of raising concerns. It has a culture of valuing staff and of reflective practice. The School's Whistleblowing procedures (which can also be found in the Employment Manual) enable staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place. Our Whistleblowing procedures show how to report and handle concerns, including about poor or unsafe practice and potential failures in the School's safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support is provided for staff. There is transparency and accountability in relation to how concerns are received and handled.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action. Please see Appendix 1.

Staff may wish to contact the NSPCC whistleblowing helpline if they feel unable to raise concerns internally or call the dedicated helpline on **0800 028 0285** (8am- 8pm Monday to Friday and 9am - 6pm at the weekend)

Allegations and concerns raised in relation to staff, supply staff, contractors and volunteers

The School recognises that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff. Our procedures are guided by Part Four of Keeping Children Safe in Education (KCSIE) 2025 and are in line with the locally agreed multi-agency safeguarding arrangements put in place by our safeguarding partners, WSCP.

The case manager for dealing with allegations of abuse made against staff is the Head. The case manager for dealing with allegations against the Head is the Chairman, Dr Farouk Walji. The procedure for managing allegations is detailed in Appendix 5, which includes an Allegations Flowchart.

Staff training (including Induction for new staff)

The Head, the Chairman, the School Council and all staff attend regular (annual) refresher training in line with advice from the WSCP (with the DSLs also receiving annual training and operating in line with inter-agency working through the WSCP). In addition, all staff members are informed of updates as required (at least annually), usually through staff meetings or safeguarding bulletins. Safeguarding training includes identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment.

In addition to completing the required training, all staff sign a declaration to confirm that they have read, understood and agreed to follow Part One and Annex B of KCSIE 2025 and the relevant school policies.

Any staff members who miss the whole-school annual training will be required to undertake other relevant training. This includes watching a school specific training video and completing an online safeguarding course.

All staff also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year. There is a Safeguarding noticeboard in the staff room. The DSLs provide support, advice and guidance to all staff on an ongoing basis, and on specific safeguarding issues that may arise.

Induction - Every *new* member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in the School, receives appropriate induction training and regular updates in line with the Wandsworth Safeguarding Partners on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns in line with this policy.

Our induction training covers:
- the School's Safeguarding and Child Protection Policy and Procedures
- online safety
- the role and identity of the DSLs
- Allegations and concerns about a member of staff
- KCSIE 2025 (Part One and Annex B)
- Behaviour policy
- Anti-bullying policy
- Children Missing Education (including supervision and lost children procedures)
- Staff Code of Conduct
- The School's approach to the use of cameras, telephones and mobile devices including the restrictions in the EYFS areas of the School

As part of the induction process, electronic copies of the following policies and documents are given to all new members of staff (printed copies are available on request):

- Safeguarding and Child Protection Policy (including role and identity of DSLs)
- Low-Level Concerns Policy and Procedures
- Behaviour Policy
- Anti-bullying Policy
- Whistleblowing Policy
- Equality, Diversity and Inclusion Policy
- KCSIE Part One and Annex B
- Employment Manual (including Staff Code of Conduct)
- Children Missing Education (including supervision and lost children procedures)
- Newton Prep Academic Staff Handbook

Induction training takes place throughout the year, at whatever time a person joins the School. It is not reserved only for the start of an academic year. Confirmation of this is recorded, dated and signed for on their induction schedule which is then stored in our staff files.

Temporary staff and voluntary staff who work regularly with children are also made aware of the School's safeguarding arrangements. This is delivered through a training video recorded each year by the DSLs. Additionally, they must also attend a Safeguarding induction session with one of the DSLs before starting their employment. Once they have watched the training video and read Part One and Annex B of KCSIE 2025, staff are required to fill in a declaration to confirm they have done so and complete a questionnaire to assess their understanding of the content covered.

Temporary staff are also given guidance by one of the DSLs to ensure that their behaviour and actions do not place themselves or pupils at risk of harm or of allegations of harm e.g. specialist performing arts/sports coaching. In this situation, they are reminded to keep doors open where possible, and to avoid any inappropriate physical contact with pupils, and to avoid using mobile telephones in their presence. They are also given a short briefing to talk through the safeguarding leaflet they have been given on arrival at School and to have clear instruction on how to report any safeguarding concerns. See Appendix 7 for a copy of the meeting checklist used by the DSLs.

Temporary staff are advised that if they, a Teaching Assistant or playground supervisor they are working with, raises a concern about a child to a permanent member of staff, it is the permanent staff member's responsibility to take action. They should ensure that one of the DSLs is alerted and it is the class teacher's responsibility to log the incident on CPOMS. The DSL will ensure that the class teacher is made aware as appropriate. Whilst safeguarding is everyone's responsibility, we must ensure that safeguarding concerns are not left to temporary staff,Teaching Assistants and Playground Supervisors with no oversight by the class teacher.

The proprietors are aware of their responsibility under the Human Rights Act 1998, the Equality Act 2010, and their local multi-agency safeguarding arrangements.

Safer recruitment

Please refer to the School's Recruitment, Selection and Disclosure Policy.

The School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. It complies with the requirements of Keeping Children Safe in Education (2025), Early years foundation stage framework for group and school-based providers (2025) and the local safeguarding partner arrangements by carrying out the required checks and verifying the applicant's identity, qualifications and work history.

An interview panel will consist of at least one person trained in Safer Recruitment. A record of Safer Recruitment Training is kept by the DSLs.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare legislation and their obligations to disclose relevant information to the School. Please refer to the Staff Code of Conduct in the Employment Manual (NP14.1) for full details.

The School obtains written confirmation from supply agencies or third party organisations that

supply staff or other individuals who may work in the school have been appropriately checked and are suitable to work with children.

Visitors who are not in regulated activity are also required to sign a declaration to confirm their suitability to work with children. This declaration is checked by one of the DSLs prior to their visit.

Trainee teachers will be checked either by the School or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

The School maintains a single central record (SCR) of recruitment checks undertaken which is overseen by the HR Manager. The SCR is also reviewed annually at the safeguarding review meeting between the DSLs, the Proprietor and the school council responsible member for safeguarding.

Volunteers

Volunteers, including members of the School Council, undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The School checks the identity of all contractors working on site and requests enhanced Disclosure & Barring Service (DBS) with barred list checks where required by statutory guidance. Contractors (including catering and cleaning staff) who have not undergone checks are not allowed to work unsupervised during the school day.

Site security and out of school providers

Please refer to the School's Security, Workplace Safety and Lone Working Policy.

We aim to provide a safe and secure environment in which our pupils can learn, our staff can work and our legitimate visitors can freely come and go.

During the school day, all visitors and contractors are required to sign in at our Reception, where they are issued with a visitor's badge, which they are expected to wear at all times whilst on School property. All visitors are expected to observe the School's safeguarding and health and safety regulations and accordingly staff are expected to escort their visitors whilst they are at the School and to ensure that they sign out (and return their badges) on leaving. Visitors must not be left unsupervised.

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.

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 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.

Extended school and off-site arrangements

Please refer to the School's Educational Trips Policy and the Visits and Visiting Speaker Policy.

All extended on and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of the School, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

Child protection procedures

For concerns about a child's welfare

All staff should maintain an attitude of 'it could happen here' where safeguarding is concerned. Staff should always act in the best interests of the child. If any staff member has any concerns about a child's welfare, they should act on those concerns immediately. All staff should follow the procedures in this policy and speak to one of the designated safeguarding leads.

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are okay or if they can help in any way.

If a temporary staff member, Teaching Assistant or playground supervisor raises a concern about a child to a permanent member of staff, it is the permanent staff member's responsibility to take action. They should ensure that one of the DSLs is alerted and it is the class teacher's responsibility to log the incident on CPOMS. The DSL will ensure that the class teacher is made aware as appropriate. Whilst safeguarding is everyone's responsibility, we must ensure that safeguarding concerns are not left to temporary staff, Teaching Assistants or playground supervisors with no oversight by the class teacher.

If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has any safeguarding concerns they should discuss these with a DSL. The DSL will endeavour to provide staff with any relevant and appropriate updates as soon as they can.

For dealing with a disclosure from a pupil

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

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

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to a DSL**. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils, staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences
- be mindful to avoid using leading questions and use the 'tell/explain/describe' model to frame a conversation where appropriate
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- discuss the matter with a DSL and record the details of the concern on CPOMS as appropriate.
- seek support if managing the disclosure was distressing

Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School. We expect all teaching and medical staff to lead by example and to play a full part in promoting an awareness that is age-appropriate amongst all our pupils on issues relating to health, safety and well-being.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying, should be reported and will be managed through our anti-bullying arrangements and pastoral systems, which are detailed in our Anti-Bullying Policy.

Notifying parents

The School will normally seek to discuss any concerns about a pupil with their parents. It is important that we are honest and open in our dealings with parents. This must be handled sensitively, and the DSL will contact the parent in the event of a concern, suspicion or disclosure. The DSL may ask the child's teacher or Head of Year to discuss the concern with the parents if appropriate. If the class teacher is an Early Career Teacher (ECT), they will not be expected to discuss any concerns with parents, although the DSL may offer the ECT the opportunity to be present to enable them to develop their skills, if appropriate.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Sharing information

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 the effective identification, assessment, and allocation of appropriate support, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan).

DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to a DSL. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, the police or the NSPCC if:

- the situation is an emergency and the DSLs, the Head and the Chairman are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- they make a judgement that direct referral is in the best interests of the child.

Record Keeping

In line with KCSIE 2025 and guidance from Wandsworth Safeguarding Children Partnership, all concerns, discussions and decisions made, and the reasons for those decisions, are recorded on CPOMS. These records include:
- A clear and concise 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.

Where possible, the staff will capture the child's voice and their lived experience.

Information sharing decisions will be recorded, whether or not the decision is taken to share. Child protection information and records are kept confidential and are securely stored.

When a pupil leaves Newton Prep, our DSLs ensure that all records are passed on to the future school. This includes handing over any child protection file securely and proactively sharing information with the new school to enable the new school to have support in place for when the pupil arrives and to ensure that key staff there, such as their SENDCO, are aware of any needs.

When pupils join Newton Prep, our DSLs request information from the school or nursery from which a pupil is joining for any records relating to Child Protection or Safeguarding as well as other needs that may require support.

The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a pupil.

Child protection information will be stored and handled in line with our practice detailed in the School's Data Retention Guidelines (NP17.3). The School's Data Protection Policy (NP17.1) is also available to parents and pupils on request. The proprietor ensures that staff have due regard to the relevant data protection principles (details in KCSIE 2025).

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to a DSL.

Child-on-child abuse

Please also refer to the Anti-Bullying Policy which is particularly relevant to this section.

The School has a zero-tolerance approach to child-on-child abuse. All staff will challenge abusive behaviours between pupils and report **any** concerns to a DSL. For the purposes of this policy, 'child-on-child abuse' is defined as abuse between children.

Children may be harmed by other children or young people. Staff are aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. All staff recognise that children can abuse other children and have a responsibility to be clear about the School's policy and procedures regarding child-on-child abuse. All child-on-child abuse is unacceptable and will be taken seriously.

Child-on-child abuse can take many forms, 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.

Staff are made aware that abuse should never be tolerated or passed off as mere 'banter' or 'having a laugh'. As a co-educational school, staff recognise the gendered nature of child-on-child abuse and staff know that it is unacceptable. Tolerance of such behaviours can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. However, all staff recognise that it is more likely that girls will be victims of child-on-child abuse and boys are more likely to be the perpetrators. Staff are also aware that children who are (or who are perceived to be) LGBT can be targeted by other children.

Staff recognise that, even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but simply not being reported. Staff also understand that child-on-child abuse can take place both inside and outside of school or online.

Minimising risk

At our school, we take the following steps to minimise or prevent the risk of child-on-child abuse.

- We adopt a whole-school approach to child-on-child abuse and all staff know that this type of abuse will not be tolerated and any concerns must be reported to a DSL.
- We promote an open and honest environment where pupils feel safe to share information about anything that is upsetting or worrying them.
- All pupils know that there are adults to whom they can turn to if they are worried, including their form or class teacher, teaching assistants, the Head of Year, the DSLs, the DDSLs, the School Mental Health Lead, Mental Health Champions, playground supervisors and the medical room staff. There are 'Do You Need to Talk' posters displayed around the school that identify key staff who children can speak to if they are worried. Class teachers introduce these posters at the start of the academic year to ensure that children understand how they can be helpful to them - see Appendix 12.
- Form teachers reinforce guidance throughout the year during form periods.

- Our Medical Room displays advice on where pupils can seek help.
- The Heads of Year, with support from the relevant Deputy Head, also play a significant role in monitoring pastoral systems and addressing issues to do with pupils' emotional well-being.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- High quality and well-planned RSE and PSHE lessons are used to reinforce messages about pupil safety and well-being through age-appropriate stories, role play, discussions about current affairs and other suitable activities.
- Upper School pupils are given guidance on where to turn for advice through posters in the classrooms, PSHE lessons and assemblies. Other posters, including confidential helplines and web addresses for external specialists such as Child Line, are also displayed around the School.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We ensure that the school is well supervised, especially in areas where children might be vulnerable.
- We ensure that children who identify as LGBT or are gender questioning can receive the support of a trusted adult with whom they can be open and have a safe space for them to speak out or share their concerns.

Managing allegations of child-on-child abuse

Staff should pass all allegations of child-on-child abuse to a DSL immediately. They will then be investigated and dealt with in accordance with the guidance in Part five of KCSIE 2025 and in line with guidance from WSCP.

Children can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to a DSL in accordance with this policy. To ensure children can report their concerns easily, the School has the following system in place for children to confidently report abuse:
- Pupils are told throughout the year that bullying is not accepted at Newton Prep.
- All our pupils are encouraged to tell a member of staff at once, if they suspect that bullying is taking place.
- Our PSHE programme is structured to enforce the message about community involvement and taking care of each other by developing social skills. It specifically tells pupils who they should inform if they are being bullied, or are worried that another pupil is being bullied.
- Other lessons, particularly PE (PD for EYFS), RS, TPR, English (CLL for EYFS) and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable.
- The School promotes an environment of good behaviour and respect, and takes every opportunity to celebrate success.

- Posters, books and stories reinforce the message to all pupils that they can speak to any staff member, including non-teaching staff, about anything that worries them and they will be listened to.

Where allegations of sexual violence or sexual harassment are made, the School will act in accordance with the guidance set out in KCSIE (2025).

Supporting those involved (victims, perpetrators and any other children affected)

The support required for a pupil who has been harmed (a victim) will depend on their circumstance, the nature of the abuse and the pupil's age. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed (a perpetrator). We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change their behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

Appropriate support will also be offered to any other children affected.

Serious violence

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

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

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As a School, we are alerted by the local police if there is a risk of child abduction in our community.

For our older pupils (Years 5, 6, 7 and 8), there is the option for them to be added to the Home Alone register. In order for a child to be added to the Home Alone register, their parents must first apply detailing their planned route. We will then ensure that the child attends a safety briefing with the relevant Deputy Head. This includes practical advice on how to keep themselves safe when travelling to and from school.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has an online child arrangements information tool with clear and concise information on the dispute resolution service. It may sometimes be helpful for us to signpost this resource to some parents and carers if required.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. Where appropriate, staff will consider using this information to best support children in this situation.

Online safety, including the use of mobile/smart technology

Please see the School's E-Safety Policy (including Acceptable Use Agreements) (NP13.1)

Online Safety

In line with guidance in KCSIE 2025, the DSLs take lead responsibility for safeguarding and child protection, which includes the understanding of filtering and monitoring systems in place to protect children when accessing the internet at school. The school uses a fully supported monitoring system, provided by Securus. The use of the system by the DSLs is shared with all staff so they are clear about their responsibilities regarding online safety. At the start of the academic year, the acceptable use of

IT and the monitoring systems used by the School are explained to all Upper School pupils (Year 3 to Year 8). The monitoring of iPads used by Lower School pupils is enabled by the registering of iPads so we can identify which pupils have used a particular device alongside physical monitoring of pupils' use of devices by staff.

Children are taught about E-Safety throughout their time at Newton Prep in ICT and Computing lessons as well as in PSHE, where it is taught explicitly in lessons and implicitly in discussions throughout the year. They are taught how to use the internet, email and apps responsibly, as well as how to recognise and respond to inappropriate behaviour.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The School aims to protect and educate pupils, students and staff in their use of technology and has mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Online safety is reflected as required in all relevant policies and whilst planning the curriculum and teacher training.

Online safety risks can be categorised into four areas of risk (taken from KCSIE 2025):
- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying,
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

All staff are aware of these risk areas and know to report any concerns to a DSL.

Staff/Pupil online relationships

All staff receive information on Newton Prep's E-Safety Policy and Acceptable Use agreements as part of their induction, as well as individually meeting with the Head of Digital Learning to go through and discuss them. All staff receive regular information and training on E-Safety issues in the form of INSET training and internal meeting time, and are made aware of their individual responsibilities relating to the safeguarding of children within the context of E-Safety.

Staff must not access social networking sites, personal email or any website which is unconnected with school work or business whilst in front of pupils or where pupils might be expected to be present.

When accessed from personal devices / off school premises, staff must use social networking sites with extreme caution, being aware of the nature of what is published online and its potential impact on their professional position.

Under no circumstances should school pupils be added as social network 'friends' or 'followers'.

Any digital communication between staff and pupils or parents / carers must be professional in tone and content. Under no circumstances may staff contact a pupil using any personal email address or personal device. The school ensures that staff may have access to their work email address when off-site, for use as necessary on school business. Staff guidelines for communication with parents are detailed in the Code of Conduct and Employment Manual which is given to all staff on induction.

Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Further details can be found in the Code of Conduct in the Employment Manual (NP14.1).

Use of mobile/smart technologies

The School has a clear policy on the use of mobile technologies, which is contained in our E-Safety Policy (NP13.1) and follows the guidance in KCSIE 2025. Whilst not exhaustive, below are some measures contained in the policy which support the safe use of mobile/smart technologies:

- Staff know the expectations regarding the use of personal mobile telephones and devices in School through training and the Code of Conduct.
- Staff may not use their own cameras, personal mobile phones or other recording devices including wearable devices with imaging and sharing capabilities when teaching or supervising children in school.
- A school mobile phone is taken on each trip to be used as a primary means of contact. Teachers may use their own mobile phone during trips as a means of communicating with other staff members, the school or any emergency services, but not for personal use or for taking photographs.
- Parents are expected to follow the guidelines for taking photographs in School which are included in the School's Use of Images Policy (NP17.6).
- No personal electronic devices belonging to pupils are to be used at any time whilst on school premises, whether or not connected to the internet or how so connected. Pupils are allowed to wear smartwatches at school, but only in accordance with the School's Anti-Bullying policy (NP4.1) and ICT Acceptable Use Agreement for pupils.

All staff, parents and visitors to the School are reminded that we have restrictions on the use of cameras, mobile telephones and devices in our EYFS areas as follows:

- Parents are informed through the Parent Guide and regular reminders, as well as by signs around the School, that they may not use cameras, mobile telephones or devices with imaging and sharing capabilities within the EYFS areas of the School, specifically the Apple Courtyard and the outdoor play area adjacent to the Reception Classrooms.

- Staff are expected to challenge any adults using a camera, mobile telephone or device within the EYFS areas of the School and may seek support from a member of the Senior Leadership Team if necessary.
- The use of cameras, telephones and mobile devices is included in the Induction training.

Inappropriate online behaviour

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including speaking to a DSL when an incident raises a safeguarding concern. In cases where a staff member suspects a pupil of criminal behaviour online, they should report the incident to the DSL immediately.

Sharing nudes and semi nudes

Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives.

Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or done offline between devices via services like Apple's AirDrop.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'pics'. Other terms used in education include 'sexting', 'youth produced sexual imagery' and 'youth involved sexual imagery'.

The following section is taken from a guidance document from Wandsworth Safeguarding Children Partnership and guides the DSLs in managing this specific aspect of safeguarding our pupils:

Adult involvement in youth-produced sexual imagery (YPSI)

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 be aware of the signs that an adult is involved in the sharing the nude or semi-nude images. These 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 unsolicited sexual images.
- The conversation being moved from a public to a private and/or encrypted platform.
- Being coerced or pressured into doing sexual things, including producing sexual imagery.
- Being offered money or gifts.
- Being threatened or blackmailed into sharing nude or semi-nude images, and/or further sexual activity.

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.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to a DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved. In such cases, there will be two members of staff present.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded, and the police will investigate. This may include seizure of devices and interviews with the young people involved.

The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes: Sharing nudes and semi-nudes: advice for education settings working with children and young people. The School will have regard to this advice when managing these issues.

Further information about specific forms of abuse

The following summaries are taken from KCSIE 2025, Annex B. For further information about any of these specific types of abuse, staff should speak to a DSL. All staff in our School are expected to read, understand and comply with all aspects of Part One and Annex B of KCSIE 2025. The DSLs maintain a log to record that all staff have met with this requirement and all staff know that if they have any concerns about a child's welfare they must follow this policy and speak to a DSL.

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

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

The School includes the risks of criminal exploitation and sexual exploitation in the PSHE and RSE curriculum. A common feature of such exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

Child Sexual Exploitation (CSE)

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

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

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

Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

All staff are made aware of the indicators of sexual exploitation which, as well as including the indicators set out under CCE below, can also include having older boyfriends and suffering sexually transmitted infections or becoming pregnant. All concerns are reported immediately to a DSL.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guide: Child sexual exploitation: definition and guide for practitioners

Child Criminal Exploitation (CCE)

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

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

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

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

All staff are made aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicators can include children who:

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

County lines

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

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

Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out under CCE, above, with the main indicator being missing episodes from home and/or school. Additional specific indicators that may be present where a child is criminally exploited include children who:

- go missing and are subsequently found in areas away from home
- have been the victim or perpetrator of serious violence (e.g. knife crime)

- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation with which they have no connection or in a hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office: Criminal Exploitation of children and vulnerable adults: County Lines guidance.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the Modern Slavery Statutory Guidance. There is more information relating to Modern slavery: how to identify and support victims on the main Government website - www.gov.uk

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSLs and deputies are aware of contact details and referral routes into the Local Housing Authority so they can raise or help or progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, the school understands that this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Domestic abuse

All staff are aware of the impact domestic violence can have on a child and the potential long-term impact on their health, well-being, development and ability to learn. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to a DSL.

Operation Encompass: Home operates in all police forces across England. When police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform a DSL before the next school day. This ensures that the School has up to date safeguarding information about the child.

Annex B of KCSIE 2025 contains several links to further information and advice, including a National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Honour-based abuse (HBA)

'Honour-based' abuse (HBA) 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 HBA are abuse.

Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. Staff and the DSLs are aware of this dynamic and will consider it when deciding what safeguarding action to take.

Female Genital Mutilation (FGM)

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

Children may be married at a very young age, and well below the minimum age of consent in England. School staff understand that they should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses.

Advice or information is available from the Forced Marriage Unit on 020 7008 0151 or via email fmu@fcdo.gov.uk

Radicalisation and extremism

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of our child-centred approach to safeguarding. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through

many different methods (such as social media or the internet) and settings (such as within the home).

Staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the promotion of fundamental British Values is detailed in the School's SMSC Overview (NP2.1).

Support and advice about extremism is available here: https://report-extremism.education.gov.uk/

Private fostering arrangements

A private fostering arrangement occurs when someone <u>other than</u> a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's services as soon as possible. This is to allow the local authority to check the arrangement is suitable and safe for the child. As with all safeguarding concerns, staff should speak to a DSL for advice in these circumstances.

If a member of staff becomes aware, or suspects that a pupil may be in a private fostering arrangement, they will raise this with a DSL who will notify the local authority of the circumstances.

Special circumstances

Looked After Children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The DSLs ensure that staff have the skills, knowledge and understanding to support these children and keep them safe. One of the DSLs will take the lead responsibility for the child's welfare and progress, and ensure that the School has up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers. The

Children who have a social worker

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

The Prevent Duty

Please also see Newton Prep Prevent Duty Risk Assessment ([Appendix 13](#))

Belinda Clothier and Peter Archdale are the named Prevent Leads as part of their roles as DSLs.

We recognise that it is a key role of the School to support children and in the process that the school may well provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff are alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance and action to be present in the School at all times to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation.

Posters with the Childline Helpline Number (0800 1111) or the NSPCC Helpline (0808 800 5000) are visible around School. Pupils also have access to the Mental Health Lead to whom they can talk to at any time. Any concerns regarding children who may be at risk of being drawn into terrorism or radicalisation should be discussed with a DSL, as should any other concerns about children.

Staff receive Prevent Duty guidance as part of their annual safeguarding training or induction.

Accessing the Policy: This policy is also available in various formats to allow everyone to access it e.g. hard copy, enlarged print version, braille etc. Please contact the Bursar to request a copy of this policy in an alternative form.

Review and Update Process

Last update	September 2025
Next update	September 2026

Appendices

Appendix 1 - External Agency Contact Information

WSCP: Wandsworth Safeguarding Children Partnership (WSCP) was launched on 12 July 2019, and is jointly led by the **Police**, **Clinical Commissioning Group (or CCG)**, and **the Local Authority (or LA)**

The WSCP (Police, CCG and the LA), are responsible for protecting children and young people in Wandsworth from harm, abuse, neglect and exploitation, and promoting their welfare. The WSCP works to keep children safe, protect and promote their welfare across the Wandsworth area.

The **3 safeguarding partners** are identified in Keeping Children Safe in Education 2025 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017) and Working Together to Safeguard Children 2023. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs

Important contacts

Wandsworth Safeguarding Children Partnership	www.wscp.org.uk	wscp@wandsworth.gov.uk 020 8871 7401
Wandsworth Family Information Service - Thrive	Family Information Service thrivewandsworth@richmondandwandsworth.gov.uk Helpline - 9am to 5pm, Monday to Friday: 020 8871 7899	
Referral and Assessment Team	**MASH** : Multi Agency Safeguarding Hub Out of hours duty service (after 5:00pm)	Mash@wandsworth.gov.uk **020 8871 6622** **020 8871 6000**
Wandsworth Safeguarding Key Contacts	**Various**	Both DSLs have a printed copy of all key contacts for WSCP displayed on their office notice boards.

LADO: Local Authority Designated Officer	Anita Gibbons	Anita.Gibbons@richmondandwandsworth.gov.uk Lado@wandsworth.gov.uk **07974 586461 020 8871 5188**
Police		999 for emergencies and 101 for non-emergencies
Multi Agency Referral Form (MARF)		https://www.wandsworth.gov.uk/health-and-social-care/children-and-families/report-a-concern-about-a-child/ MARF
DFE Helpline	DFE	For non-emergency advice: contact DfE dedicated helpline counter.extremism@education.gov.uk **020 7340 7264 (Monday to Friday 11am to 3pm (excluding bank holidays)**
Report **suspected extremism** online		https://www.gov.uk/report-suspicious-activity-to-mi5
Report **terrorist activity** online		https://www.gov.uk/report-terrorism
Report Female Genital Mutilation (FGM)	Police	www.gov.uk/contact-police Metropolitan Police Service Project Azure Partnership Team: 020 7161 2888 NSPCC FGM free phone helpline: 0800 028 3550 [information may be passed anonymously] GOV UK FGM: resource pack
NSPCC	NSPCC	Reporting child abuse and neglect | NSPCC : online reporting 24 hours day **0808 800 5000** (Telephone: Monday to Friday 11am - 5pm
Wandsworth Family Information Service	Thrive	Family Information Service thrivewandsworth@richmondandwandsworth.gov.uk Helpline - 9am to 5pm, Monday to Friday: 020 8871 7899

Wandsworth Support		Wandsworth - Community Safety – Domestic Abuse
		One Stop Shop
		Hestia

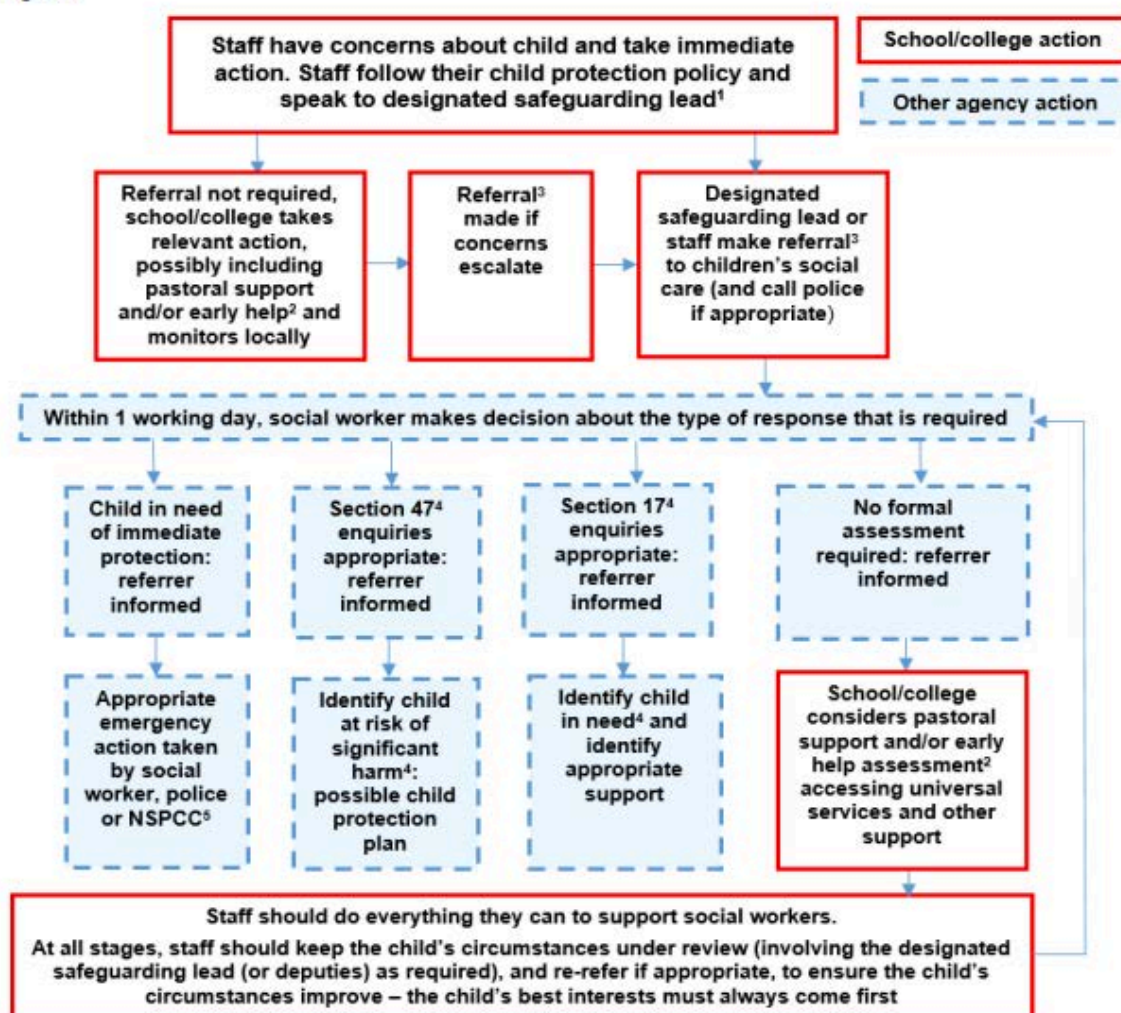| **Whistleblowing Advice**	
NSPCC helpline	0800 028 0285 (8am-8pm Mon-Fri and 9am-6pm at the weekend)) help@nspcc.org.uk

Appendix 2 - Actions where there are concerns about a child

The flowchart below is taken from Keeping Children Safe in Education (2025). Please refer to the full document for further guidance.

Actions where there are concerns about a child

Figure 1

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

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

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

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

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

Appendix 3 - Indicators of Abuse, neglect and exploitation

(taken from Part One of Keeping Children Safe in Education (2025)

Physical abuse

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

Emotional abuse

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

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse . Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;

- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help a DSL to decide how to proceed.

Appendix 4 - Promoting awareness of teaching children to stay safe, including online

We recognise that the School plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults and supportive friends, and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role the School plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views. This is actioned through E-Safety, Personal, Social and Health Education (PSHE) lessons and Personal, Social and Emotional development (PSED) lessons in EYFS .

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. Children are taught about how to keep themselves and others safe, both online and offline. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School. We expect all teaching and medical staff to lead by example and to play a full part in promoting an awareness that is age-appropriate amongst all our pupils on issues relating to health, safety and well-being.

Regular E-Safety talks for children and parents help educate on safe internet use. Lessons teach children about keeping safe in person and online. Children are taught about subjects, including radicalisation, to reduce risks and to build resilience. Internet safety is integral to the Computing curriculum and is also embedded in the PSHE and RSE curriculum. The DfE guidance 'Teaching Online Safety in School' contains useful information to help ensure that pupils understand how to stay safe and behave online as part of existing curriculum requirements.

Staff are trained to recognise the particular vulnerability of children with special educational needs and/or disabilities. Staff understand the absolute importance of ensuring that these (and all) children are listened to, are protected and feel safe. In particular, children with special educational needs can be more prone to peer group isolation and the School should consider extra pastoral support for those children. Staff are also aware that some children with special educational needs may be unable to understand the difference between fact and fiction in online content and may then repeat the content/behaviours in schools or colleges and fail to understand the consequences of doing so.

Appendix 5 - Allegations and concerns raised in relation to staff, supply staff, contractors and volunteers

The School recognises that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff. Our procedures are guided by Part Four of Keeping Children Safe in Education (KCSIE) 2025 and are in line with the locally agreed multi-agency safeguarding arrangements put in place by our safeguarding partners, WSCP.

Concerns and allegations that may meet the harm threshold will be addressed as set out in Section One of Part Four of KCSIE. 'Low-level' concerns and allegations that do not meet the harm threshold will be addressed as set out in Section Two of Part Four of KCSIE. Any member of staff who has a concern about another member of staff should fill in a Low-Level Concern Form and hand it to the Head. For more information regarding a low level concern, please refer to our Low-Level Concerns Policy and Procedures. All staff are required to read the School's Low-Level Concerns Policy and Procedures which provide details about our approach to Low-Level Concerns.

Staff should raise any concerns, including all low-level concerns, about another staff member with the Head. If the concern is about the Head, the concern should be raised with the Chairman (without first notifying the Head) in accordance with the procedures in School's Safeguarding and Child Protection Policy and Procedures. In a situation where there is a conflict of interest in reporting the matter to the Head, this should be reported directly to the local authority designated officer(s) (LADOs). Referrals to the LADO must be made via the MASH (020 8871 6622)

When an allegation is made, there are two key aspects that the School will consider (in line with KCSIE 2025):

- **Looking after the welfare of the child** - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of this guidance.
- **Investigating and supporting the person subject to the allegation** - the Head should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action

When dealing with allegations, the School ensures that:

- Common sense and judgement are applied for each case
- Allegations are dealt with quickly, fairly and consistently
- Effective protection for the child and support for the person subject to the allegation is provided

If it is not possible to report to the Head or the Chairman, a report should be made immediately to a DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chairman.

All such allegations must be dealt with as a priority without delay. > [LADO (Local Authority Designated Officer) | THRIVE Wandsworth](#)

The flowchart below is used for managing allegations in line with guidance from Wandsworth Safeguarding Children's Partnership:

ALLEGATIONS FLOWCHART (Staff & Volunteers who work with children)
STAGE ONE
Working Together to Safeguard Children 2023 requires employers to inform the LADO within one day of becoming aware of an allegation (paragraph 226 Page 109)
If you suspect a child is at risk of immediate harm, contact Wandsworth MASH and/or call the Police on 101
Employer to contact LADO for advice (LADO@Wandsworth.gov.uk / Anita Gibbons - 07974 586461) and / or complete the LADO referral form and send to the MASH team (mash@wandsworth.gov.uk / 0208 871 6622)
LADO will liaise with employer and police and make a decision on whether the concerns meet the threshold for formal LADO investigation.
If threshold is not met consultation will be closed at this time, LADO will record decision on consultation form and contact setting, ESL may be asked to make contact with the setting.
If threshold is met employer will be requested to complete the LADO referral form if this has not been completed previously.
LADO will record decision and return to employer for their records
STAGE TWO
LADO will convene a LADO management of allegations meeting within 5 working days
At this meeting the plan of investigation will be agreed taking into account any police investigation and safeguarding actions will be confirmed
Timeframe will be agreed and support to the employee will be confirmed
Employer to update LADO during the investigation
Employer to invoke disciplinary procedures if appropriate

STAGE THREE				
LADO closure meeting held and will involve all appropriate professionals where the employer will present their findings / actions				
OUTCOME TO THE LADO PROCESS AGREED BY ALL PROFESSIONALS				
Substantiated	**Unfounded**	**Unsubstantiated**	**Malicious**	**False Allegation**
There is sufficient evidence to prove the allegation that a child has been harmed or there is a risk of harm.	There is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances.	There is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.	There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.	There is sufficient evidence to disprove the allegation, however, there is no evidence to suggest that there was a deliberate intention to deceive.

CLOSURE MEETING WILL AGREE ON DBS REFERRAL IF APPROPRIATE AND CLOSURE LETTER TO EMPLOYEE.
See LADO Procedures using link on the [Wandsworth Family Information Service LADO](#) page.

Supply teachers

In some circumstances the School may have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst the School is not the employer of supply teachers, it will ensure allegations are dealt with properly. In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The person responsible for the engagement of the supply teacher/SLT/a DSL/the Head will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the School, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The School will usually take the lead because agencies do not have direct access to children or other School staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the School, are under the supervision, direction and control of the School when working in the School. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School will inform the agency of its process for managing allegations. This will include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Appendix 6 - PREVENT Risk Assessment Plan

NEWTON PREP - PREVENT RISK-ASSESSMENT PLAN	
Name of DSLs (Prevent Leads)	Peter Archdale and Belinda Clothier
Risk assessment completion date	September 2025
To be reviewed again	September 2026

Key Contacts		
Peter Archdale	DH 3-5 & DSL	020 7420 4091 ex. 1225
Belinda Clothier	DHLS & DSL	020 7420 4091 ex. 1208

Prevent Team – Wandsworth Council		
Wandsworth Prevent Team (MASH)	mash@wandsworth.gov.uk	020 8871 6622

Useful websites	
Prevent duty guidance: England and Wales (2023)	https://www.gov.uk/government/publications/prevent-duty-guidance
Prevent Duty Guidance for Schools and Childcare Providers	https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
Wandsworth(WSCP) Prevent Programme	https://www.wscp.org.uk/find-help/children-at-risk-of-radicalisation/
Department for Education – Educate Against Hate	https://educateagainsthate.com/

LEADERSHIP					
Item		**Risk Y/N**	**Action**	**Who Leads?**	**RAG**
Do the following people have a good understanding of their own and the school's responsibilities in relation to the "Prevent Duty":	● the proprietor?	Y	All issued with KCSIE and signed declarations Online training module through SmartLog	**PCA & BAC**	
	● the School Council?	Y		**PCA & BAC**	
	● Senior Leadership Team (SLT)?	Y		**PCA & BAC**	
Does the school have an identified single point of contact (SPOC) in relation to Prevent that is known to all staff?		N	Staff know to speak to a DSL with any concerns	**PCA & BAC**	
SCHOOL POLICIES & THE REFERRAL PROCESS					
Item		**Risk Y/N**	**Action**	**Who Leads?**	**RAG**
Is protection against the risk of radicalisation and extremism explicitly included within Safeguarding and other relevant policies?		Y	Reference to PREVENT duty	**PCA & BAC**	
Are all school staff and the leadership team aware of internal safeguarding procedures relating to concerns around extremism and radicalisation?		Y	Any concerns are reported to a DSL	**PCA & BAC**	
Are all relevant school staff aware of how the Multi Agency Safeguarding Hub (MASH) in Wandsworth works and how to refer to Prevent through it?		Y	Included in safeguarding policy & training	**PCA & BAC**	
Does the senior leadership team know when (threshold) and how to make a referral to Prevent in Wandsworth and who to contact?		Y	Included in safeguarding policy & training, information on staff noticeboard	**PCA & BAC**	
EXTERNAL PARTNERSHIPS					
Item		**Risk Y/N**	**Action**	**Who Leads?**	**RAG**
Does your school have an existing relationship with their Safer Schools Police Officer (where applicable)?		Y	Links to the Met Police PCSO established as part of the 2023 Personal Safety Workshops.	**PCA & BAC**	
Are there appropriate information-sharing protocols in place to facilitate the timely sharing of relevant information (which could include personal and safeguarding information about an individual) with Prevent partners when this is required?		Y	Any concerns are referred to MASH by the DSLs.	**PCA & BAC**	

STAFF TRAINING AND DEVELOPMENT				
Item	**Risk Y/N**	**Action**	**Who Leads?**	**RAG**
Staff are aware of the Prevent duty and their responsibilities?	Y	Up-to-date printed material is available in the staffroom. SmartLog training completed by all staff.	PCA & BAC	
Staff are able to exemplify British Values in their teaching and through general behaviours at the school?	Y	Featured across school life including assemblies, PSHE, RS and TPR lessons	PRG	
Staff are able to recognise factors that can make a person vulnerable to extremism and are aware of what action to take in response?	Y	Induction training & updates	PCA & BAC	
Staff are able to identify and challenge extremist ideas and narratives which are used by extremist and terrorist groups?	Y	Training updates from the DSLs. Use of CPOMS to record and track any incidents.	PCA & BAC	
BUILDING RESILIENCE AMONG STUDENTS				
Item	**Risk Y/N**	**Action**	**Who Leads?**	**RAG**
Are students made aware of the issue of extremism and what factors can make a person vulnerable to grooming and recruitment by extremist groups in an age-appropriate manner?	Y	Covered in E-safety & KS3 PSHE curriculum topics	PCA & BAC	
Are British Values and critical-thinking skills actively promoted through the curriculum and the wider school ethos?	Y	Featured across school life including assemblies, PSHE, RS and TPR lessons	PRG & HODs	
ONLINE SAFETY				
Item	**Risk Y/N**	**Action**	**Who Leads?**	**RAG**
Does the school employ an effective filtering/firewall system that prohibits staff/students/visitors from accessing extremist websites and material?	Y	School's firewall system is comprehensive. The IT Dept. manage and oversee the Sophos systems and ensure it is updated regularly	PCA & BAC	
Does this filtering capability also include the school's WIFI and devices (e.g. tablet security settings, WIFI security settings)?	Y		PCA & BAC	
Does the School have an effective monitoring system that identifies pupils who are attempting to access harmful content or extremist websites and material?	Y	Securus' full-monitoring system alerts the DSLs and provides a screen capture.	PCA & BAC	
Do you provide online safety training and/or support material to staff, students and parents?	Y	As part of curriculum and awareness days, including visiting speakers.	PCA & BAC	

Appendix 7 - Safeguarding Checklist for Induction Meetings with Supply Staff

Point	Notes	Completed (with notes)
Who are the DSLs	PCA & BAC (GIM in absence) & guidance on how to find a DSL (ask staff member for help)	
Review of past experience	Gain a sense of their safeguarding knowledge. Have they worked in a school before? Provide additional safeguarding detail if they are inexperienced.	
Training and Leaflet	Check that supply staff have read and understood the safeguarding leaflet. Do they have any questions? Yes No (please circle) Talk about professional curiosity and stress that although no pupils are on CP plans, they must remember - it could happen here.	
What do do if you have a concern	Report to DSL immediately. Safeguarding takes priority, ask if you need cover to report a concern (any member of staff will help) Prompt action expected. No questions or concerns too small. If in doubt, come and ask.	
Allegations against staff	Report to GIH, LLC Policy (printed copy and forms in staffroom)	
Safeguarding notice board	Where to find policies and forms if required.	
Keeping yourself safe	Use of mobile phone Keeping doors open Tell a member of staff if having a 1-1 conversation.	
Specific children	Give any information staff should know prior to joining the class (e.g. pick up arrangements, SEND)	
Health & Safety	Report to Bursar/Facilities manager - suggest they ask a permanent member of staff to help with this	
Fire procedures	Expected drills - mention if we have had one recently, talk about evacuation if with/without a class Head to AWP Point out fire evacuation signs Mention any pupils with temporary risk assessment or PEEP (if relevant)	
Signing in and out	If leaving for lunch, staff must sign out and in at reception.	
Any questions?		
Meeting noted	Record of this meeting on ⊞ Supply Staff - Identity checks & Induction 2025-2026	

Appendix 8 - 'Do You Need to Talk?' poster