



# St. John's CE Primary School

## Safeguarding policy

September 2022

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Reviewed by	Personnel Committee

### Key contacts

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## Key contacts

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SPOC Professionals Consultation Line

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[Safeguarding learning & development](#)

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## Part A: Core operational policies and procedures

### 1 Purpose and Aims of this policy

The purpose of this policy is to set out how the school/college will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes.

#### Aims

- Ensure safe recruitment practice in checking the suitability of all staff and volunteers to work with children including the completion of risk assessments;
- Ensure staff are appropriately trained.
- Raise awareness of safeguarding/child protection issues amongst all staff and volunteers and of what to do if they have concerns;
- Ensure that volunteers are appropriately supervised.
- Ensure that procedures and expectations for identifying and reporting/recording cases, or suspected cases, of abuse to relevant agencies are robust.
- Ensure that links with relevant agencies are effective including working in partnership regarding child protection matters, including attendance at case conferences and core group meetings;
- Ensure the school environment is safe and is one in which pupils feel secure and are encouraged to talk freely about anything that concerns them.
- Ensure pupils know there are adults in the school who they can approach if they are worried about anything;
- Ensure the curriculum and other provision, including opportunities in the Health and Wellbeing/PSHE curriculum, develop and equip pupils with the skills needed to feel safe and adopt safe practices
- Support for pupils who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensure we respond appropriately to any concern or allegation about a member of staff or volunteer.
- Ensure staff follow accepted “safe practice” principles when working with pupils.
- Ensure pupils are protected from all forms of harm.

#### COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19). The department has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual. (*KCSIE Sept 2020, P3*).

### 2 Roles and responsibilities

#### 2.1 Croydon's Children Families & Education Directorate

The Directorate includes services that will support the school/college to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the borough, including an early help service

- providing statutory social work services under the Children Act 1989/2004
- providing the school/college with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and online safety
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education, including children who are known to be home educated.

## **2.2 Governing Board**

The term 'governors' and 'governing board' is used throughout to refer to whoever is responsible for fulfilling governance functions. This could be the governors of a maintained school, the trustees of a single or multi-academy trust, or the local governing board to the function in question has been delegated within a multi-academy trust.

The Governing Board will ensure that the school/college meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- The school has the following policies in place and that these are regularly monitored, reviewed and updated where necessary;
  - safeguarding policies and procedures covering early help and child protection that are consistent with Croydon Safeguarding Children Board procedures and Croydon's internal policies
  - a staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media
  - a procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present.
- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.
- The Chair of the Governing Board is aware that they are responsible for liaising with the LADO in the event of an allegation against the head teacher.
- A senior member of staff is appointed as the designated safeguarding lead (Emma Baker) with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff (Whitney Andrews) is appointed to deputise in their absence.

- There is a designated teacher nominated to promote the educational achievement of looked after children and previously looked after children (Jane Wright) and that this person has received appropriate training for the role.
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy.
- Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the school/college and there are robust whistleblowing procedures in place.
- Steps are taken to ensure parents and pupils are aware of the school's safeguarding and child protection policies and procedures.
- Governors ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line.
- The school has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
- At least one member of the Governing Board has undertaken accredited safer recruitment training.
- There is a nominated member of the Governing Board who is responsible for Safeguarding and holds school accountable of their statutory duties.
- All staff receive safeguarding and child protection training at least every two years and receive regular updates from the designated safeguarding lead to ensure they remain up to date with new legislation. Free safeguarding training is available for all Croydon schools via the [Learning & Development section of the CSCB website](#).
- The school has procedures in place to deal with allegations made against other pupils.
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.

### **2.3 Schools and head teachers/principals**

The head teacher will ensure that the school/college meets its statutory safeguarding duty by ensuring the following:



- Staff are inducted thoroughly and have read all the school/colleges' safeguarding and child protection policies, behaviour policies and the CSCB children missing from education policy so that they are fully aware of their role in safeguarding children and are able to fully implement policies.
- All staff are able to identify those children who need extra help and know how to make, or request appropriate referrals to early help services.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and know how to make, or request appropriate referrals to children's social care.
- Staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- Staff are encouraged to attend learning events and participate in audit activity provided by the Safeguarding Children Board as well as promote published learning from events and serious case reviews.
- Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
- The school offers a safe environment for staff and pupils to learn.
- Safeguarding issues are brought to the attention of the governing body.

## **2.4 Role of the designated safeguarding lead**

The role of the designated safeguarding lead and their deputy is to take lead responsibility for safeguarding and child protection within the school and to be available during school hours for staff to discuss safeguarding concerns.

The designated safeguarding lead (and their deputy) will:

- liaise with and manage referrals to relevant agencies such as CSSW, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS);
- keep the head teacher and the board of governors informed of on-going safeguarding and child protection issues and enquiries;
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals;

- ensure the school's safeguarding and child protection policies are up to date and consistent with Croydon's Safeguarding Children Board policies and that policies are reviewed annually;
- ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them. These include KCSIE Part 1, the school's Code of Conduct, the School Safeguarding Policy including the Annex to this policy for their school and the Behaviour Policy;
- all staff that work directly with children must also read Annex A in KCSIE 2020;
- attend regular training, including Prevent awareness training, and the designated teachers meetings hosted by Croydon and the Safeguarding Children Board in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices;
- provide regular updates to all staff members and governors on any changes in safeguarding or child protection legislation;
- have an awareness of those children who may be in need, young carers and children who have special educational needs and liaise with the SENCO when considering any safeguarding action for a child with special needs;
- liaise with the designated teacher for LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child;
- oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes;
- provide a link between the school and other agencies, particularly children's social care and the Croydon Safeguarding Children Board;
- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every 2 years;
- ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved;
- ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools or colleges to enable continued support the child on transfer.

## **2.5 Working with parents and carers**

The school recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, **by having a safeguarding statement on the home page of their website and making all school policies available on the school website or on request;**
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers;
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.
- Schools should also be aware of the additional guidance available from the DfE on dealing with issues around parental responsibility: [Understanding and dealing with issues relating to parental responsibility](#)

## **2.6 Multi-agency working**

The school will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and *Working together to safeguard children* 2018.

The school recognises its vital role in safeguarding school-age children and will co-operate with the Croydon Safeguarding Children Board to ensure joint working with partner agencies in order to improve outcomes for children in Croydon.

## **2.7 Inspection**

Since September 2019 since Ofsted's Inspection of schools, early years and Post-16, inspectors will judge whether establishments are effective in their provision of safeguarding. [Ofsted Education Inspection Framework](#). Additional guidance for Early Years is available [here](#). Independent schools are inspected through the Independent Schools Inspectorate (ISI) and their inspection framework can be found [here](#).

# **3 Safeguarding children**

## **3.1 Safeguarding: is about every child**

In relation to children and young people, safeguarding and promoting their welfare is defined in 'Working together to safeguard children' as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

### **3.2 Early Help cases**

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs
  - young carers
  - if the child has a mental health need;
  - children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
  - children who frequently go missing from home, school or care;
  - children who are misusing drugs or alcohol;
  - children at risk of exploitation through modern slavery and trafficking;
  - children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
  - children who have returned home from care;
  - children who show early signs of abuse or neglect, including where there are concerns about the cumulative effect of low level neglect;
  - children at risk of radicalisation or exploitation;
  - is at risk of honour based abuse such as Female Genital Mutilation or forced marriage;
  - is persistently absent from education;
  - privately fostered children.
- Where the child's extra needs require services, consideration will be given to what early help support can be offered a child by the school.
  - If the child requires an early help service from another agency, the school will make a referral to the Single Point of Contact (SPOC) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
  - Where the child is receiving an Early Help service, the school will work as part of the Team Around the Child (TAC) and take up the role of lead professional where this is appropriate.
  - Early Help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school believes that this is not the case, consideration should be given making a referral for a statutory social work service.

### **3.3 Child Protection: those at risk of significant harm**

The school/college will carry out its duty to safeguard pupils which is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

***For a list of definitions and indicators of abuse and neglect, see appendix 1.***

Action may be needed to protect children and learners from specific safeguarding issues such as:

- Abuse: Neglect, physical, sexual and emotional
- Disguised compliance • Children missing in Education (CME)
- Children who are home schooled ('Hidden Children')
- Radicalisation / extremism
- So-called 'Honour Based' Violence (HBV)
- Breast Ironing
- Mental health concerns including self-harm
- Bullying including on-line (cyber) bullying and prejudice based bullying
- Racism, disability, homophobic or transphobic abuse
- Gender based violence/violence against women and girls
- Domestic Abuse
- Poor parenting
- Child sexual exploitation and trafficking (CSE)
- The impact of new technologies on sexual behaviour
- Substance misuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Fabricated or induced illness
- Faith abuse
- Gangs and youth violence (including Child Criminal Exploitation: County Lines)
- Private fostering
- Sexting (Youth Produced Sexual Imagery)
- Peer on peer abuse • Teenage relationship abuse
- Serious Violent Crime
- Sexual violence
- Sexual harassment
- Children with family members in prison
- Children and the court system
- Homelessness
- Adverse Childhood Experiences (ACEs)
- Trauma and Attachment issues
- Up-skirting
- Knife Crime
- County Lines

The school will seek advice from the SPOC Professionals' Consultation Line to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.

The SPOC Professionals' Consultation Number is **0208 726 6464**

All referrals for a children's social care service will be made by way of Single Point of Contact (SPOC) Safeguarding Referral Form. SPOC is Croydon's "front door" for children's social care referrals and accepts referrals for all cases.

### [SPOC Referral Form](#)

Parental consent for referral will be sought unless advised not to by a member of the SPOC team, specifically linking to allegations of sexual abuse, concerns of fabricated or induced illness or the parent is the alleged perpetrator, but a referral will be made regardless of consent being given in cases where the child is at risk of significant harm.

Staff will also share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

The Online tool [Report a child to your local council](#) directs you to the local children's social care contact number.

## **3.4 Referral for a statutory social work service**

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the designated safeguarding lead or their deputy are most likely to have the most complete safeguarding overview. Following consultation the designated safeguarding lead should decide on whether to make a referral to children's social care via SPOC.

Where the referral raises concerns that the child is at risk of significant harm, the case will be passed on to Croydon's MASH team to gather relevant information from other agencies.

SPOC will inform the school of the outcome of any referral and what action children's social care will be taking. This may include any of the following:

- Carrying out a child and family assessment to identify the child's needs and establish if the child is a **child in need** under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.
- Convening a **strategy meeting under child protection** procedures as set out in section 4 for any child where there are concerns about significant harm and/or taking any immediate action in order to protect the child.

- Providing interim services for the child and their family in the meantime whilst work is on-going (including details of appropriate services).

### 3.5 Children who need a Social Worker

Children may have a social worker due to neglect, abuse or difficult family circumstances. Their experience can leave them vulnerable to further harm and we have a duty as professionals to help protect them. The local authority should communicate with the designated lead so they know if a child has a social worker and therefore enable them to make decisions which are in the best interest of the child's safety, welfare and educational outcomes.

Further documents which may assist in supporting these families can be found in Review of children in need. Help, Protection, Education concludes the review.

## 4 Child protection procedures

### 4.1 Role of school

The school will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

Working together to safeguard children (*DfE 2018*)

- [Working together to safeguard children](#)

What to do if you're worried a child is being abused (*DfE2015*)

- [What to do if you're worried a child is being abused - Publications - GOV.UK](#)

The London Safeguarding Children Board child protection procedures

- [London Safeguarding Children Board: Child Protection Procedures](#)

Keeping children safe in education (DFE 2020)

- [Keeping Children Safe in Education](#)

Croydon Safeguarding Board local policies and procedures

- [CSCB local policies and procedures.](#)

In line with these policies and procedures, the school will:

- identify those pupils where there are child protection concerns and make a referral to SPOC
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group
- carry out the school's role in implementing the child protection plan and continually monitoring the child's wellbeing, and liaising with the allocated social worker as required.

### 4.2 Recognition

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead.
- Staff should refer to appendix 1 for specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated safeguarding lead or their deputy and advice sought on what action should be taken. Where required, advice can be obtained from the SPOC Professionals Consultation Line on a no-names basis.
- Concerns may be monitored over time and should be recorded on a monitoring/incident form shown such as the example in appendix 2 or logged within an electronic system. Details of any concerning incidents should also be recorded on this form.

### 4.3 Records

- Safeguarding monitoring records and Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the school and accessed only by the DSL, Deputy DSL or the Head teacher.
- The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on the safeguarding monitoring/incident form (see appendix 2) or similar and all records should be signed and dated.
- Records should show:
  - what the concerns were;
  - whether information of the concern was shared with the parent and what their response was;
  - what action was taken to refer on concerns or manage risk within the school;
  - whether any follow-up action was taken;
  - how and why decisions were made.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken and outcomes.
- The monitoring/incident form must be completed;
  - whenever concerns arise or there is a serious incident **or**
  - where a child is being monitored, prior to a case conference or core group meeting.



- When a child who transitions to a new educational provision, the master file is passed to the designated safeguarding lead at the new school, transferred securely and confirmation of receipt obtained. Designated Leads should also consider if there is a need to share any key information about the family ahead of their start date. This may assist the new school in planning appropriate support for the family.
- A copy of child protection & safeguarding file should be retained by the school and kept in line with the school's information retention schedule. Child protection & safeguarding records must be disposed of as confidential waste.

#### **4.4 Dealing with disclosures**

If a pupil discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying;
- allow the child to talk freely;
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to children's social care;
- reassure the child that what has happened is not their fault and that they were right to tell someone;
- not ask direct questions but allow the child to tell their story;
- not criticise the alleged perpetrator;
- explain what will happen next and who has to be told;
- make a formal record and pass this on to the designated safeguarding lead.

#### **DO NOT DELAY**

- Tell the Designated Safeguarding Lead as soon as you can – it may be necessary to interrupt a lesson to do this – do not leave notes in the Designated Safeguarding Lead's pigeon hole or on a desk as they may not get back to check their post until the end of the day once the pupil has gone home.
- Early referral gives more time to offer help to the pupil and family before the situation becomes more serious;
- When the matter is already severe or serious, early referral gives more time for others to protect the pupil;
- The Designated Safeguarding Lead may consult the SPOC.

#### **MAKE WRITTEN NOTES**

- At the earliest opportunity make a written record of your concerns, these can then be added to your school's formal reporting system - record facts accurately and do not express opinion - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated/time. When recording what was said, use the language that was actually used by the child.
- Do not take photographs of any physical injuries, record on a body map. Do not use audio to record disclosures.

- Any original notes must be given to the Designated Safeguarding Lead as soon as possible and kept, even if you are using an online reporting system.

## **4.5 Referral**

- Where possible, a decision on whether or not to refer a pupil to SPOC should be made by the designated safeguarding lead or their deputy following a discussion with the member of staff who has raised concerns. However this should not delay any referral and *any* member of staff may make a referral if this is necessary but staff should discuss the matter with a member of the senior management team and take advice from the SPOC team social worker. The designated safeguarding lead should be informed as soon as possible.
- Referrals should be in writing using an SPOC safeguarding referral form completed either by the teacher raising concerns or by the designated safeguarding lead. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the SPOC safeguarding referral form within 48 hours.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a “no names” basis with the SPOC Professionals’ Consultation Line to obtain advice on how to proceed.
- Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated social worker, the referral should be made directly to them. If the child is not already known to children’s social care, referrals should be made to SPOC. If the child lives outside Croydon, a referral should be made to their home local authority.
- All referrals will be acknowledged by the SPOC and the referrer informed of what action will be taken.
- If the school does not think the child’s situation is improving within a reasonable timescale following referral, this should be taken up with children’s social care via the designated safeguarding lead.

## **4.6 Attendance at case conferences, core groups and child in need meetings**

- The designated safeguarding lead will liaise with children’s social care to ensure that all relevant information held by the school/college is provided to children’s social care during the course of any child protection investigation.

- The designated safeguarding lead will ensure that the school is represented at child protection case conferences and core group meetings:
  - where possible, a member of staff who knows the child best, such as a class teacher or head of year will be nominated to attend
  - failing that, the designated safeguarding lead or their deputy will attend
  - if no-one from the school/college can attend, the designated safeguarding lead will ensure that a report is made available to the conference or meeting.

## **4.7 Monitoring**

Where a pupil is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead;
- all information will be recorded on the child protection monitoring/incident form shown at appendix 2 or similar, prior to each conference and core group meeting;
- the completed monitoring form will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings;
- the designated safeguarding lead will notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing.

## **4.8 Confidentiality and information sharing**

- All information obtained by school staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and 17 are able to give their own consent if they are thought to have the capacity to do so under the Mental Capacity Act; otherwise consent should be sought from parents.
- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with children's social care and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the child requested by children's social care.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, schools

and colleges should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?

- Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the SPOC Professionals Consultation Line on a “no names” basis to gain advice on whether this course of action should be taken.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school’s duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from the SPOC Professionals Consultation Line.

## **5 Early Years settings within schools (Reception classes)**

### **5.1 Legal and policy framework**

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

[Statutory framework for the early years foundation stage](#)

The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

### **5.2 Safeguarding and child protection**

All safeguarding and child protection policies listed in sections 3 and 4 of this policy will apply equally to children in early years settings so far as they are relevant to that age group.

In addition, the school has the following child protection policies:

A policy on the use of mobile phones and cameras within the early years setting; recommended policies are:

- parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;

- parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared;
- staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose;
- staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room;
- the staff will adhere to the E-Safety Policy at all times;
- photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy. Where photographs and videos will involve LAC pupils, adopted pupils or pupils for whom there are security concerns, a member of the Senior Leadership Team will liaise with the Designated Safeguarding Lead to determine the steps involved. The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with a pupil;
- staff will report any concerns about another staff member's use of mobile phones to the Designated Safeguarding Lead; and
- a statement on how notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

### **5.3 Suitable people and Safer Recruitment**

The school will follow the safer recruitment policy set out in section 6 of this policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 6 of this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive appropriate training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the Croydon policy, '[The Management of Allegations against staff who work with Children and Young People](#)' as referred to in section 6 of this document.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher.

Childcare Disqualification – Appropriate checks should be made if there are concerns about a member of the team or the provision's management to make sure they are not disqualified from working in childcare. All information can be found in the statutory guidance.

#### **5.4 Staff training, skills and supervision**

- all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- all policies set out in section 7 of this policy will apply equally to early years staff;
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take;
- all early years staff are able to communicate effectively in English both orally and in writing;
- a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips;
- each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.
- a record is kept of staff training – type of training and dates which is recorded on the single central register (SCR)

#### **5.5 Staff ratios**

The school will ensure that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- parents are kept informed of staff members and numbers;
- children are kept within staff sight and hearing at all times.

For nursery classes:

- there will be at least one member of staff for every 13 children
- one member of staff will be a qualified teacher
- at least one member of staff will hold a full and relevant level 3 qualification.

For reception classes:

- class sizes will be limited to 30 pupils
- classes will be lead by a qualified teacher supported by suitably qualified support staff.

For before and after school provision, schools will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

## **5.6 Health**

The school will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the school's policy
- take appropriate action where children are ill
- ensure any meals provided are nutritious and prepared in a hygienic manner
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

## **5.7 Health and safety and suitability of premises**

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out section 8 of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific policies for ensuring that records of parents details, and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

## **5.8 Managing behaviour**

The school will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened.

[Behaviour and discipline in schools](#)

## **6 Safer recruitment**

### **6.1 General principles**

The school/college recognises safer recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school/college are suitable do to so and do not pose any kind of risk to children.

The school/college will follow the *Keeping Children Safe in Education* guidance (DfE 2020).

- The school/college will carry out extensive checks, including on-line searches, and enquiries on applicants for all positions, including voluntary and support roles and governors and those involved in the management of an independent school, in accordance with statutory requirements.

- No staff member, volunteer, governor or anyone involved in the management of a school will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed, including section 128 checks relating to the recruitment of governors.
- Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidate's role in the school (see section 6.4).
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safer recruitment practices.
- Staff and governors who normally sit on interview panels will be trained in safer recruitment and no interview should go ahead unless at least one member of the panel has undertaken safer recruitment training. Schools will take up the accredited safer recruitment training offered through the Croydon Safeguarding Children Board or any other accredited training provider.
- Although the head teacher/principal will have day-to-day responsibility for the recruitment of staff, the Governing Board will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.
- Staff in school/colleges responsible for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.
- In schools, the head teacher/principal will be responsible for keeping a single central record of all staff and volunteers (including governors) who work at the school.
- In colleges, the principal will be responsible for keeping a single central record of all staff that provides education to children.
- The single central records should include details of all checks carried out and the outcome of these checks or any certificates obtained in the format shown at appendix 3.
- Multi-academy trusts can keep a 'master' single central record at their head office but is must be accessible in each individual school.
- Where the school/college has salaried trainee teachers, the school/college will ensure that all necessary checks are carried out on the trainees, including DBS checks, and that the outcome of these checks is recorded on the single central record.



- For trainee teachers that are fee-funded, the school will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with children.
- Where staff are recruited via third parties such as employment agencies, the head teacher/principal will:
  - seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
  - request written confirmation of the outcome of all checks
  - request written confirmation that an enhanced DBS certificate has been received by the agency
  - check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

## 6.2 Checks to be taken out

Further descriptions about the types of checks can be found on p36 KCSIE 2020. Also available of the [DBS website](#). The DBS maintains 'barred lists' of those unsuitable to work with children and vulnerable adults.

In the recruitment and selection of staff and volunteers schools/colleges will at all times adhere to the government guidance contained within "*Working Together to Safeguard Children*" (July 2018) and '*Keeping Children Safe in Education* (DfE 2020).

The school will verify the following information for all new staff and record on the single central register/record:

- The applicant's identity must be verified from their passport or other photographic ID and proof of address must be provided.
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.
- Since 1st September 2018, schools are no longer have to ask staff questions about cautions or convictions of someone living or working in their household.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, Part 2 Childcare (Disqualification) Regulations 2018, section 9, states that such a disqualification applies only to 'work in domestic premises'.
- A change in law means that Disqualification by Association will only apply on domestic premises. However, Disqualification under the Childcare Act 2006, still applies to staff themselves.

- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained.
- What is not known from a DBS check is whether a person has a child placed under a care order, whether they have had a childcare registration cancelled or refused for any reason other than non-payment of fees or whether there have been any relevant overseas convictions. All staff should complete a self-declaration stating that they are not disqualified under the Childcare Act 2006 as amended in 2018. By reading and signing this policy they are making this self-declaration.
- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and further checks made on Teacher Regulation Agency (TRA) Teacher Services system to ensure they are not prohibited from teaching under a teacher prohibition order.
- For independent schools, free schools and academies, checks will be made to ensure any member of staff or trustee involved in the management of the school is not barred from doing so under a section 128 direction.
- If a school or college wishes to employ a person before the DBS check has been returned they must make sure that person is appropriately supervised and that all other checks, including a Barred check have been completed.
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach via the TRA Teacher Services system.

*Central government guidance can be found at the following:*

[Criminal records checks for overseas applicants - Publications - GOV.UK](#)

[Employing overseas-trained teachers from outside the EEA - Publications - GOV.UK](#)

[Disqualification by Association](#)

[DBS and Filtering](#)

- Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role.
- The school will keep copies of the following documents on staff personnel files:
  - documents used as proof of identity such as passports or driving licences;
  - a summary of the DBS certificate (from September 2018 a copy of the DBS certificate may be kept on file);
  - documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

If a school or college knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form or regulated activity. There are penalties of

up to five years in prison if a barred individual is convicted of attempting to engage or engaging in such work. (KCSIE 2020, p.37)

Details on the 'Prohibitions of Teachers' provides information on what the order prevents if there is a full or interim prohibition order. A section 128 direction restricts the individual taking part in management of independent schools (including academies and free schools).

Further details on checks can be found on page 37 KCSIE 2020.

### **6.3 References**

- Applicants will be asked to provide a full employment history and details of at least two referees, including previous and recent employers, and who should be a senior member of staff with the authority to provide references. References from colleagues will not be acceptable.
- All references will be taken up prior to interview and will be requested directly from the referee, including references for internal candidates. Referees will be contacted to resolve any issues that emerge from the references provided.
- References will be taken up from current employers only; if the applicant is not currently employed, verification will be sought from their previous school/college as to the dates the applicant was employed and the reasons for leaving the post.
- Any information provided by applicants as part of an application process will be verified with independent sources and any reference received electronically will be checked to verify the originating source.
- Schools and colleges should follow up gaps in previous employment

### **6.4 DBS checks**

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school/college will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

Full DBS checks which include barred list checks will only be taken out on individuals who are involved in regulated activity. This is defined as close, unsupervised contact on a regular basis involving activities such as:

- teaching
- training
- supervising
- care

- guidance and advice
- driving a vehicle
- personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Full DBS checks with barred list checks will also be carried out on permanent staff members working at the school or unpaid volunteers who regularly work unsupervised at the school and whose work means they have an opportunity for regular contact with children.

Other staff, contractors and supervised volunteers who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but **not** barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by whoever is responsible for recruitment in the school, for example the head teacher or governor, and the following will be taken into consideration when deciding on this.

- the age of the children;
- their level of vulnerability;
- the numbers of children in the group;
- the nature of the role; and
- opportunities for contact with the children.

The school has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

The school will ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure.

## **6.5 Volunteers and Supply Teachers**

Schools must obtain written confirmation from the agency or third-party organisation that they have carried out the relevant checks (enhanced DBS). Where there is need for a Barred-List check, schools must make sure the check had been completed by the agency and check the details relate to the person presenting themselves for work.

The head teacher will ensure that the following are carried out in relation to unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom:

- All volunteers will be required to undergo a recruitment process, such as references, DBS and other checks and interviews that is appropriate and proportional to the duties assigned to them.

- Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children should be subject to an enhanced DBS check, including barred list information.
- New volunteers who are not carrying out regulated activity but who have an opportunity for regular contact with children will be subject to an enhanced DBS check but this may not include a barred list check.
- For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the head teacher/principal will carry out a risk assessment to decide whether an enhanced DBS check should be carried out depending on:
  - the nature of the role
  - what information is already known about the volunteer
  - what references from work or volunteering activity the volunteer has provided regarding suitability
  - whether the role is eligible for an enhanced DBS check.
- The school will ensure that all volunteers are competent to carry out the duties assigned to them and are only assigned duties that are suitable to their qualification and experience.
- Volunteers carrying out regulated activity but for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.
- All volunteers will be fully inducted in relation to all school policies and procedures.

## **6.6 Trainee / Student Teachers**

Applicants for initial teacher training who are employed by the school/college, the school/college must make the necessary checks. If the student is fee funded, it is the responsibility of the training provider to carry out necessary checks. Written confirmation of checks should be obtained by school/college.

Schools and colleges have a legal duty to refer anyone to the DBS who has harmed, poses a risk of harm to a child or vulnerable adult. (Full details can be found on P48 KCSIE 2020)

## **6.7 Alternative Provision**

The school remains responsible for the safeguarding of children of any pupils they place in Alternative Provision.

Whenever the school places a pupil with an Alternative Provider, the school will obtain written confirmation of the provider's safeguarding and child protection policies and that all relevant vetting and barring checks on individuals working at the establishment have been carried out.

All pupils placed in Alternative Provision should be visited regularly.

[Alternative Provision guidance](#)

## **7 Staff practice and conduct**

## 7.1 Induction and training

- The head teacher will ensure that all staff are fully inducted, are made aware of the following policies of the school/college and that staff are fully aware of their role in implementing these:
  - Safeguarding and child protection policy and procedures
  - Behaviour policy
  - Staff code of conduct
  - Children missing from education policy.
- Staff will be asked to confirm in writing that they have received and read all relevant staff policies, including “*What to do if you are worried a child is being abused*” guidance and ‘*Keeping Children Safe in Education 2020 part 1*’ and ‘*Annex A*’
- The designated safeguarding lead will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on a two-yearly basis.
- The head teacher will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School staff and governors will receive multi-agency safeguarding training at the level that is appropriate to their roles and responsibilities.
- As well as basic safeguarding training, the designated safeguarding lead and their deputy will receive specific training on their role on their role and other relevant multi-agency training courses.
- School staff will also receive training on Early Help and the SPOC safeguarding referral process as part of their safeguarding training.
- School staff will receive regular and timely updates on child protection and safeguarding issues via the designated safeguarding lead in order to ensure they remain up to date with new legislation.

## 7.2 Conduct and safe teaching practice

- The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- The head teacher will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment

that sets out the school/college expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.

- Governors will have their own separate code of conduct. This is a responsibility of the governing board or trust.
- Staff will be expected to follow the school's social media policy in terms of their use of social media, particularly in relation to professional standards and relationships with pupils and/or their families. All staff and volunteers will sign an acceptable use agreement before being given access to the school/college computer system.

### 7.3 Providing intimate or personal care to pupils

*Staff may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.*

*Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;*

- *Staff should follow any agreed school policy or practice when providing intimate or personal care.*
- *When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.*
- *Parents should always be notified if intimate care has been provided.*
- *When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher.*
- *When children are changing, levels of supervision should be appropriate to the pupil's age.*
- *Staff should avoid any physical contact unless a child needs help.*
- *Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.*

### 7.4 Behaviour management, physical intervention and reasonable force

The school will put in place a behaviour management policy, which has been agreed by the Governing Board, which follows government guidance and any use of physical intervention and restraint will be linked to the implementation of this policy.

There are occasions where it may be appropriate for staff in schools to use reasonable force in order to safeguard students. The term 'reasonable force' is used to define an action where staff will need to intervene in order to prevent injury or violence. Guidance for schools and colleges can be found [here](#). It is believed by the department that a 'no-contact' policy leaves staff at risk of being unable to fully safeguard pupils in extreme circumstances. Please see page 32 of KCSIE 2020 for further examples for this recommendation.

Physically handling children with SEND or medical needs requires further consideration as their additional needs make them more vulnerable. Individual behaviour plans are a way of planning ahead for such eventualities and allow parents to work with staff in constructing a plan that meets the individual needs of the pupil and provides a plan for all staff to be familiar with.

A record of incidents of Reasonable Force is kept in the Red files.

*Guidance from the Department of Education provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school. Details of these may be found at:*

[Behaviour and discipline in schools - Publications - GOV.UK](#)

## **7.5 Music tuition**

*It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.*

*Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:*

- *ensure they behave in an appropriate manner and maintain professional boundaries at all times*
- *only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed*
- *make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why*
- *ask the child's permission first and respect their wishes*
- *report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken*
- *never travel alone with children in a car*
- *seek permission from parents before contacting children by mobile phone, for instance to rearrange a lesson or rehearsal, and use home telephone contacts wherever practicable.*

*The school should:*

- *carry out a **risk assessment** around providing music tuition. This should include:*
- *providing rooms/spaces that are adequately safe and open locations where the teacher can be easily observed by others, for example a door with glass in it*
- *passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly*
- *let parents know when they arrange tuition what level of physical contact may take place as part of the activity*
- *record any reported incidents or issues and deal with these within the framework of the school's own policies*
- *make sure music tutors are aware of the school's safeguarding and staff conduct policies prior to starting.*

## **7.6 Allegations against staff**

In the event that an allegation is made against a member of staff or volunteer, the school will follow Croydon's procedures for managing allegations against a member of staff.

[The Management of Allegations against Staff who work with Children and Young People](#)



The Governing Board will appoint the head teacher as the school representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the responsible staff member.

All allegations in relation to staff members will be referred to the head teacher; allegations against the head teacher will be referred to the Chair of the Governing Board.

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life. The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the head teacher/principal. If the concerns are about the head teacher/principal, the Chair of the Governing Board should be contacted.

The head teacher will always consult the Local Authority Designated Officer (LADO).

Following consultation, the head teacher in agreement with the LADO will decide on appropriate action:

- immediate referral to the SPOC team
- consideration of disciplinary proceedings
- consideration of a senior strategy meeting

It is important to bear in mind that although the concern may relate to an individual pupil/student, other pupils/students may also be at risk. The procedures in "Safeguarding Children and Safer Recruitment in Education" (DfE, 2006 – Updated 2011), Working Together to Safeguard Children (July 2018) and Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools" (DfE 2011) will be followed in such cases;

When appropriate (*see guidance above*), consideration will be given to referral of a member of staff to the DBS for consideration of the case. If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.

All procedures set out in Part 4 of KCSIE 2020 (page 57-68) will be adhered to alongside previously mentioned documents and used as guidance when managing allegations of any kind.

## **7.7 Whistleblowing**

The school/college fosters a culture of openness in line with the “Freedom to speak up” review and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

The school/college recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school/college environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children.

Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following;

- Croydon’s lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil;
- The following numbers can be used where there are issues regarding the school/college’s overall procedures around safeguarding
  - Croydon Council’s confidential whistle blowing email address – [schoolwhistle@croydon.gov.uk](mailto:schoolwhistle@croydon.gov.uk)
  - the Ofsted whistle-blowing line on **0300 123 3155**
  - the NSPCC whistleblowing advice line on **0800 028 0285** is open from 8 am – 8pm Monday –Friday or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

The head teacher/principal is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

- The CSBC has an [escalation policy](#) which can be used by staff in school settings

## **8 Health and safety and risk assessments**

### **8.1 Responsibility for health and safety**

The Governing Board and head teacher will ensure that there is a robust health and safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Any health and safety policy adapted by the school/college will be based on the government guidance (link below) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

[Health and safety: Advice on legal duties and powers](#)

Day-to-day responsibility for health and safety issues in the school will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. There should also be a named governor responsible for health and safety. This is:

**Name: Clare Mackenzie**  
**Designation: School Business Manager**  
**Contact details: [cmackenzie@st-johns.croydon.sch.uk](mailto:cmackenzie@st-johns.croydon.sch.uk)**

**Name:**  
**Designation: Governor with responsibility for health & safety**  
**Contact details:**

## 8.2 Risk assessments

The school will seek to identify and manage risk through the use of risk assessments. These will be carried out:

- on an annual basis for the school environment as a whole;
- for all school trips;
- for pupils travelling between locations during the school day;
- for all work-based learning or work experience placements;
- when a pupil who has been excluded for risky or violent behaviour is returning to the school;
- whenever there are any changes to the school environment or school practices;
- following any serious incident.

Consideration should also be given to conducting risk assessments before SJSA and other parent led events (e.g. fireworks or fairs) where people outside the school may have unregulated access or the usual measures for health and safety may not be sufficient.

## 8.3 Working with aggressive and violent parents

Where schools are working with families who are known to children or adult social care and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the head teacher and the designated safeguarding lead and the information shared with children's social care.

If there are high levels of risk involved in contact with parents, children's social care may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools are part of this process.

## 8.4 Site security and visitors

- The Governing Board is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.

- The head teacher will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the head teacher/principal will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:
  - informed to report to reception on arrival;
  - expected to provide proof of identity
  - expected to wear a name-badge or carry some form of identification at all times when on the school premises;
  - suitably supervised by school staff at all times;
  - made aware of school health and safety procedures.
- The head teacher will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school/college policies.
- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

## **8.5 Use of the school premises by other organisations**

The school will only allow use of the school premises by other organisations or schools outside of school hours for the purposes of providing supplemental schooling if:

- the school's incorporating document allows this;
- the organisation provides an overview of what it intends to teach so that the Head teacher, in line with the school letting policy, is able to make a judgement on whether this is in line with the promotion of British values;
- the organisation can provide evidence that they have followed safer recruitment practices and that their staff have the requisite DBS checks;
- reasonable due diligence checks are taken out on the organisation by the school;

## **8.6 Monitoring and review**

To enable the school to monitor the safety of the premises and the school environment, as well as the implementation of policies, the head teacher/principal and the governing board will ensure that;

- all school policies are regularly monitored by the designated safeguarding lead and annually reviewed by the head teacher and agreed by the governing board;
- the school/college keeps a central record of all accidents and incidents including what action was taken and by whom;
- staff are aware of their responsibility to record accidents and incidents;
- the head teacher/principal has an overview all accidents/incidents;
- serious accidents and incidents are reported to the Governing Board;
- the designated safeguarding lead ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school/college safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

## **Part B: Additional safeguarding policies and procedures including vulnerable groups**

Guidance and policies relating to a range of topics can be found on the [CSCB website](#).

### **1 Non-collection of children from school**

The school will put in place a policy regarding handing over children to adults who are not their parent or known carer at the end of the school day. Parents will be asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. The school will also ensure that the details of at least two people who can be contacted in an emergency in the event that the child is uncollected.

Parents will also be asked to inform schools where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave but contact the parent immediately.

If a child is uncollected at the end of the school day, the school will follow the procedure agreed with children's social care:

- The schools will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- The school will contact the SPOC Professionals' Consultation Line to seek advice at 4.00pm if there are difficulties in contacting parents or other family members.
- If all possible means of contact have been exhausted and no contact can be made with the parent by 4.30pm, the school will contact SPOC and if advised to do so the police, who will arrange to collect the child or make arrangements for the child to be transported to the children's social services office.
- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this should be discussed with the designated safeguarding lead. If there are also child protection concerns, a referral should be made to children's social care via SPOC.

## 2 Children who are missing from education (CME) or home educated

*Schools need to be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.*

*Attendance policies should state clearly who needs to be notified and what action should be taken and any relevant timescales. Parents should be asked to provide contact details for at least 2 or more people who can be contacted in the event that a child does not attend school. Schools should refer to Croydon's "Children missing from education" policy*

[Children Missing from Education and Pupil Off Rolling](#)

*Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:*

- *The Learning Access team must be notified of all decisions.*
- *If the child is already known to children's social care, their allocated social worker should be notified immediately.*
- *If the child is not known to children's social care, but the school has concerns about their welfare, the designated safeguarding lead should make a referral to children's social care via SPOC.*

Further information for colleges providing education for a child of compulsory school age can be found in: [Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges.](#)

## 3 Child-on-Child abuse

Peer on peer abuse is where a pupil's behaviour is likely to cause significant harm to other pupils.

This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals;
- upskirting (typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment. (Voyeurism (Offences) Act 2019)

This type of abuse should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. The school/college will refer the perpetrator and the victim to children's social care via SPOC

## Consent and Respect

It is vital that all children learn about consent and respect for each other. Through BE SAFE week activities and specific lessons in RHE, we teach children about consent and respect; how to look out for the signs that indicate a person wants to engage in an activity and actively demonstrates this verbally and physically. **Not saying 'no' is not giving consent.** In primary aged children, this

may take a variety of forms such as asking to play or join in with a game or asking to use equipment. If consent is not clearly given, or is given and then subsequently retracted, **this decision must be respected**. Children will be taught how to ask for permission; giving and seeking permission and personal boundaries.

## 4 Harmful sexual behaviour, sexual violence and harassment

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment can occur online and offline (both physical and verbal) and are never acceptable. It is important to note that Children with Special Educational Needs and Disabilities can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers.

Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to MASH. Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

### **The following situations are statutorily clear and do not allow for contrary decisions:**

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

The designated safeguarding lead (or deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

### **4.1 Policy**

- Schools recognise that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated. School behaviour management and anti-bullying policies will reflect the school/college's approach and staff and pupils will be made aware of the standard of expected behaviour and the likely responses to any incidents of sexual violence and harassment.
- The school/college will follow the statutory guidance *Sexual violence and sexual harassment between pupils* and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils.  
[Sexual violence and sexual harassment between children in schools and colleges](#)
- The school will take all necessary steps to put in place a planned PSHE curriculum to convey the school's policy for preventing harmful sexual behaviour and to



promote respectful behaviour between pupils with regards to sexual conduct. The school will also make close links to the new Relationships and Health Education Curriculum which is compulsory for all schools from September 2020.

- The school will promote an environment where victims feel empowered to raise concerns and report incidents. Any reports of sexual violence or harassment will be taken seriously and thoroughly investigated by the school/college and appropriate referrals made to the police and children's social care.
- The school will ensure that staff and governors receive relevant training to help them ensure an effective response to incidents that protects individual victims and safeguards the welfare of all pupils and staff.
- The school will ensure staff are able to provide appropriate support to victims and alleged perpetrators that meets their needs and continues to promote their education.

## 4.2 Procedures

- The school will ensure there is a robust response to all incidents and will follow the procedures set out in Part 5 of the *Keeping children safe in education* statutory guidance.
- Reported incidents will be investigated by the member of staff to whom the young person discloses in partnership with the designated safeguarding lead, who will also carry out a risk assessment to look at any continued risk to the victim or other pupils and staff from the alleged perpetrator within the school/college environment. Toolkits that will support the risk assessment process include: and the Harmful Sexual Behaviours table.
- Where the allegation involves material posted online, the school will request that the electronic device is handed over as part of the investigation and will use legal powers to search and confiscate property as set out in the statutory guidance [Searching, screening and confiscation guidance](#) and [UKCIS Sexting in schools and colleges advice](#).
- The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable and informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.
- When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider: the victim, especially their protection and support, the alleged perpetrator(s) and all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- The member of staff and designated safeguarding lead will write up a record of the investigation that will set out how the school will respond to the incident.

- The designated safeguarding lead may take advice from SPOC Professionals' Consultation Line before making a decision. Possible outcomes include referral to Early Help Services, MASH, Learning Access and/or the police, or managing the matter internally under school/college behaviour policies.
- Where a referral will be made to children social care or the police, the designated safeguarding lead will discuss the issue with the relevant agency and following this discussion a decision will be made on whether and how to inform the alleged perpetrator and their parents.
- KCSIE states that Schools and colleges should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response. Important considerations will include: the wishes of the victim in terms of how they want to proceed. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children; the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour; the ages of the children involved; the developmental stages of the children involved; any power imbalance between the children; if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature); that sexual violence and sexual harassment can take place within intimate personal relationships between peers; are there ongoing risks to the victim, other children, adult students or school or college staff; and other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- The school will take any necessary action to continue to safeguard the victim and other pupils within the school/college environment based on the level of risk established from the risk assessment, including decisions about the victim and alleged perpetrator sharing classrooms. These decisions will be reviewed in the light of on-going police and children's social care investigations to take account of any changes in the status of investigations and any bail conditions placed on the alleged perpetrator.
- Where necessary and appropriate, the school will consider the support needs of the alleged perpetrator and will make referrals to relevant agencies for support on their behalf.
- Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support. It is likely that children will "take sides" following a report and the school/college will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment. The school/college will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.
- [The National Organisation for the Treatment of Abusers \(NOTA\)](#) provides support for professionals involved in work with, or related to, sexual offending.

## **What to do if you are informed that a parent is on the sex offenders register**

In this situation the head teacher will be guided by parole conditions where relevant to keep children safe in school. This information must be treated as strictly confidential and will only be shared with the Designated Safeguarding Lead if appropriate.

### **Additional procedures**

*Sexual violence is defined as any act which is an offence under the Sexual Offences Act 2003, including rape, assault by penetration or sexual assault without the consent of the victim.*

*Sexual harassment is defined as unwanted sexual conduct likely to violate the victim's dignity and/or make them feel intimidated, degraded or humiliated or create a hostile, offensive or sexualised environment. This includes making sexual comments or jokes, physical contact such as touching or interfering with clothing or displaying sexual images. It also includes online harassment.*

*When dealing with incidents, the school should ensure that the written report of the incident contains objective facts and sets out clearly the next steps to be taken, with the views of the victim clearly recorded.*

*Schools should be aware of their equality duty as victims of sexual violence and harassment are more likely to be female but should follow the same procedures and ensure the same level of response for incidents involving male pupils or incidents where victim and perpetrator are the same sex.*

*Cases may be managed internally by the school without referral to other agencies where the incident involves low-level concerns and is a "one-off" occurrence where there is no further risk to the victim or other pupils*

*Schools should give careful thought to the day to day management of risk and support for the victim, taking into account the victim's views when considering practical issues such as separating the victim and perpetrator. However schools must be able to justify any measures taken and that they do not interfere with the educational opportunities of either party.*

*Schools may wish to consider developing specific policies around responding to incidents of sexual violence and harassment towards staff members.*

*Schools need to ensure that staff and governors are able to take up training and support around relationships and peer on peer abuse and how these messages should be delivered within the PSHE curriculum. Sexual violence and harassment will also be addressed in general, whole-school safeguarding training delivered by the CSCB, with designated safeguarding leads receiving more intense training in view of their role.*

## **5 Online safety**

As part of their duty to provide a safe learning environment and schools should ensure their pupils know how to remain safe online.

There is considerable risk to children online but they can be categorised within these three areas as stated within KCSIE:

**content:**

- being exposed to illegal, inappropriate or harmful content; for example: pornography, fake news, racist, misogynistic, self-harm, suicide, anti-Semitic, radical and extremist;

**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 for the purposes of grooming children; and

**conduct:**

- personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, sharing others explicit images and online bullying.

The DfE published [Teaching Online Safety in Schools](#) identifying the importance of including reporting and acting on online safety concerns within the Child Protection Policy, school behaviour policy and bullying policy.

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system.

Pupils should be just as clear about what is expected of them online as offline. St. John's follows the recommended framework published by UK Council for Child Internet Safety (UKCCIS) which supports the delivery of online safety. [Educated for a Connected World](#).

The school is aware that some pupils may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from Early Help Services, children's social care or other agencies in order to overcome problems or keep them safe.

Educating children and young people to stay safe online is crucial in the modern world. Other websites that can assist are;

[Be internet legends](#)

[Disrespect Nobody](#)

[PSHE Association](#)

[ThinkUKnow](#)

[Safer Internet centre](#)

[360 Safe Website](#) has a free online self-assessment tool for schools.

## **6 Domestic abuse and/or sexual violence**

Exposure to domestic abuse can have a significant impact on children's emotional development and mental health. Schools can refer young people affected by domestic or sexual violence to SPOC. Domestic abuse can be psychological, physical, sexual, financial, or emotional; it can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Further advice and guidance can be obtained from the Family Justice Centre who can be contacted by phoning their helpline of 0208 688 0100 or by emailing [fjc@croydon.gov.uk](mailto:fjc@croydon.gov.uk)

Specific guidance on adolescent to parent violence and abuse is published by the Home Office [Adolescent to parent violence and abuse \(APVA\)](#)

## **7 Prevention of radicalisation and extremism**

The school/college's safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

[Promoting fundamental British values as part of SMSC in schools](#)

Under Counter-Terrorism and Security Act 2015, the school/college also has a duty to refer young people on to Croydon's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

[The Prevent Duty](#)

Where a school has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or that a younger pupil may be at risk due to their parent's radicalisation, the school should make a referral to SPOC using the SPOC Safeguarding Referral Form.

### **Risk indicators of vulnerable pupils**

#### **7.1 Indicators of an identity crisis include the following:**

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

#### **7.2 Indicators of a personal crisis include the following:**

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

#### **7.3 Indicators of vulnerability through personal circumstances include the following:**

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

#### **7.4 Indicators of vulnerability through unmet aspirations include the following:**

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality
- Experiences of dealing with the police
- Involvement with criminal groups

### 7.5 Critical indicators include where the pupil is:

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Making significant changes to their appearance and/or behaviour

### 7.6 When making a judgement, staff may consider the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities?
- Has the pupil witnessed or become the victim of racial or religious hate crimes?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Is there a pattern of regular or extended travel within the UK?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?
- Is the pupil the victim of social isolation?

**7.7 Educate Against Hate**, a website launched by Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British Values) to help recognise and address extremism and radicalisation in young people.

**7.8 Channel** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

*Schools should always be a safe space for young people to explore new ideas and perspectives, and develop their critical thinking skills. Where there are concerns about radicalisation and a referral to Channel Panel is being considered the school should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.*

*The school's designated safeguarding lead should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from their police schools officer (if they have one); the SPOC Professionals' Consultation Line; and/or Croydon's Prevent Co-ordinator (Haydar Muntadhar: email [haydar.muntadhar@croydon.gov.uk](mailto:haydar.muntadhar@croydon.gov.uk); tel. 0208 726 6000 (ext. 62070))*

## 8 Mandatory reporting of Female Genital Mutilation (FGM)

FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons and is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of five and eight.



### 8.1 Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

### 8.2 Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

### 8.3 Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The school will follow the statutory guidance on FGM in order to safeguard girls who are at risk of FGM:

[Multi-agency statutory guidance on female genital mutilation](#)

Where a pupil makes a disclosure of FGM, the school/college will follow the mandatory reporting rules and make appropriate referrals to the police and SPOC using the SPOC Safeguarding Referral Form.

**8.4 So-called '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** (mentioned above), forced marriage, and practices such as breast ironing.

**Breast Ironing** is practiced in some African countries, notably Cameroon. Girls aged between nine and 15 have hot pestles, stones or other implements rubbed on their developing breasts to stop them growing further. Breast Ironing is usually carried out by mothers or other women to protect girls from men. It is believed that the reason they carry out this procedure is to reduce the risk of sexual harassment, rape, kidnap and forced marriage. Indicators that Breast Ironing has been carried out are chest pains or other discomfort, changes in behaviour and fear of undressing.

If a school becomes aware of a child that may be at risk of a **forced marriage** they should in the first instance to SPOC. If a child is at immediate risk they should contact the police.

Further advice on forced marriage can be obtained from the Foreign and Commonwealth Office's Forced Marriage Unit by phone 0207 008 0151 or emailing [fmfu@fco.gov.uk](mailto:fmfu@fco.gov.uk)

All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

## **9 Looked after and previously looked after children and care leavers**

The school recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

The school's designated teacher for LAC and care leavers has specialist knowledge of the issues faced by this cohort and for this reason, the designated safeguarding lead will consult with the designated teacher to seek advice whenever there are concerns about the welfare of a looked after or previously looked after child or care leaver.

The Virtual School Head is the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of a local authority's looked-after children, including those placed out-of-authority. More information about supporting children who are looked after in achieving their potential can be found in [Promoting the Education of Looked After Children](#).

## **10 Children with special education needs and disabilities (SEND)**

The school is aware that children with special education needs may be more vulnerable to harm and abuse and may be more likely to experience bullying.

They can face additional safeguarding challenges because;

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs;
- difficulties may arise in overcoming communication barriers;
- there may be a higher risk of peer group isolation

School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help. Schools/colleges should identify pupils who might need more support to be kept safe or to keep themselves safe.

## **11 Privately fostered children**

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent but is a 'close relative' for 28 days or more. Schools have a legal duty to notify Croydon of any pupils they know to be private fostered. Designated safeguarding leads should refer to SPOC any private fostering arrangements that come to their notice.

### **11.1 Why are children in Private Foster Care?**

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health



- where parents have moved away, but the child stays behind (e.g. to stay at the same school to finish exams)
- teenagers living separately from their own family
- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families

### **11.2 Are children in private foster care defined as ‘Looked After Children’?**

No. The term ‘Looked after Children’ means children who are looked after by the local authority. Privately fostered children are outside the care of the local authority. Schools should not therefore code children in private foster care as ‘LAC’.

### **11.3 Children staying with host families (homestay)**

Some schools and colleges make arrangements for their pupils to have learning experiences by staying with a ‘host family’ who are not related. It can be part of a foreign exchange visit and known as ‘homestay’ arrangements. Appendix E of KCSIE 2020 has further definition around this. In some cases where the family is within the UK, this could amount to private fostering under the Children’s Act 1989 (see above).

## **12 Young carers**

If schools have concerns about a pupil they believe to be a young carer, they can contact the Young Carers Service on 0208 649 9339.

Further details can be found on their website – [www.talkofftherecord.org](http://www.talkofftherecord.org)

## **13 Fabricated or Induced Illness**

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child’s biological mother, exaggerates or deliberately causes symptoms of illness in the child.

## **14 Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. 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 evicted from a property. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

## **15 Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## **16 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 and there are two [age appropriate guides](#) to support children.

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

launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## **17 Contextual safeguarding for young people**

The school/college is aware that as young people grow more independent, they may face more risk from safeguarding threats from outside of the home, either from within the community, at school/college or from their own peer group. Protecting children from these external risks is known as contextual safeguarding. School safeguarding policies must therefore reflect the needs of young people in their own communities. (Please see the school's annex to this policy).

Schools/colleges act as a protective factor in children's lives. Children who do not attend can become *hidden*, which means that schools/colleges are less able to help and protect them. Children who do not attend school may be at further risk of not achieving their educational potential. This could include the following groups;

- Children not attending school nor on a school roll, including children who have been excluded both on a permanent or an informal basis and for whom no suitable alternative provision is arranged.
- Children who fall under the heading 'educated at home', but may not be receiving effective, efficient and suitable education or any education. This includes some children who may not be known to their local authority (LA) or any agencies.
- Children attending unregistered schools, sometimes under the guise of being electively home educated.
- Children in alternative provision that is of insufficient quality or is not provided for the required hours.
- Children without a school place in LAs in which the protocols are not working well enough for hard-to-place children.

### **17.1 Children who run away/go missing**

Children who run away or go missing from home or care are vulnerable to criminal and/or sexual exploitation. If a school becomes aware of a child who is missing from home or care and that child has not been reported missing to the police they should so using 101.

Running away may be an indicator of other problems and therefore referral to SPOC should be considered. Early intervention after the first episode may prevent a child being exploited.

[Children who run away or go missing from home or care](#)

### **17.2 Child criminal exploitation – county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, markets and seaside towns. Those involved with county lines will often go missing for a few days at a time. Children and young people involved in county lines may be considered as having been trafficked and be victims of criminal exploitation.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement –based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females and young people or adults;

- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

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

If you become aware of child or young person who may be at risk a referral should be made to SPOC.

[Safeguarding children who may have been trafficked](#)

[Criminal Exploitation of children and vulnerable adults: County Lines guidance](#)

## **18 Children at risk of Sexual Exploitation (CSE) or Criminal Exploitation (CCE)**

Both Child Criminal Exploitation and Child sexual exploitation is a form of abuse that occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 in sexual or criminal activity a) in exchange for something the victim needs or wants, and/or b) for financial advantage or increased status of the perpetrator or facilitator. This abuse can occur with male or female, adults or children and can be a one-off event or a series (see point 19 for further indicators of CCE).

### **18.1 The three main types of child sexual exploitation:**

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

#### **Inappropriate relationships**

- Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

#### **Boyfriend/Girlfriend**

- Abuser grooms a victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

#### **Organised exploitation and trafficking**

- Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

### **18.2 Indicators of child sexual exploitation may include:**

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);

- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

### **18.3 Potential vulnerabilities**

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories);
- Sexual identity.

If a school becomes aware of child that may be being sexual exploited they should refer to SPOC.

[Child sexual exploitation – DfE guidance](#)

## **19 Serious Violent Crime - people at risk from gang activity or serious youth violence**

Schools/colleges are a source of safety and security for many young people. Supporting young people to build resilience and raise their awareness of the risks associated with gangs and serious youth violence is key to helping keep young people safe in their communities.

Staff should be aware of the indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence
- Change in friendship groups
- Relationships with older individuals or groups
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions

These may indicate involvement or approach by criminal networks or gangs.

Schools/colleges need to be alert to the possibility of children and young people bringing weapons onto their site. There are various reasons why a young person may be carrying a weapon. These should be explored with the young person.

Under Croydon's weapons in schools protocol the police must be informed via 101 of any pupil found in possession of a weapon in school or any weapon that is found on the school site.

[Preventing youth violence and gang involvement](#)

## **20 Children requiring mental health support**

Schools and Colleges play a key role in supporting the emotional health and well-being of pupils. In some cases, mental health can be an indicator of abuse and all provisions should have clear procedures on how to access the appropriate support for these children.

More information can be found in the [mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Children who have experienced abuse and Adverse Childhood Experience (ACEs) through traumatic events are likely to be impacted. Only appropriately trained professionals should make diagnosis. The Additional documents listed below may also assist in supporting children and young people.

## **21 Opportunities to teach safeguarding**

The Governing body should ensure the school provide opportunities for children to learn about Safeguarding. General issues may be addressed through the broad and balance curriculum already in the school but key issues relevant to the school community and sensitive issues may be taught through Relationships Education (all Primary pupils) and Relationships and Sex Education (all secondary pupils) and health Education (for all pupils in state funded schools) which is compulsory from September 2020.

Schools are able to be flexible on how they teach this. DfE documents can be found [here](#).

## **22 The Child's Wishes**

The best interest of the child should always be at the heart of any decision making process around safeguarding. The Governing Body, school or college leaders should always make sure the child's wishes and feelings are taken into account when decisions for support are made and actions taken.

## **23 Other relevant safeguarding policies**

*Schools can access additional guidance, policies and procedures at:*

[CSCB local policies and procedures](#)

[CSCB Safeguarding in Education Toolkit](#)

[DfE Alternative Provision guidance](#)

[DfE School Attendance guidance](#)

[DfE School Attendance Parental Responsibility Measures guidance](#)

[DfE Behaviour and Discipline in Schools guidance](#)

[DfE Preventing and Tackling Bullying guidance](#)

[DfE Children Missing Education guidance](#)

[DfE Best Practice Advice for School Complaints Procedures](#)

[DfE and ACPO Drug Advice for School guidance](#)

[DfE Advice for Schools on Equality Act 2010](#)

[DfE Exclusion from maintained schools, academies and PRUs in England](#)

[DfE Supporting pupils at school with medical conditions](#)

[DfE Guidance on First Aid for Schools](#)

[DfE Mental health and behaviour in schools](#)

[DfE Use of reasonable force guidance](#)

[DfE Promoting fundamental British values as part of SMSC in Schools](#)

[DfE The Prevent Duty – Advice for Schools](#)

[DfE Sexual violence and sexual harassment between children in schools and colleges](#)  
[DfE Children who run away or go missing from home or care](#)  
[Child sexual exploitation – DfE guidance](#)  
[Preventing youth violence and gang involvement](#)  
[Safeguarding children who may have been trafficked](#)  
[Criminal Exploitation of children and vulnerable adults: County Lines guidance](#)  
[Preventing and tackling Bullying](#)  
[Promoting children and young people's emotional health and wellbeing](#)  
[Rise Above](#)  
[Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, parents and carers](#)  
[Domestic Abuse: Various information/Guidance](#)  
[Faith Based Abuse](#)  
[Relationship Abuse: disrespect nobody](#)  
[Homelessness: how local authorities should exercise their functions](#)  
[Private Fostering](#)  
[Upskirting: know your rights](#)

## CHILD PROTECTION; DEFINITIONS AND INDICATORS

### Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, CSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

### What to look for -Types of abuse:

**Abuse is** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. A good source of advice on the signs of abuse and neglect is provided on the NSPCC website <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/>

### Physical Abuse

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

Physical Abuse – Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> <li>▪ Unexplained injuries – bruises / abrasions / lacerations/ bite marks</li> <li>▪ The account of the accident may be vague or may vary from one telling to another or may be improbable</li> <li>▪ Unexplained burns, site and size is unusual, repeat/multiple.</li> <li>▪ Regular occurrence of unexplained injuries.</li> <li>▪ Fractures – delay in seeking medical attention, old fractures.</li> <li>▪ Injuries not typical of accidental injury</li> <li>▪ Fabricated or induced illness</li> <li>▪ Repeated or multiple injuries</li> </ul> <p>Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.</p>	<ul style="list-style-type: none"> <li>▪ Withdrawn or aggressive behavioural extremes</li> <li>▪ Admission of punishment which appears excessive</li> <li>▪ Uncomfortable with/withdrawal from physical contact</li> <li>▪ Seems afraid to go home/fear of parents being contacted</li> <li>▪ Complains of soreness or moves uncomfortably</li> <li>▪ Wears clothing inappropriate for the weather, in order to cover body.</li> <li>▪ The interaction between the child and its carer</li> <li>▪ Frequently absent from school</li> <li>▪ Aggression towards others</li> </ul>

**It may also be an indicator of concern if a parent/carer gives an explanation inconsistent with the injuries or gives several different explanations for the injury.**

It is not appropriate for any member of staff to undress, photograph or body map any child in an attempt to see physical injury. This is the role of child protection and investigating agencies.

## Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs and is likely to result in the serious impairment of the child's health or development (growth and intellect). Neglect may occur during pregnancy as a result of maternal substance abuse.

Neglect may involve a parent failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.
- Leave a child with a responsible adult e.g. leaving a child in the care of an adult under the influence of alcohol or drugs.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect – Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"><li>▪ Unattended/untreated medical need</li><li>▪ Underweight or obesity</li><li>▪ Recurrent infection</li><li>▪ Unkempt dirty appearance</li><li>▪ Smelly</li><li>▪ Inadequate / unwashed clothes</li><li>▪ Consistent lack of supervision</li><li>▪ Consistent hunger</li><li>▪ Constant tiredness</li><li>▪ Inappropriately dressed</li><li>▪ Poor state of clothing</li><li>▪ Poor personal hygiene</li><li>▪ Dry, sparse hair</li></ul>	<ul style="list-style-type: none"><li>▪ Poor social relationships</li><li>▪ Indiscriminate friendliness</li><li>▪ Poor concentration</li><li>▪ Low self-esteem</li><li>▪ Regularly displays fatigue or lethargic</li><li>▪ Frequently falls asleep in class</li><li>▪ Frequent unexplained absences/lateness</li><li>▪ Neurotic behaviour</li><li>▪ Self-harming behaviour</li><li>▪ Disturbed peer relationships</li><li>▪ inadequate social skills and poor socialisation</li></ul>

A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse.



## Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, mental health, behaviour and self-esteem and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;
- Exploiting and corrupting children;

Emotional Abuse – Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"><li>▪ Poor attachment relationship</li><li>▪ Unresponsive / neglectful behaviour towards the child's emotional needs</li><li>▪ Persistent negative comments about the child.</li><li>▪ Inappropriate or inconsistent expectations</li><li>▪ Self harm</li></ul>	<ul style="list-style-type: none"><li>▪ Low self-esteem</li><li>▪ Drug/solvent abuse</li><li>▪ Unhappiness, anxiety</li><li>▪ Withdrawn, insecure</li><li>▪ Attention seeking</li><li>▪ Passive or aggressive behavioural extremes</li><li>▪ Developmental delay</li><li>▪ Attachment issues</li><li>▪ Watchfulness or stillness</li><li>▪ Depression</li><li>▪ Compulsive stealing</li><li>▪ Chronic running away</li><li>▪ Over-reaction to mistakes</li></ul>

Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

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, including prostitution but not necessarily involving a high level of violence, whether or not the child is aware of what is happening, the activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts, such as masturbation, kissing, rubbing and touching outside of clothing.

Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual Abuse – Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"><li>▪ Sign of blood / discharge on the child's underclothing.</li><li>▪ Awkwardness in walking / sitting</li><li>▪ Pain or itching – genital area</li><li>▪ Bruising, scratching, bites on the inner thighs / external genitalia.</li><li>▪ Self harm, poor self-image, self-hatred.</li><li>▪ Eating disorders</li><li>▪ Enuresis / encopresis</li><li>▪ Sudden weight loss or gain</li><li>▪ Excessive masturbation</li><li>▪ Unwillingness to remove clothes for PE</li><li>▪ Vaginal discharge/infection</li><li>▪ Sexually transmitted diseases</li><li>▪ Pregnancy</li></ul>	<ul style="list-style-type: none"><li>▪ Inappropriate sexualised conduct,</li><li>▪ age inappropriate sexualised play or conversation</li><li>▪ Sexually proactive behaviour or knowledge that is incompatible with the child's age &amp; understanding.</li><li>▪ Drawings &amp; or written work that is sexually explicit</li><li>▪ Self harm / Suicide attempts</li><li>▪ Running away</li><li>▪ Substance abuse</li><li>▪ Significant devaluing of self</li><li>▪ Loss of concentration/poor attention</li><li>▪ Continual, inappropriate or excessive masturbation</li><li>▪ Anxiousness or unwillingness to remove clothes – sports / PE etc.</li><li>▪ Sudden changes in school work habits, being truant</li><li>▪ Withdrawal, isolation or excessive worrying or aggression</li></ul>

Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape under **S5 Sexual Offences Act 2003**.

Sexual abuse includes abuse of children through sexual exploitation. Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities, which could include them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology with or without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in

the relationship. The perpetrator always holds some kind of power (by virtue of their age, gender, intellect, physical strength and/or economic or other resources) over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability

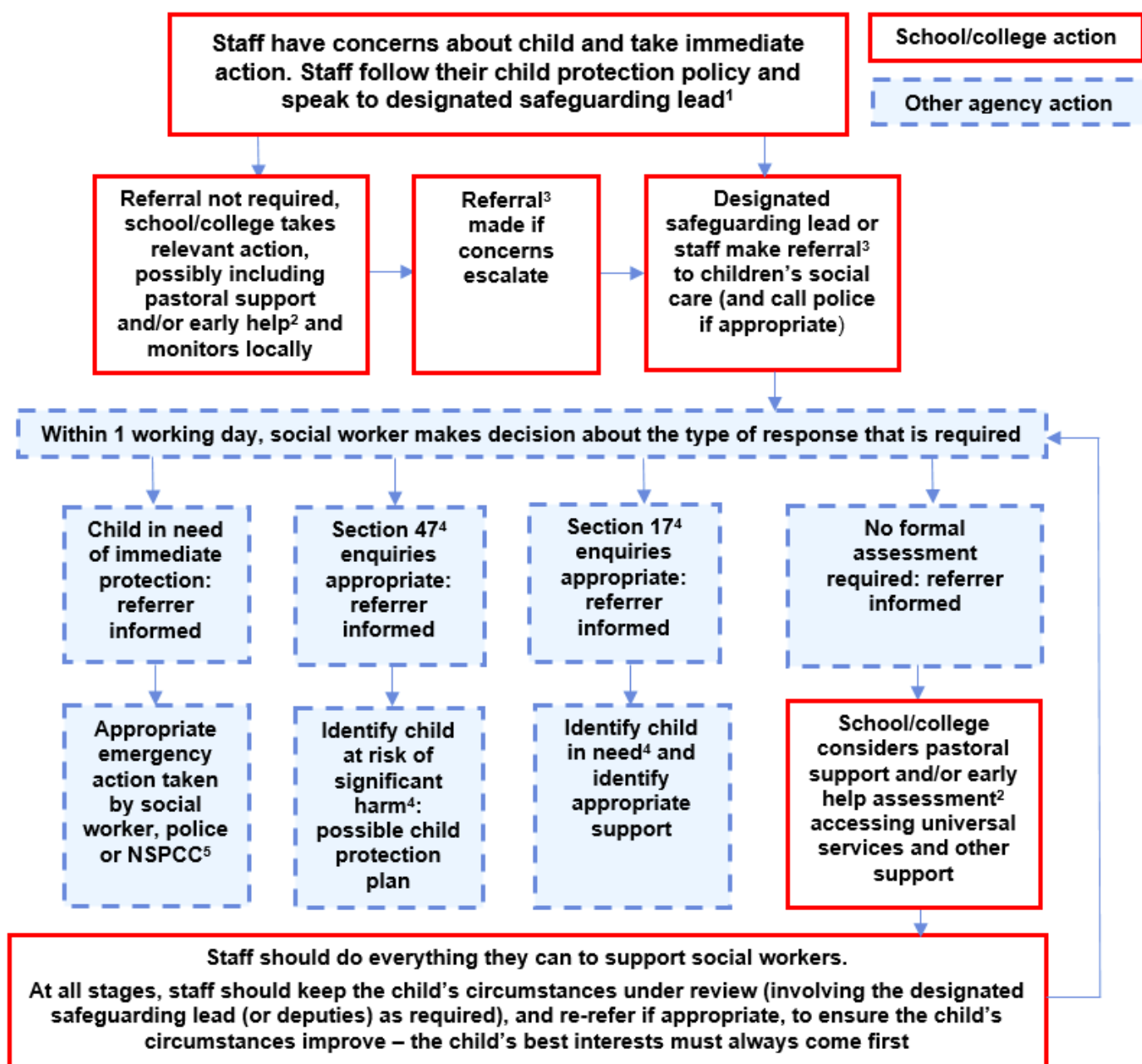
Appendix 2: **Safeguarding children monitoring/incident form**  
**Cause For Concern**

Child's Name :		Child's DOB:	
Male/Female :	Ethnic Origin :	Disability or SEN Y/N :	Religion :
Date (including day) and time of concern:			
Your account of the concern: (what was said, observed, reported and by whom)			
Your response: (what did you do/say following the concern)			
Your name :		Your signature:	
Your position in school:		Date and time of this recording:	
Action and response of DSL/Headteacher			
DSL feedback given to member of staff reporting concern:		Information shared with any other staff? If so, what information was shared and what was the rationale for this?	
Name: ..... Date:.....			

**Next Steps**

- |  |  |
|--|--|
| <input type="checkbox"/> continue monitoring                     | <input type="checkbox"/> carry out Early Help Assessment     |
| <input type="checkbox"/> referral to SPOC                        | <input type="checkbox"/> referral to health services         |
| <input type="checkbox"/> referral for education support services | <input type="checkbox"/> referral on behalf of parent/carers |

## Actions where there are concerns about a child (P17 KCSIE Sept 2020)



## Appendix 4: School Single Central Record/Register (SCR)

### Please note:

- Checks carried out on volunteers, maintained school governors and local governors in an academy trust don't need to be recorded on the SCR under the latest version of Keeping Children Safe in Education (KCSIE), **but it is recommend including them**
- KCSIE doesn't say specifically that contractors must be on the SCR, but it does say all staff who work at the school must be included, including supply staff, so it's best to include contractors too
- Where academies are mentioned, this includes free schools

### Important notes

This record should indicate what checks have been taken out for the following:

- For schools, all staff, including supply staff and teacher trainees on salaried routes, who work in school and others who work in regular contact children in school, including volunteers and governors
- For independent schools, including academies and free schools as above plus all members of the proprietorial body and involved in the management of the school
- For colleges, all staff providing education and/or whose positions involve a relevant activity

### Agency staff

Please give details of confirmation of checks that have been carried out by the supplying agency.

### Volunteers

- Unsupervised volunteers should not be left alone or allowed to work in regulated activity.
- For new volunteers in regulated activity who regularly teach children unsupervised an enhanced DBS is needed with a barred list check.
- For new volunteers not in regulated activity, schools should obtain an enhanced DBS certificate.
- Existing volunteers who provide personal care, the school should consider obtaining an enhanced DBS.
- Existing volunteers who are unsupervised do not need to have a DBS check with a barred list check because the volunteer should have been checked originally.
- For existing volunteers not in regulated activity there is no requirement for an enhanced DBS check (a school can request one but may not request a check of the barred list).
- For a volunteer not engaging in regulated activity a risk assessment should be made and a professional judgement made about the need for an enhanced DBS check.
- Supervision of volunteers – there must be supervision by a person in regulated activity, where supervision occurs, this must be regular and day to day and the supervision must be reasonable in all the circumstances to ensure the protection of children.

### Regulated activity

Regulated activity (see p20 for definition) – the period condition is at any time on more than three days in any period of 30 days. 'Frequently' is doing something once a week or more. Work of the nature defined is considered regulated activity if done regularly; where this is the case an enhanced DBS check is needed with a barred list check.

### Contractors

Contractors or employees of contractors working at the school should have the appropriate level of DBS check if a check is required, eg if the contractor is carrying out teaching or providing a level of care or supervision of children regularly.

### Documents and certificates

Please give details of any documentary evidence obtained as part of each check. Please note that there is no requirement to list DBS numbers. Also, to comply with the Data Protection, DBS certificates should not be retained any longer than six months. Other documents to verify identity, right to work in the UK etc, should be kept in personnel files.

## Model Single Central Record/Register Document

Name	Date of service	Address	DOB	Evidence of identity: (Initials of person carrying out check and date of check)	Barred list check (date and initials of person carrying out check)	Enhanced DBS check (date and initials of person carrying out check)	Prohibition from teaching check (date and initials of person carrying out check)	Section 128 check (date and initials of person carrying out check)	Further checks on persons who have worked outside the UK (date and initials of person carrying out check)	Checks on professional qualifications/ Certificates obtained (date and initials of person carrying out check)	Checks on right to work in the UK/documents obtained (date and initials of person carrying out check)

### Key:

*Use this to confirm full names when initials have been used*

It is recommended to have this document in Excel, separate tabs can be created and separate spreadsheets completed for the various roles within school:

Teaching staff, Support staff including office staff and site staff, Supply Staff, Volunteers, Governing board, contractors

### Appendix 5:

#### **Schools Self-Assessment Safeguarding Checklist**

*To be used by the head teacher, DSL and governors to carry out an assessment of the school's safeguarding framework*

*This is different to the annual Section 11 Safeguarding Audit, which is undertaken by the local authority*

Name of school:  
 Head teacher and Designated Safeguarding Lead:  
 Contact details:  
 Name of Governor responsible for Child/Protection:  
 Date of safeguarding assessment:

Leadership and the safeguarding and child protection framework (including the role and responsibilities of the DSL)			
Requirement	Yes	No	Comments/Evidence
The school has comprehensive safeguarding policies covering early help and child protection and a staff conduct policy covering use of technology, relationships with pupils, communications and use of social media. The policies are in accordance with all child protection legislative documents including the most recent KCSIE 2020, including highlighted, key aspects; child abduction, children in the court system, children missing from education, children with family members in prison, child criminal exploitation (CCE), child sexual exploitation (CSE), county lines, domestic abuse, homelessness, so-called 'honour-based' abuse (including FGM and forced marriages, preventing radicalisation, peer-on-peer/child-on-child abuse including up-skirting)			
The school has agreed procedures for dealing with incidents of sexual violence and sexual harassment that are linked to the school's behaviour and bullying policies			
There are agreed local procedures in place for making referrals to SPOC where there are concerns about the safety and welfare of a child and all staff know how to access and use these procedures			
A senior member of the leadership team has been appointed as the designated safeguarding lead and a nominated deputy to carry out the role in their absence and they have the time and resources allocated to carry out their responsibilities.			
The local authority is notified of the name and contact details of the DSL and deputy as well as any changes made to them			
There is a robust system in place for tracking pupils on CP/CIN to ensure there are up to date records and monitoring of each case.			
The safeguarding lead and their deputy have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 2 years.			
Arrangements are in place to ensure staff can liaise with the safeguarding lead or their deputy at all times during school hours			
The school promotes a multi-agency approach to safeguarding and child protection in line with <i>Working together</i> and staff are able to attend child protection conferences and other multi-agency meetings as appropriate			
The curriculum offers opportunities for pupils to learn how to keep themselves safe, including online, and offers pupils guidance on healthy relationships. There is a clear policy and structured curriculum for the Compulsory Sex and Relationships Education (Secondary) and Relationships Education (Primary). There are links to key child protection topics within the curriculum, where appropriate and at an age appropriate level such as bullying/cyber bullying, extremism/radicalisation, up-skirting, county lines,			



domestic abuse, personal safety, protective behaviours, racial awareness, homophobic/transphobic awareness, FGM and so-called honour-based abuse.			
The school promotes positive behaviour and this is reflected in behaviour management strategies used; reasonable force and restraint is used only in line with legislation; use of any behaviour management strategy is tailored to the needs of the pupil and carefully monitored for effectiveness. This is clearly set out within the Behaviour Policy and there is a record of 'reasonable force and restraint' is kept securely.			
The school has effective policies for dealing with bullying and discrimination, including cyberbullying, sexting and inappropriate language which make reference to KSCIE 2020 guidance on Child on Child sexual assault/harassment.			
There is a policy around dealing with allegations against staff and all staff are aware of the policy and know what action to take if they have concerns about another member of staff.			
The school has a policy of openness and challenge and staff and pupils feel safe to raise concerns; there is a whistleblowing policy in place and all staff and pupils know who to contact if they are concerned that safeguarding issues are not being adequately dealt with by the school			
The school has an E-Safety policy setting out how pupils will be kept safe online and the standards for use of technologies expected from pupils and staff including mobile devices; all pupils and staff have signed an acceptable use agreement			
The school have taken steps to implement the Prevent duty and staff are aware of their duty to alert the Safeguarding Lead with any concerns and staff know how to make appropriate referrals to Channel Panel.			
The school has a policy on dealing with children who harm other children (also known as Peer-on-Peer abuse) and all staff are aware of what action to take under this policy. This policy should include sexual violence and harassment as highlighted in KCSIE 2020			
The school seeks the views of pupils and parents with regard to safeguarding issues and all safeguarding and child protection policies are available on the school website. Parents and pupils are regularly made aware of safeguarding policy and procedures and made aware of key topics included within the curriculum			
The school website has a safeguarding statement on their homepage and parental information pages which provide information on safeguarding and linked topics such as e-safety, mental health			
<b>Actions:</b>			

Staff knowledge and safeguarding practice			
Requirement	Yes	No	Comments/Evidence
All staff are inducted in safeguarding arrangements in the school and have received and read all relevant policies			
All staff have read and understood KCSIE 2020 part 1 and annex A and have signed to confirm this			
All staff have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 3 years.			
All staff receive regular updates to safeguarding and child protection legislation via the designated safeguarding lead as required but also receive an update on new developments at least annually (in line with KCSIE 2020)			
All staff are aware that safeguarding is not just about protecting children from deliberate harm as set out in KCSIE 2020 part 1 points 2-4			
All staff are able to identify those children who may benefit from early help and are able to provide support within the school or make appropriate referrals to Croydon's Early help service as set out in KCSIE 2020 part 1 point 18			
All staff are able to recognise the indicators of abuse and harm, can identify children who may be at risk of harm as set out in KCSIE 2020 part 1 points 19-28			
All staff know what action to take to refer children appropriately to SPOC where there are concerns and make timely referrals and follow up referrals where it is thought the child's situation is not improving (in the absence of the DSL and Deputy DSL)			
All staff are aware of their legal duty under the mandatory reporting rules for FGM and can make appropriate notifications to the police and SPOC in known cases of FGM			
All staff are aware of what actions to take when a child goes missing from education or does not attend and that missing episodes are monitored; all staff are aware of the link between going missing and safeguarding issues such as sexual exploitation, criminal behaviour, substance misuse and trafficking; there are procedures in place to notify Croydon where a child is removed from the school roll in line with the local <i>Children missing from school</i> policy			
All staff are able to share information lawfully and appropriately and work jointly with partner agencies; parents are informed of concerns and actions taken unless this puts the pupil at further risk			
Records of concerns and referrals are up to date and timely and kept securely			
All staff receive regular supervision that enables them to raise safeguarding issues (this would not replace the immediate reporting of urgent child protection concerns or disclosures)			
Risk assessments are routinely carried out to ensure the health and safety of pupils on site, on school trips and during work experience. Individual pupil risk assessments are completed and reviewed following significant incidents to minimise the risk of repeated incidents and highlight actions taken			
Pupils feel safe and are aware of how to raise concerns and complaints with a trusted adult. This includes 'safeguarding notices' around school which identifies clearly, the safeguarding leads and governor within school			
Is there a staff Safeguarding board which displays the most up-to-date policy and legislation (or reference to online versions), details of the LADO and other relevant numbers/names for immediate			

reference			
Actions:			

Safer recruitment			
Requirement	Yes	No	Comments/Evidence
The school has a safer recruitment procedure that is in line with statutory requirements			
<p>The school has a single central record providing details of when and by whom the following checks on candidates were taken out:</p> <ul style="list-style-type: none"> <li>• Identity checks</li> <li>• DBS/barred list checks</li> <li>• Prohibition from teaching/section 128 checks</li> <li>• Appropriate checks with overseas organisations where the candidate is from abroad</li> <li>• Checks to establish right to work in the UK</li> <li>• Professional qualifications check</li> </ul> <p>The Single Central Register/Record is maintained and updated regularly and audited at least annually by the Governor responsible for Safeguarding and Child Protection.</p>			
The school has a clear system in place in line with statutory requirements for volunteers or contractors coming into the school, -Enhanced DBS checks are taken out on all staff members, volunteers and governors; barred list checks are also taken out on staff, volunteers and governors who are involved in regulated activity			
The head teacher or other member of the senior leadership team decides on whether or not volunteers, visitors or contractors require a DBS check and this decision is informed by a risk assessment; arrangements are put in place to supervise and oversee volunteers, visitors and contractors where a DBS check is not carried out and children are not left unsupervised with any individual who has not undergone a DBS check			
The school seeks written confirmation from agencies that these checks have been taken out on all agency and supply staff prior to appointment; all agency and supply staff are required to present proof of identity prior to beginning work			
A member of the governing board and senior leadership team involved in interviewing has completed an accredited safer recruitment training course			
Actions:			

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Dealing with allegations against staff			
Requirement	Yes	No	Comments/Evidence
There is a named staff member with responsibility for liaising with the police and LADO			
Appropriate referrals are made to the DBS where staff cease to work at the school following investigation into allegations			
A record of any allegation is maintained in line with KCSIE 2020 page 81 and kept securely in line with the recommendations.			

Governors			
Requirement	Yes	No	Comments/Evidence
There is a designated governor with responsibility for safeguarding and child protection. Who acts as deputy?			
The local authority should be alerted of who the nominated governor is			
Are all governors aware of their duty to safeguard all pupils in line with KSCIE 2020 Part 2, page 19?			
Is there annual monitoring of a % of staff files against the SCR?			
A termly report (following a school visit) and annual report.			
<b>Action:</b>			

<b>We confirm that the following information and evidence of safeguarding compliance is in place</b>	
<b>Head Teacher Signature:</b>	<b>Date:</b>

<b>Designated Safeguarding Lead Signature:</b>	<b>Date:</b>
<b>Governor with responsibility for Child Protection Signature:</b>	<b>Date:</b>
<b>External Verification (e.g. Education Safeguarding Officer, Croydon):</b>	<b>Date:</b>