



Safeguarding and Child Protection Policy 2019.

Reviewed: December 2019

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Nominated governor for safeguarding:

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London Borough of Croydon

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SPOC (Single Point of Contact):

For urgent child protection matters requiring immediate attention: Tel: 0208 255 2888

SPOC Professionals Consultation Line

Tel: 0208 726 6464

Email SPOC referrals to: childrenferrals@croydon.gov.uk

Manager: Jonathan Lung (Service Leader, Children & Families))

Email: Jonathan.Lung@croydon.gov.uk

Croydon Safeguarding Children Board (CSCB)

Website: croydonlcsb.org.uk

[Safeguarding learning & development](#)

Email: safeguardingchildrenboard@croydon.gov.uk

Tel: 0208 604 7275

Lead Officer – Education Safeguarding and School Attendance

Mark.malcolm@croydon.gov.uk

Emergency Duty Team:

A social work service for emergencies only is available between 5pm and 8.30am Monday to Friday and during the weekend hours. Their contact details are the Emergency Duty Team on Croydon switchboard: 0208726 6000.

National helplines:

NSPCC helpline 0808 800 5000

Childline 0800 1111

INTRODUCTION

The Governors and staff of Beckmead Family of Schools fully recognise the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all pupils at the school, considering at all times what is in the best interests of the child. We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and the environment promotes the social, physical and emotional wellbeing of each individual pupil. The welfare of the child is paramount. All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse. This policy applies to all children and young people.

Working in partnership with children, young people, their parents and carers and other agencies is essential in promoting young people's welfare.

The schools recognise their responsibilities and duties to report Child Protection concerns to Children's Services and to assist them in Child Protection enquiries and in supporting Children in Need.

Part A: Core operational policies and procedures

1 Purpose of policy

This policy sets out how Beckmead Family of Schools 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. The school/college will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm.

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
- 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.

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/college 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 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 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 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/college'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/college 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.
- 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.(Best practice is that training is carried out every year) Free safeguarding training is available for all Croydon schools via the [Learning & Development section of the CSCB website](#).

- The school/college 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 Executive 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 can make 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 can make 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/college 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

There is a Designated Lead and a Deputy Designated Lead on each site of the Beckmead Family of Schools whose role is to take lead responsibility for safeguarding and child protection within their specific site and to be available during school hours for staff to discuss safeguarding concerns. Each DSL and Deputy DSL have a school mobile which is available to school staff. If the DSL or the Deputy DSL require advice they can contact the Deputy Executive Head teachers or the Executive Head teacher who are all experienced DSLs and can provide extra support and guidance. A Deputy Executive Head Teacher, Judith Azzopardi, attends all Safeguarding Forum updates and is on the Education Committee of the Croydon Safeguarding Board and ensures that all relevant information is cascaded to all DSLs, DDSLs.

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/principal 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;

- 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/college, including the management of records, standards of recording concerns and referral processes;
- provide a link between the school/college 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 at least every 2 years;
- ensure parents are fully aware of the school/college 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 All Members of Staff...

- have a responsibility to provide a safe environment in which children can learn;
- will be prepared to identify children who may benefit from early help;

- who become concerned about a child's welfare should follow the SPOC processes set out in page 10. Staff may be required to support social workers and other agencies following any referral;
- must adhere to the Teachers' Standards 2012, which state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties;
- will be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:
 - this Safeguarding and Child Protection policy;
 - the Safeguarding Code of Conduct in Appendix 6;
 - the role of the designated safeguarding lead;
- will be given copies of the above policies as well as part one of ***Keeping Children Safe in Education*** as part of their induction process, as well as ensuring these policies can be accessed easily via the staff intranet.
- will receive appropriate safeguarding and child protection training which is regularly updated as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- will be aware of the SPOC referral process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional;
- will know what to do if a child tells them he/she is being abused or neglected; Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child;
- will be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best interests of the child**;

- will always speak to the designated safeguarding lead if they are unsure about identifying abuse and neglect;
- will maintain records about any concerns they have about a child.

2.6 Working with parents and carers

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

The school/college will:

- make parents aware of the school/college's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school/college policies available on the school/college web-site or on request and by discussing these during annual induction meetings at the start of the school year;
- 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/college 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.

2.7 Multi-agency working

The school/college 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/college 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.

3 Safeguarding children

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.

The school/college 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 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.

3.1 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

- 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;
 - 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/college.
 - If the child requires an early help service from another agency, the school/college 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/college 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/college believes that this is not the case, consideration should be given making a referral for a statutory social work service.

3.2 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/college 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).

3.3 Attendance

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

- We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day
- We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
- We will always report a continued absence about which we have not been notified by the parent or carer to the Education and Attendance Safeguarding Team
- We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day
- We will always report to the Education and Attendance Safeguarding Team, the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

3.4 Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

Transfer of information

When a child moves to another school or educational establishment, all child protection records will be retained by our school, but copies of the records will be hand-delivered or emailed securely via Egress or other password protected means (if not possible, sent securely) to the receiving Designated Safeguarding Lead (DSL), separate from their general records and marked as strictly confidential; this should be done within 15 working days and we will always obtain written confirmation of receipt of these records. When copies of records are emailed securely, we will also make contact via telephone with the intended recipient within 5 minutes of the records being sent to ensure they have been received. Once we have received written confirmation that the child protection records have been received by the new school, the child protection records we hold will be destroyed/deleted in a confidential manner. Child Protection records do not form part of the pupil's educational record and are not required to be disclosed to parents/carers. Any requests from a parent/carers solicitor to have child protection records disclosed to them will be passed to either our legal advisor or we will consult with the Legal Services team at Croydon Council

4 Child protection procedures

4.1 Role of school/college

The school/college 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
- Keeping children safe in education (*DFE 2019*)

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

- Keeping children safe in education (*DFE 2019*)

[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/college 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 a full definition of significant harm and the 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 recorded on the monitoring/incident form shown at appendix 2. Details of any concerning incidents should also be recorded on this form.

4.3 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.

4.4 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/college 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.
- Emergencies:

If you believe a child is in immediate physical danger you should call the Police on 999.

If a child is injured or showing signs of illness, you should seek medical assistance and try to contact the child's carers, who will normally be able to consent to treatment. Depending on your degree of concern you may want to contact the London Ambulance Service immediately. Dependent on age and understanding, the child may be able to consent to treatment, or medical staff may decide that the emergency is such that consent should be over ridden.

It is your responsibility to access help and try to access the child's parent or carer, not to determine consent issues.

4.5 Attendance at case conferences and core groups

- 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/college 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.

4.6 Monitoring

Where a pupil is the subject of a child protection plan and the school/college 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 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.

4.7 Records

- 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/college.
- 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) and all records should be signed and dated.
- Records should show:
 - what the concerns were;
 - what action was taken to refer on concerns or manage risk within the school/college;
 - 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.
- 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.
- Where a child who is subject to a child protection plan transfers to another school, the designated safeguarding lead is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding lead at the new school.
- Child protection records will only be kept until the pupil leaves the school/college and should be disposed of as confidential waste.

4.8 Confidentiality and information sharing

- All information obtained by school/college 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/college’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 Children with SEN

5.1 SEMH, Autism and Challenging Behaviour.

We recognize that children with SEN may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.

- We will provide a school environment in which all pupils, including those with SEN, can feel confident and able to discuss their concerns. We will encourage self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what is acceptable behaviour.
- We will display appropriate posters that detail contact numbers for child protection help-lines.
- The designated officer will work with all staff to ensure that all pupils and students with autism and communication difficulties are responded to appropriately in the area of child protection and personal safety.
- Students with autism are also vulnerable because of their:
 - Dependence on others for basic and social needs
 - Lack of control over their own life
 - Compliance and obedience 'instilled' as good behaviour
 - Inability to retain knowledge about social and sexual relationships and misunderstanding these areas
 - Inability to communicate experiences

5.2 Support for staff

- We recognise that staff working in the schools who have been dealing with child protection issues may find the situation stressful or upsetting.
- We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have.
- Students who have been through trauma or have autism may display challenging behaviour and may not have the usual social or sexual inhibitions. This may result in complex situations for staff. Staff will follow school policy on Physical Interventions and Behaviour Management and will record all incidents in the usual manner which will result in Senior Members of Staff following up any difficult situations which may put pupils or staff at risk. Staff will also adhere to the Safeguarding Code of Conduct Appendix 6, with reference to the way they should behave when working with children.
- Behaviour Support Plans will detail the need for physical intervention, need for touching in terms of toileting/bathing/dressing support. Refer to Intimate Care Policy.

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 2018).

- The school/college will carry out extensive checks 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 it 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

The school/college will verify the following information for all new staff:

- 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.
- 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.
- 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.
- 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.

Schools/colleges should be aware of the following central government guidance:

[Criminal records checks for overseas applicants - Publications - GOV.UK](#)
[Employing overseas-trained teachers from outside the EEA - Publications - GOV.UK](#)

- 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/college 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).

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 / friends 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 of 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.

6.4 DBS checks

In order to ensure that people who work in the school/college 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/college or unpaid volunteers who regularly work unsupervised at the school/college 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;
- opportunities for contact with the children.

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

6.5 Volunteers

The head teacher/principal 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/college 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 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.

7 Staff practice and conduct

7.1 Induction and training

- The head teacher/principal 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.
- The designated safeguarding lead will ensure that all staff are fully inducted with regard to the school/college child protection procedures and that they receive safeguarding and child protection training on a two-yearly basis.
- The head teacher/principal will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School/college 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.
- Schools/college staff will also receive training on Early Help and the SPOC safeguarding referral process as part of their safeguarding training.
- School/college 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/college 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/principal 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/colleges social media policy in terms of their use of social media, particularly in relation to professional standards and relationships with pupils. 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 in primary schools 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.

Please see Appendix 4 for Intimate Care Policy:

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 restraint

- Our policy on physical intervention by staff is set out in the Behaviour Management Policy and acknowledges that staff should only use physical intervention in particular circumstances, and that the minimum force should be used to prevent harm to the child or another child or adult.
- Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.
- The behaviour management policy has been agreed by the Governing Board, and follows government guidance; any use of physical intervention and restraint will be linked to the implementation of this policy.

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 a 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/college 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.*

7.5 Allegations against staff

See appendix 8

In the event that an allegation is made against a member of staff or volunteer, the school/college 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.

7.6 Whistleblowing

Beckmead Family of Schools has a separate Whistleblowing Policy.

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/colleges are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school/college, 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
 - 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

The head teacher 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/principle 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/college 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. These is:

Name: Dee Fullerton

Designation: Facilities and Compliance Manager

Contact details: Beckmead School 0208 777 9311

Name: currently vacant

Designation: Governor with responsibility for health & safety

Contact details:

8.2 Risk assessments

The school/college 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 PTA 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/

principal 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 and colleges 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/principal 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/college premises;
 - suitably supervised by school/college staff at all times;
 - made aware of school/college health and safety procedures.
- The head teacher/principal 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/college will only allow use of the school premises by other organisations 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/college 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/college 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

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

B.1 Non-collection of children from school

This section applies to primary schools only

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 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.

B2 Children who are missing from education or home educated

See BFOS Attendance Policy.

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. The Attendance policy states clearly who needs to be notified and what action should be taken and any relevant timescales. For schools in Croydon, referrals for CME are accepted after 10 working days of reasonable checks being carried out by the school and the Designated Safeguarding Lead. All schools are legally required to provide this information, as well as the details of any child joining or leaving the school during the year.

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.

Contacts for CME Team

Email: ChildrenMissingfromEducation@croydon.gov.uk

Telephone: 0208 726 6000

B3 Peer on peer abuse

Where a pupil's behaviour is likely to cause significant harm to other pupils, for example through bullying, cyberbullying, physical violence or initiation rites, the school/college will refer the perpetrator and the victim to children's social care via SPOC.

See BFOS Anti-Bullying Policy.

B4 Harmful sexual behaviour, sexual violence and harassment

Policy

- The school/college recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated. School/college 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/college will take all necessary steps to put in place a planned PHSE curriculum to convey the school/college's policy for preventing harmful sexual behaviour and to promote respectful behaviour between pupils with regards to sexual conduct.
- The school/college 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/college 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/college will ensure staff are able to provide appropriate support to victims and alleged perpetrators that meets their needs and continues to promote their education.

Procedures

- The school/college 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.
- Where the allegation involves material posted online, the school/college 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 advice for schools*.
- [Searching, screening and confiscation guidance](#) The member of staff and designated safeguarding lead will write up a record of the investigation that will set out how the school/college 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.
- The school/college 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/college will consider the support needs of the alleged perpetrator and will make referrals to relevant agencies for support on their behalf.

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/college 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/colleges 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/college under 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/colleges 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/colleges 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/colleges 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.

B5 Prevention of radicalisation

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/college 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/college should make a referral to SPOC using the SPOC Safeguarding Referral Form.

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/college should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

The school/college 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; tel. 0208 726 6000 (ext. 62070)

See Appendix 5 Prevent Policy.

B6 Mandatory reporting of Female Genital Mutilation (FGM)

The school/college 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

All concerns around FGM, including any disclosure made by a pupil, will be discussed with the designated safeguarding lead before any action is taken.

Female Genital Mutilation (FGM) and so-called “Honour Based” Violence (HBV)

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the Designated Safeguarding Lead. There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

B7 Online safety

See BFOS E-Safety Policy

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.

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

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or colleges IT system. As part of this process governing bodies and proprietors should ensure their school has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the schools IT system and the proportionality of costs Vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like:

- <http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring>

Guidance on e-security is available from the National Education Network-NEN. Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful

that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Staff training

The school will ensure staff undergo regularly updated safeguarding training and that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

B8 Sexting

Sexting

Definition:

‘Youth produced sexual imagery’ best describes the practice because:

- ‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves.
- ‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.
- ‘Imagery’ covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document)

The types of incidents which this advice covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

Legal Implications for pupils

Sexting potentially breaches several civil laws concerned with the creation, possession and distribution of child pornography and indecent images. These are images which show partial (where breasts or genitals are exposed) or full nudity and/or feature sexual acts being performed. It is illegal for pupils to make and/or share images such as these, even if they are images of themselves, which have been taken personally or with consent. Pupils who engage in sexting (to any extent) are at risk of receiving a police caution and/or being placed on a register for sexual offenders for a period of several years (which can have serious ramifications in adulthood with regards to employment, travel etc). Sexting can also (in some cases) be viewed as a crime under the Malicious Communications Act.

Our duty

As staff, we have a responsibility to work with parents and carers as well as

pupils, by teaching about safeguarding issues in the classroom and providing young people with skills, attributes and knowledge to help them navigate risks. We want the pupils to be fully aware of the dangers and possible repercussions of sexting. In school, this information will be communicated to pupils during PSHE lessons, in assemblies and through workshops held in association with the local CEOP and police representatives.

Disclosures

Disclosures about youth produced sexual imagery can happen in a variety of ways. The child affected may inform a class teacher, the DSL in school, or any member of the school staff. He/she may report through an existing reporting structure, or a friend or parent may inform someone in school or college, or inform the police directly.

All members of staff (including non-teaching staff) in schools should be aware of how to recognise and refer any disclosure of incidents involving youth produced sexual imagery. Any direct disclosure by a child should be taken very seriously. A child who discloses he/she is the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Handling Incidents

The UKCCIS guidance recommends the following approach in schools whenever an incident involving youth produced sexual imagery comes to a member of staff's attention.

- The incident should be referred to the DSL as soon as possible.
- The DSL should hold an initial review meeting with appropriate school staff.
- The DSL should follow the procedures and guidance set out in [Sexting in schools and colleges: responding to incidents and safeguarding young people](#). This contains detailed advice on referrals (see below).
- There should be subsequent interviews with the children involved (if appropriate).
- Parents should be informed at an early stage and involved in the process (unless there is good reason to believe that involving parents would put the child at risk of harm).
- At any point in the process if there is a concern a child has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- The DSL and staff should avoid viewing or deleting the image themselves

Referral to Police or Children's Social Care

The UKCCIS guidance recommends an immediate referral to police and/or children's social care should be made if at any stage there is a concern a young person has been harmed or is at risk of harm. Specifically it recommends a referral if any of the following five factors are present:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to age or special educational needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The imagery involves sexual acts and any pupil in the imagery is under 13.
- You have reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

However, if none of the above apply the UKCCIS guidance advises a school may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light). If such a decision is made then the DSL should be confident that he/she has enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and, if appropriate, its local network of support.

In cases where the school has decided to respond to the incident without involving the police, or even in cases where they do make a referral, the issues of search, confiscation and retention of devices will arise. In fact schools have considerable powers in this respect granted to them under s.550z of the Education Act 1996. These powers are themselves summarised in a guidance paper entitled [Searching, Screening and Confiscation – Advice for headteachers, school staff and governing bodies.](#)

Further advice can be found here:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

B9 Looked after and previously looked after children and care leavers

The school/college 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/college'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.

Schools and colleges should be aware of the new duty to promote the education of previously looked after children; these are defined as children who have left the care system as a result of adoption or special guardianship order. It is recognised that these children may face the same difficulties and have the same vulnerabilities as looked after children.

Schools and colleges should also consider the potential vulnerability of relevant children; these are children who under the Leaving Care Act are children who are aged 16-17 and who were but are no longer looked after.

Many looked after young people in Croydon who are aged 16 and 17 who remain looked after may be living in semi-independent accommodation and are particularly vulnerable to a wide range of safeguarding issues and it is imperative that the designated safeguarding lead links with the designated LAC teacher where safeguarding concerns are raised.

B10 Safeguarding vulnerable groups

The school/college 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.

The school/college will adhere to the following policies in order to respond to the needs of these vulnerable groups.

Children at risk of forced marriage

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 fmufco.gov.uk

[Forced marriage - FCO Guidance](#)

Domestic abuse and/or sexual violence

Schools can refer young people affected by domestic or sexual violence to SPOC.

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

Specific guidance on adolescent to parent violence and abuse is published by the Home Office

[Adolescent to parent violence and abuse \(APVA\)](#)

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 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.

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

B11 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. School safeguarding policies must therefore reflect the needs of young people in their own communities.

The school/college will adhere to the following policies whenever there are concerns that young people are at risk from any of these issues:

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 do 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](#)

Children at risk of sexual exploitation

Child sexual exploitation is a form of sexual 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 activity a) in exchange for something the victim needs or wants, and/or be for financial advantage or increased status of the perpetrator or facilitator. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education

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

[Child sexual exploitation – DfE guidance](#)

Young people at risk from gang activity or serious youth violence

Schools 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. 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 need to be alert to the possibility of children and young people bringing weapons onto their school 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](#)

Modern slavery and trafficked children

County lines is when children and young people travel out of London to sell drugs on behalf of adults in those localities. 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.

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](#)

B12 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](#)

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Reviewed by: Judith Azzopardi

Appendix 1:

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:

Neglect: failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

All members of staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that members of staff report concerns – they do not need 'absolute proof' that the child is at risk.

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none">• Inadequate or inappropriate clothing• Appears underweight and unwell and seems constantly hungry• Failure to thrive physically and appears tired and listless• Dirty or unhygienic appearance• Frequent unexplained absences from school• Lack of parental supervision
Physical abuse	<ul style="list-style-type: none">• Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury• Injuries in unexpected places or that are not typical of normal childhood injuries or accidents• High frequency of injuries• Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none">• Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development• Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend• Continual, inappropriate or excessive masturbation• Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy• Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none">• Developmental delay• Attachment difficulties with parents and others

	<ul style="list-style-type: none"> • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals

Appendix 2 (primary)

School report to Child Protection Conference (Primary)

School	
Name of child	
Date of birth Year group	
Name of class teacher	
Attendance & Punctuality	
Who brings &collects the child Including after school arrangements	
Is the child prepared for school? e.g. PE kit; book folder, homework	
General appearance / presentation e.g. appropriate clothing; clean & tidy etc	
Emotional presentation? Happy, sad, anxious, preoccupied, withdrawn etc	
Academic progress / attainments/ areas requiring improvement Please note strengths & concerns	
Social development	

Relationships with adults	
Relationships with other children	
Home / school contact Are parent(s) easily contactable / supportive of school / attend parent's evenings / use PACT folders or diaries etc	
Are there any other areas of concern? Please note any issues or specific incidents which have concerned you	
Signature	
Print name	
Date	

Appendix 3

Beckmead Family of Schools CAUSE FOR CONCERN FORM

Name of pupil:	
Class:	Date:
Name of staff bringing concern:	
<u>Nature of concern</u>	
Facts:	
<i>Attendance</i>	
<i>Exclusions</i>	
<i>Family contact</i>	
<i>Health/physical appearance</i>	
<i>Behavioural/emotional presentation</i>	
<i>Incident</i>	
<i>Peer relationships</i>	
<i>Progress and achievements</i>	
Observations:	
Views of child and parent:	
Staff signature:	
SDP signature:	
Date:	
Child protection YES/ NO	
Action Taken:	
Further action recommended:	
Monitoring:	
SPOC:	
Referral to CAMHS, Early Help, Health, Education support	

Please use to record conversations

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APPENDIX 4: INTIMATE CARE POLICY

INTRODUCTION

- 1.1 Staff who work with children who have special needs will realise that the issue of intimate care is a difficult one and will require staff to be respectful of children's needs.
- 1.2 Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of the genitals. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing or bathing.
- 1.3 Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff who provide intimate care to children have a high awareness of child protection issues. Staff behaviour is open to scrutiny and staff at Beckmead School work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.
- 1.4 Staff deliver a full personal safety curriculum as part of Personal, Social and Health Education, to all children as appropriate to their developmental level and degree of understanding. This work is shared with parents who are encouraged to reinforce the personal safety messages within the home.
- 1.5 Beckmead School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. The school recognises that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

2.0 OUR APPROACH TO BEST PRACTICE

- 2.1 All children who require intimate care are treated respectfully at all times; the child's welfare and dignity is of paramount importance.
- 2.2 Staff who provide intimate care are trained to do so (including Child Protection and Health and Safety training in moving and handling) and are fully aware of best practice.
- 2.3 Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation. Wherever possible staff who are involved in the intimate care of children/young people will not usually be involved with the delivery of sex and relationship education to their children/young people as an additional safeguard to both staff and children/young people involved.
- 2.4 There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.
- 2.5 As a basic principle children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage

each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer and health.

- 2.6 Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child needs help with intimate care. Where possible one child will be cared for by one adult unless there is a sound reason for having two adults present. If this is the case, the reasons should be clearly documented.
- 2.7 Wherever possible the same child will not be cared for by the same adult on a regular basis; there will be a rota of carers known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different carers.
- 2.8 Parents/carers will be involved with their child's intimate care arrangements on a regular basis; a clear account of the agreed arrangements will be recorded on the child's care plan. The needs and wishes of children and parents will be carefully considered alongside any possible constraints; e.g. staffing and equal opportunities legislation.
- 2.9 Each child/young person will have an assigned senior member of staff to act as an advocate to whom they will be able to communicate any issues or concerns that they may have about the quality of care they receive.

3.0 THE PROTECTION OF CHILDREN

- 3.1 Education Child Protection Procedures and Inter-Agency Child Protection procedures will be accessible to staff and adhered to.
- 3.2 Where appropriate, all children will be taught personal safety skills carefully matched to their level of development and understanding.
- 3.3 If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate manager/ designated person for child protection. A clear record of the concern will be completed and referred to social care and/or the police if necessary. Parents will be asked for their consent or informed that a referral is necessary prior to it being made unless doing so is likely to place the child at greater risk of harm.
- 3.4 If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.
- 3.5 If a child makes an allegation against a member of staff, all necessary procedures will be followed [see above Safeguarding Policy, 2014).

APPENDIX 5: PREVENT POLICY

Beckmead Family of Schools: Preventing Radicalisation

Schools have an important part to play in both educating pupils about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015, which means they must work to prevent pupils being drawn into extremism.

Ethos

At all the schools which make up the Beckmead Family, we ensure that through our vision, values, relationships and small group teaching we promote tolerance and respect for all cultures, faiths and lifestyles. Beckmead Family of Schools is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at our Family of Schools recognise that safeguarding and managing behaviour positively are everyone's responsibility, irrespective of the role they undertake, or whether their role has direct contact or responsibility for children or not.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children. The effective management of any situations where pupils and students display radicalised or extremist behaviours is essential to maintaining safety and good order in our nurturing school community.

We recognise that our pupils are particularly vulnerable due to their special educational needs, which include social and emotional difficulties, impulsive and challenging behaviour, ADHD and autism. For example, some of our children have autism and this affects their ability to read social situations, intentions and appropriateness. Therefore, teaching our pupils how to be safe underpins our teaching at every opportunity. Everyone at Beckmead School has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent pupils being radicalised is set out in the following documents.

- . Counter Terrorism and Security Act 2015
- . Keeping Children Safe in Education 2015
- . Prevent Duty Guidance 2015
- . Working Together to Safeguard Children 2015

Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: DfE Departmental advice for maintained schools 2014

Related Policies

- . E-Safety Policy
- . Behaviour Policy
- . Safeguarding Policy
- . Code of Conduct
- . Curriculum Policy
- . Whistle-blowing Policy

Definitions

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Principles

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources – school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children, and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students and to maintain a positive learning environment.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Roles and Responsibilities

Senior Leaders and maintaining a positive learning environment:

At the Beckmead Family of Schools we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Our nurture policy, behaviour policies and safeguarding policy all focus on promoting clear and safe boundaries for vulnerable pupils and students, while supporting them to develop good relationships and attachments with trusted adults. The social and emotional development of our students and pupils is our priority and our daily good practice provides an inclusive and respectful environment.

Internet Safety: The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at our school blocks inappropriate content, including extremist content. Where staff, pupils or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and sometimes while at home. We will make it a priority to hold annual family training on safety as part of our family training.

Pupils and staff know how to report internet content that is inappropriate or of concern.

Role of Senior Leaders:

- . ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis
- . ensure that the school's curriculum addresses the issues involved in radicalisation
- . ensure that staff conduct is consistent with preventing radicalisation
- . provide oversight of the PHSE, and other curriculums, to ensure that they are covering democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- . report to the Governing Body about any concerns
- . ensure that appropriate sanctions are in place where any bullying or derogatory language or behaviour takes place.

Role of Designated Safeguarding Lead

- ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- . receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- . make referrals to appropriate agencies with regard to concerns about radicalisation

- . liaise with partners, including the local authority and the police

Role of staff

It is the role of staff to understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns to the Safeguarding Designated Lead.

Staff Training

Staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns to the Safeguarding Designated Lead. This information forms part of our safeguarding training.

Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education 2015*. Vetting and barring checks are undertaken on relevant people, including all governors and volunteers.

Visitors

Visitors to Beckmead are made aware of our safeguarding policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present. Staff must not invite speakers into school without first obtaining permission from the Head of School.

APPENDIX 6: SAFEGUARDING CODE OF CONDUCT

This Code of Behaviour is for all volunteers and staff.

You must:

- Treat all children equally and with respect
- Provide an example of good conduct you wish others to follow
- Ensure that, whenever possible, there is more than one adult present during activities with children (or where the staff member or volunteer is under 18) or at least that you are within sight or hearing of others.
- If you are asked to talk in private ensure someone else knows where you are and leave a door ajar or stay in clear view, always make a note of the conversation, tell the child or young person they are free to leave or stop talking at anytime
- Respect a young person's right to personal privacy/encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like
- Remember that someone else might misinterpret your actions, no matter how well intentioned
- Be aware that physical contact with a child may be misinterpreted
- Recognise that special caution is required when you are discussing sensitive issues with children
- Operate within the organisation's principles and guidance and any specific procedures
- Challenge unacceptable behaviour and report all allegations/suspensions of abuse.

You must not:

- Engage in sexual activity with a young person (even if they are over 18) you have met through your duties within the organisation, this would be an abuse of trust Invite a child to your home or arrange to see them outside set activity hours
- Give out personal contact details or contact them unnecessarily outside of activity hours
- Give child gifts personally, any appropriate gifts such as token birthday gifts should come from the organisation.
- You should not accept gifts from children unless they are small token gifts appropriate to a celebration.
- All gifts must be reported to your activity leader
- Lend or borrow any money or property
- Allow yourself to be drawn into inappropriate attention-seeking behaviour/ make suggestive or derogatory remarks or gestures in front of children
- Jump to conclusions about others without checking facts
- Either exaggerate or trivialise child abuse issues
- Show favouritism to any individual
- Rely on your good name or that of the organisation or to protect you. Believe 'it could never happen to me'
- Take a chance when common sense, policy or practice suggests another more prudent approach
- Allow abusive peer activities e.g. initiation ceremonies, bullying or horse play.

Remember to give guidance and support to inexperienced helpers. Staff relationships are based on mutual respect and it is everyone's responsibility to ensure a positive working environment.

**Appendix 7: Chronology forSchool
Child protection files**

(This should always be kept at the front of all CP documentation on each child's individual file)

Child's name	
Date of Birth	
Unique Pupil Number (UPN)	
Name(s) of all siblings and schools attended (include all last name and cross reference any CP information)	

Incident and Significant Event Chronology: (number each separate sheet used)

Date	Brief Details	Source	Action	Outcome (if known)

Child Protection Chronology – Continuation Sheet

Page

—
Name of Child:

Running Record

Page

Child's name	
Date of Birth	
Unique Pupil Number (UPN)	
Running Record completed by:	
Date Running Record Completed:	

Summary of Issue:

Evaluation of Information:

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Action Taken:

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Outcome:

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NB: Child's Child Protection Chronology must also be updated with a summary of this record

Appendix 8: School central record

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.

Appendix 9: Schools safeguarding checklist

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

Name of school:

Address:

Head teacher:

Contact details:

Date of safeguarding assessment:

Requirement	Yes	No	Comments/action
Leadership and the safeguarding and child protection framework			
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 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			
There is a designated governor with responsibility for safeguarding and child protection			
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 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			
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			

The school has effective policies for dealing with bullying and discrimination, including cyberbullying, sexting and inappropriate language			
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 internet 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 how to make appropriate referrals to Channel Panel			
The school has a policy on dealing with children who harm other children and all staff are aware of what action to take under this policy			
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			
Staff knowledge and e safeguarding practice			
All staff are inducted in safeguarding arrangements in the school and have received and read all relevant policies			
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			
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			
All staff are able to recognise the indicators of abuse and harm, can identify children who may be at risk of harm			
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			
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			
Risk assessments are routinely carried out to ensure the health and safety of pupils on site, on school trips and during work experience			
Pupils feel safe and are aware of how to raise concerns and complaints with a trusted adult			
Safer recruitment			
The school has a safer recruitment procedure that is in line with statutory requirements			
The school has a single central record providing details of when and by whom the following checks on candidates were taken out: <ul style="list-style-type: none"> • Identity checks • DBS/barred list checks • Prohibition from teaching/section 128 checks • Appropriate checks with overseas organisations where the candidate is from abroad • Checks to establish right to work in the UK • Professional qualifications check 			
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			

Dealing with allegations against staff			
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			

Appendix 10: Allegations of abuse made against teachers and other staff

Duties as an employer and an employee

This part of the policy is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

This section relates to members of staff who are currently working in our school regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Our school also has a duty of care to our employees. We will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in our school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Initial considerations

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay. Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The local authority designated officer(s) (LADO) will be informed of all allegations that come to a school or college's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;

- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

In the first instance, the headteacher, or where the Headteacher or principal is the subject of an allegation, the chair of governors (the case manager) will immediately discuss the allegation with the LADO. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action. The LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager will discuss the allegations with the LADO in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

The case manager will inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. We must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or college or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step.

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with statutory guidance. If the allegation is about physical contact, the strategy discussion or initial evaluation with the

police should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the case manager. In those circumstances, the options open to our school depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future.

Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school.

However, in other circumstances, such as lack of appropriate resource within the school, or the nature or complexity of the allegation will require an independent investigator.

Supporting those involved

Our School also has a duty of care to our employees. We will act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice.

The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual, including occupational health or employee welfare arrangements. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be

told the outcome in confidence. In deciding what information to disclose, careful consideration should be given to the provisions of the Data Protection Act 1998, the law of confidence and, where relevant, the Human Rights Act 1998.

Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

Confidentiality

It is extremely important that when an allegation is made, we make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public". This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public). The school will ensure that all parties and witnesses are aware of the possible consequences of the "publication" of material that may lead to the identification of the person who is subject to the allegation.

In accordance with the Association of Chief Police Officers' (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted).

The case manager will take advice from the LADO, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;

- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

Managing the situation and exit arrangements

Resignations and ‘settlement agreements’

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this section. A referral to the DBS must be made, if the criteria are met. If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement which prevents the school from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the school or college would not be complying with its legal duty to make the referral. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person’s period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

‘Settlement agreements’ (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person’s notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

Record keeping

Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention.

http://ico.org.uk/for_organisations/data_protection/topic_guides/employment

References

Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

Timescales

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below:

- the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases.
- It is expected that 80 per cent of cases should be resolved within one month,
- 90 per cent within three months, and
- all but the most exceptional cases should be completed within 12 months
- For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week.
- Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the school to deal with it, although if there are concerns about child protection, we will discuss them with the LADO. In such cases, if

the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days.

- If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

Oversight and monitoring

The LADO has overall responsibility for oversight of the procedures for dealing with allegations; for resolving any inter-agency issues; and for liaison with Croydon Safeguarding Children Board (CSCB) on the subject. The LADO will provide advice and guidance to the case manager, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Police forces should also identify officers who will be responsible for:

- liaising with the designated officer(s);
- taking part in the strategy discussion or initial evaluation;
- subsequently reviewing the progress of those cases in which there is a police investigation; and
- sharing information on completion of the investigation or any prosecution.

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

Suspension

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported; all options to avoid suspension

should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the LADO or police. Suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension should be considered only in a case where there is cause to suspect a child or other children at the school are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or college or until the allegation is resolved, and may wish to seek advice from their HR provider and the LADO. In cases where we are made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school or college it will be necessary to immediately suspend that person from teaching pending the findings of the NCTL's investigation.

The case manager will also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the LADO, police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager will be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives will be considered by the case manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the school or college so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or work for the local authority or academy trust.

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager will consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the LADO. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for the school to leave a person who has been suspended without any support. The person will be informed at the point of their suspension who their named contact is within the school and provided with their contact details.

Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the governing body of the school who are the employers of staff at the school. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, the LADO should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the school consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

Information sharing

In a strategy discussion or the initial evaluation of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim.

Where the police are involved, wherever possible we will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

Children's social care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

Specific actions

Following a criminal investigation or a prosecution

The police should inform the school and LADO immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In

those circumstances the LADO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

On conclusion of a case

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the case manager whether the school will decide to make a referral to the DBS for consideration of inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager will also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the school or college.

In respect of malicious or unsubstantiated allegations

If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

Learning lessons

At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school procedures or practice to help prevent

similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

