



# **SAFEGUARDING AND CHILD PROTECTION POLICY 2017**

**BECKMEAD FAMILY  
OF SCHOOLS**

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**The Designated Safeguarding Lead in school for Child Protection is:  
Beckmead School: Dr Jonty Clark, Executive Head teacher.**

**Deputy DSL: Dean Monfries**

**Chaffinch Brook: Judith Azzopardi, Head of School**

**Deputy DSL: Grahame Beattie, Assistant Head**

**Bramley Bank Short Stay School: Alison Page, Head of School.**

**Deputy DSL: Deenisha James**

**Community Learning Team: Andre Genas, Head of School.**

**Deputy DSL: Dr Jonty Clark**

**The Nominated Governor for Child Protection is;**

**Name: Barbara Alcaraz**

**Contact details: School address and telephone.**

### **Local Authority Contacts**

**Local Authority Designated Officer:** The Local Authority Designated Officer (LADO) is the contact person for Heads or Chair of Governors when there is a concern or allegation that a staff member or volunteer has: behaved in a way that has harmed a child, or may have harmed a child, or possibly committed a criminal offence against or related to a child or behaved towards a child in a way that indicates they are unsuitable to work with children.

**Steve Hall, LADO**

**Adam Fearon-Stanley (Assistant LADO)**

[lodo@croydon.gov.uk](mailto:lado@croydon.gov.uk)

Tel: 0208 726 6000, Ext 84322 or 63860

**The LADO sits within the Children's Quality Assurance and Safeguarding Service.**

**For Safeguarding Advice contact the MASH Consultation Line on:  
02087266464.**

**For information about a MASH referral contact the MASH Education Officer: Bronwyn Rich: [MASH.education@croydon.gov.uk](mailto:MASH.education@croydon.gov.uk)**

**Tel: 0208 604 7456**

**Information and the MASH referral form:**

<https://my.croydon.gov.uk/ChildReferrals?qWname=New&qServiceRef=ChildReferral>

**For general child protection, safeguarding advice or to check if a child has a Child Protection Plan:** The Children's Quality Assurance and Safeguarding Service (CQASS) offers child protection advice in relation to practice and policy within Croydon and in respect of the London Child Protection Procedures. The CQASS is also responsible for the reviewing of children subject to Child Protection Plans and children looked after. Requests for information about these children can be made to the CQASS.

**Gavin Swann: [Gavin.swann@croydon.gov.uk](mailto:Gavin.swann@croydon.gov.uk)**

**Telephone: 020 8726 6000 Ext: 63237.**

**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: Referrals are made to the EDT social work staff via London Borough of Croydon switchboard on 020 8726 6000, who will contact appropriate staff.**

**Locality Early Help Advisor:** [Earlyhelp@croydon.gov.uk](mailto:Earlyhelp@croydon.gov.uk)

**Accessing Early Help Assessment and guidance online:**

<https://www.practitionerspacecroydon.co.uk/support-assessment/is-it-for-me-caf/>

**Lead Officer – Education Safeguarding and School Attendance**

Mark.malcolm@croydon.gov.uk

## **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 the Social Services Department and to assist Social Services in Child Protection enquiries and in supporting Children in Need.**

The policy is written with due regard to the national guidance

- Keeping Children Safe in Education (September 2016)
- Working Together to Safeguard Children (March 2015)
- London Child Protection Procedures (March 2016)
- Croydon Early Help Pathways: Operational Guidance (June 2014)
- Information Sharing (March 2015)

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures, 2016, produced by the London Safeguarding Children Board. Those procedures which have been adopted by the Croydon Local Safeguarding Children Board and are regarded as instructions to staff, are available from

<http://www.londonscb.gov.uk/procedures/>

**The schools will raise Child Protection concerns with parents / carers at the earliest appropriate opportunity.**

The schools will ensure that all staff are given the opportunity to attend appropriate training in Child Protection issues, as recommended in the guidance.

## **AIMS**

- To raise awareness of all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide all staff with the necessary professional development opportunities to enable them to identify children who may benefit from early help, to work with children and their families to bring about positive change, and how to take appropriate action to safeguard children when necessary.
- To ensure that all parents, carers and children are made aware of the risks they may face both inside and outside of school, and what they can do to keep themselves and others safe..
- To emphasise the need for good communication between all members of staff in matters relating to child protection.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm.
- To work openly and in partnership with parents in relation to child protection concerns.
- To develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children
- To ensure that all adults working within the schools have been checked as to their suitability to work with children
- To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages
- To take account of and inform policy in related areas, such as anti-bullying; discipline and behaviour; health and safety; restraint procedures; procedures for dealing with allegations against staff and recruitment practice
- To meet the Government's specific ambition for children, that they will achieve the Every Child Matters key outcomes:
  - Be healthy
  - Stay safe

- **Enjoy and achieve**
- **Make a positive contribution**
- **Achieve economic well-being.**

## **ROLES AND RESPONSIBILITIES**

All members of staff within our school have a role to play in safeguarding and promoting the welfare of children. Specific members of staff also have additional roles and responsibilities too. This section outlines our school's expectations of our staff.

### **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 processes set out in page 28. 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 early help 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 in undertaking an early help assessment;

- 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.

### **Designated Safeguarding Lead**

- is an appropriate senior member of staff from the school's leadership team;
- is supported by a Deputy Safeguarding Lead;
- takes lead responsibility for Early Help, Safeguarding and Child Protection within the school;
- liaises with Croydon Council and works with other agencies in line with ***Working Together to Safeguard Children***;
- (and or the deputy) should always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns;
- undergoes training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years;
- will be given the opportunity to attend the Designated Safeguarding Lead's Forum, and time to read new and updated research and briefings on safeguarding developments;
- has an understanding of Croydon/London Safeguarding Children Board procedures;
- Know about the signs and symptoms of abuse and know how abusers

- behave,
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file;
- Consult initially with a statutory child protection agency; such as the local children's social care teams or the NSPCC's child protection helpline (0808 800 5000), to talk about any doubts or uncertainty.
- Make a formal referral to a statutory child protection agency or police as necessary,
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation;
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed;
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance;
- ensures that all staff sign to indicate that they have read and understood this policy;
- ensures that the child protection policy is updated annually;
- keeps a record of staff attendance at early help and child protection training;
- makes this policy available to parents;

The deputy designated safeguarding lead(s) is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

### **The Headteacher**

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff;
- allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures;
- ensures that child's safety and welfare is addressed through the curriculum.

**The Governing Body (through the Designated Governor for Safeguarding and Child Protection) ensures that the school has...**

- a Designated Safeguarding Lead for early help and child protection who is a member of the senior leadership team and who has undertaken the approved Croydon Safeguarding Children Boarding training for Designated Safeguarding Leads;
- safeguarding and child protection policy and procedures that are consistent with CSCB requirements, reviewed annually and made available to parents on request;
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher;
- safer recruitment procedures that include the requirement for appropriate checks in line with national guidance;
- a training strategy that ensures all staff, including the headteacher, receive early help and child protection training, with refresher training at regular intervals. The DSL should receive refresher training at two-yearly intervals;
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for early help and child protection;
- a member of the governing body (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher;
- completed the Annual Section 11 Audit of School Safeguarding Practice provided by the CSCB Education Sub-Group. This audit will be discussed and signed off by the governing body before submission to the CSCB. Any weaknesses or areas of concern will be rectified without delay.

**TYPES OF ABUSE AND NEGLECT**

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.

## **Abuse**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

## **Physical Abuse**

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

Bumps and bruises don't necessarily mean a child is being physically abused – all children have accidents, trips and falls.

There's isn't one sign or symptom to look out for that will say a child is definitely being physically abused. But if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated.

### **Bruises**

- commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
- defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- clusters of bruises on the upper arm, outside of the thigh or on the body
- bruises with dots of blood under the skin
- a bruised scalp and swollen eyes from hair being pulled violently
- bruises in the shape of a hand or object.

### **Burns or Scalds**

- can be from hot liquids, hot objects, flames, chemicals or electricity
- on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
- a clear edge to the burn or scald
- sometimes in the shape or an implement for example, a circular cigarette burn
- multiple burns or scalds.

### **Bite Marks**

- usually oval or circular in shape
- visible wounds, indentations or bruising from individual teeth.

### **Fractures or Broken Bones**

- fractures to the ribs or the leg bones in babies

### **Other Injuries & Health Problems**

- scarring

- multiple fractures or breaks at different stages of healing
- effects of poisoning such as vomiting, drowsiness or seizures
- respiratory problems from drowning, suffocation or poisoning

### **Emotional Abuse**

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

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions.

Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Young children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

### **Sexual Abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the

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

Children who are sexually abused may:

<b>Stay away from certain people</b>	<b>Show sexual behaviour that's inappropriate for their age</b>	<b>Have physical symptoms</b>
<ul style="list-style-type: none"> <li>• they might avoid being alone with people, such as family members or friends</li> <li>• they could seem frightened of a person or reluctant to socialise with them.</li> </ul>	<ul style="list-style-type: none"> <li>• a child might become sexually active at a young age</li> <li>• they might be promiscuous</li> <li>• they could use sexual language or know information that <a href="#">you wouldn't expect them to</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• anal or vaginal soreness</li> <li>• an unusual discharge</li> <li>• sexually transmitted infection (STI)</li> <li>• pregnancy.</li> </ul>

### **Neglect**

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

Neglect can be really difficult to identify, making it hard for professionals to take early action to protect a child. Having one of the signs or symptoms below doesn't necessarily mean that a child is being neglected. But if you notice multiple, or persistent, signs then it could indicate there's a serious problem.

Children who are neglected may have:

### **Poor Appearance and Hygiene Issues**

- be smelly or dirty
- have unwashed clothes
- have inadequate clothing, e.g. not having a winter coat
- seem hungry or turn up to school without having breakfast or any lunch money
- have frequent and untreated nappy rash in infants.

### **Health and Development Problems**

- untreated injuries, medical and dental issues
- repeated accidental injuries caused by lack of supervision
- recurring illnesses or infections
- not been given appropriate medicines
- missed medical appointments such as vaccinations
- poor muscle tone or prominent joints

### **Housing and Family Issues**

- living in an unsuitable home environment for example dog mess being left or not having any heating
- left alone for a long time
- taking on the role of carer for other family members.

- skin sores, rashes, flea bites, scabies or ringworm
- thin or swollen tummy
- anaemia
- tiredness
- faltering weight or growth and not reaching developmental milestones (known as failure to thrive)
- poor language, communication or social skills.

### **Bullying (Including Online Bullying)**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year. All incidences of bullying should be reported and will be managed through our behaviour and anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DSP will consider implementing child protection procedures. A child may be experiencing abuse online if they:

- spend lots, much more or much less time online, texting, gaming or using social media
- are withdrawn, upset or outraged after using the internet or texting
- are secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

## **SPECIFIC SAFEGUARDING ISSUES**

Children are also impacted by specific safeguarding issues, which are events which encompass all of the above types of abuse. These issues are further compounded by children exhibiting behaviours such as drug taking, alcohol abuse, absence from school, and sexting. Peer on Peer abuse is also an indicator that children may be exposed to bullying (including online bullying), gender based violence/sexual abuse and sexting. Members of staff will challenge peer on peer abuse in conjunction with the DSL, Local Authority, Police and Parent/Carers.

### **Children Missing from Education**

**A Child Missing from Education (CME)** is defined by the Department for Education (DfE) as "a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)."

A child going missing from education is a potential indicator of abuse or neglect. Members of staff will follow the school's attendance policy, early help and safeguarding policy and Croydon's Children Missing from Education policy, particularly when children are absent without reason on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is also essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage. Croydon's Children Missing from Education policy provides information on what to consider when a school is informed that a family is going abroad (page 9).

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.

Contacts for CME Team

Email: [ChildrenMissingfromEducation@croydon.gov.uk](mailto:ChildrenMissingfromEducation@croydon.gov.uk)

Telephone: 0208 726 6000



Croydon's policy on Children Missing from Education can be found online:  
<https://www.croydon.gov.uk/education/schools-new/attendance/child-missing-education>

### **Child Sexual Exploitation**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. 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

Referrals in relation to concerns of CSE can be discussed via the MASH Consultation Line, but must be made via the online MASH Referral Form as per any normal safeguarding referral.



Croydon's CSE protocol can be found via the Croydon Safeguarding Children's Board website:  
<http://croydonlcsb.org.uk/professionals/missing-child-sexual-exploitation/>

### **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.

Referrals in relation to concerns of HBV and CSE can be discussed via the MASH Consultation Line, but must be made via the online MASH Referral Form as per any normal safeguarding referral.

 Multi agency statutory guidance on FGM:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

Multi-agency guidelines: Handling case of forced marriage:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

The following is a useful summary of the FGM mandatory reporting duty:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

## **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a

way to coerce a person into marriage. Our School can play an important role in safeguarding children from forced marriage.



Multi-agency practice guidelines: Handling cases of Forced Marriage:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

Members of Staff can contact the Forced Marriage Unit if they need advice or information:

Telephone: 0207 008 0151 or Email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

## Preventing Radicalisation

(See Appendix 5 for Beckmead Prevent Policy)

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Some examples of signs that a child may be at risk of radicalisation are:

- Being overly secretive about their online viewing – for example this is one of the core ways in which ISIS is known to communicate and recruit.
- Displaying feelings of isolation or expressions of an 'us and them' mentality – a sign of the sense of social isolation.
- Becoming more argumentative or domineering in their viewpoints, being quick to condemn those who disagree and ignoring views that contradict their own.
- Questioning their faith or identity.
- Downloading or promotion extremist content.
- Social isolation – losing interest in activities they used to enjoy, distancing themselves from friends and social groups.
- Altered appearance – change in style of dress and/or personal appearance.
- Abnormal routines, travel patterns or aspirations.

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to **prevent** people from being drawn into

terrorism". The statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes. We will meet our requirements by:

1. Assessing the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;
2. Ensuring our early help and safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
3. Promoting active engagement with parent/carers as they are in a key position to spot signs of radicalisation. We will assist and advise families who raise concerns and point them to the right support mechanisms. We will also discuss any concerns about possible radicalisation with a child's parents in line with this policy unless we have specific reason to believe that to do so would put the child at risk.
4. Ensuring that as many members of staff as possible undertake preventing radicalisation training, with priority given to the Designated Safeguarding Lead.
5. Ensuring children are safe from terrorist and extremist material when access the internet in school.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

The MASH Consultation Line can be contacted for advice on making a referral to Channel, but any safeguarding referral must be made via the online MASH Referral Form.



The Prevent duty: Department for Education advice for schools and childcare providers:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people  
<http://educateagainsthate.com/>

Raising Awareness of the Prevent Duty – Free E-Learning accessed via:  
<https://www.elearning.prevent.homeoffice.gov.uk/>

Channel General Awareness – Free E-Learning accessed via:  
[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

## **Domestic Abuse and Sexual Violence, including Peer on Peer Abuse**

The Government's definition, amended in April 2013 to include 16 and 17 year olds, and coercive control is:

*“Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse”:*

*Psychological*

*Physical*

*Sexual*

*Financial*

*Emotional*

Domestic abuse and sexual violence can have a huge impact on affected children and young people. It can affect their safety, health and wellbeing, educational attainment, family and peer relationships, and their ability to enjoy healthy, happy, respectful relationships in the future. It is likely that there will be young people and staff within our school who are experiencing or perpetrating domestic abuse or sexual violence. Our school is responsible for making sure its learners and staff are safe and healthy.

These issues affect men and women, but are mainly experienced by women and girls:

- 1.4 million women and 700,000 men aged 16-59 report experiencing incidents of domestic abuse in the past year, in England and Wales;
- younger women aged 16-24 are most at risk and a woman is killed every 2.4 days in the UK, with 148 UK women killed by men in 2014;
- 750,000 children and young people across the UK witness or experience domestic abuse every year and a significant proportion experience abuse in their own relationships;
- in a study by the NSPCC of young people in intimate relationships,
  - 25 per cent of the girls and 18 per cent of the boys experienced physical abuse;
  - 75 per cent of the girls and 14 per cent of the boys experienced emotional abuse; and
  - 33 per cent of the girls and 16 per cent of the boys experienced sexual abuse.

It found that not only do girls experience more abuse, but they also experience more severe abuse more frequently and suffer more negative impacts on their welfare, compared with boys.

This is why it is so important that everyone in a position of responsibility in our school is aware of, and committed to, a whole school approach to tackling domestic abuse and sexual violence.

It is important to always consider domestic and sexual abuse as a possible explanation for any unusual behaviour.

The following signs and symptoms can be warning signs that a child or young person is experiencing domestic and sexual abuse.

- Persistent absence from school
- Eating disorders
- Early/unwanted pregnancy
- Anxiety
- Decline in behaviour, performance and engagement
- Depression
- Evidence of control over movement
- Substance misuse
- Self-harm
- Isolation
- Evidence of being monitored by family or other adults
- Attempted suicide
- Evidence that certain situation trigger memories of traumatic experiences

### Peer on Peer Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage,

etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

The Designated Safeguarding Lead will act as the first point of contact for any concerns about Domestic Abuse and Sexual Violence, including Peer on Peer Abuse. Our Designated Safeguarding Lead can seek advice from the MASH Consultation Line, or the Family Justice Centre on 0208 688 0100 or [fjc@croydon.gov.uk](mailto:fjc@croydon.gov.uk) . Any concerns that a child may be at risk of significant harm must be reported immediately via MASH on 0208 726 6000 and via the MASH online referral form.



Information and advice for families and professionals in relation to Domestic Abuse and Sexual Violence is available online:

<https://www.croydon.gov.uk/community/dabuse/domestic-abuse>

Barnardo's have developed a Domestic Violence Risk Identification Matrix that is available online:

[http://www.barnardos.org.uk/Barnardos\\_Domestic\\_Violence\\_Risk\\_Identification\\_Matrix.pdf](http://www.barnardos.org.uk/Barnardos_Domestic_Violence_Risk_Identification_Matrix.pdf)

The Bristol Idea is a list of standards for schools that make a real impact on promoting healthy relationships and tackling domestic and sexual violence. Information on the Bristol Idea is available online: <http://www.bristolideal.org.uk/>

## Child Trafficking

Child trafficking is the recruitment and movement of children for the purpose of exploitation; it is a form of child abuse. Children may be trafficked within the Country, or from abroad. It overlaps with Sexual Exploitation and Private Fostering. Children may be trafficked for:

- Sexual exploitation
- Labour exploitation
- Domestic servitude
- Cannabis cultivation
- Criminal activity
- Benefit fraud
- Forced marriage
- Moving drugs.

## **Private Fostering**

Private Fostering arrangement is one that is made privately between two parties without the involvement of the Local Authority for a child under the age of 16 (18 if disabled). This arrangement would be with someone who is not a parent or close relative, and lasts 28 days or more.

Private Fostering is used as a form of childcare by parents who are not able to take care of their child on a day to day basis, for whatever reason. However, unreported Private Fostering Arrangements can be used in order to exploit children.

The Law requires that the Local Authority should be informed at least six weeks in advance of a Private Fostering arrangement or 48 hours after the arrangement has been made if in an emergency. Social Workers will:

- Check the suitability of the Private Foster Carers through checks and assessment;
- Make regular visits to the child and monitor the standard of care; and
- Ensure that Private Foster Carers and birth families have all the necessary information and advice they require.

## **Ritualistic Abuse**

Some faiths believe that spirits and demons can possess people (including children). What should never be condoned is the use of any physical violence to get rid of the possessing spirit. This is physical abuse and people can be prosecuted even if it was their intention to help the child.

## **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/>

## **EARLY HELP PROCEDURES**

Keeping Children Safe in Education and Working Together to Safeguard Children (2015) set out a clear expectation that local agencies and schools will work together and collaborate to identify those children with additional needs and provide support as soon as a problem emerges. Our school is committed to ensuring everything possible is done to prevent the unnecessary escalation of issues or problems.

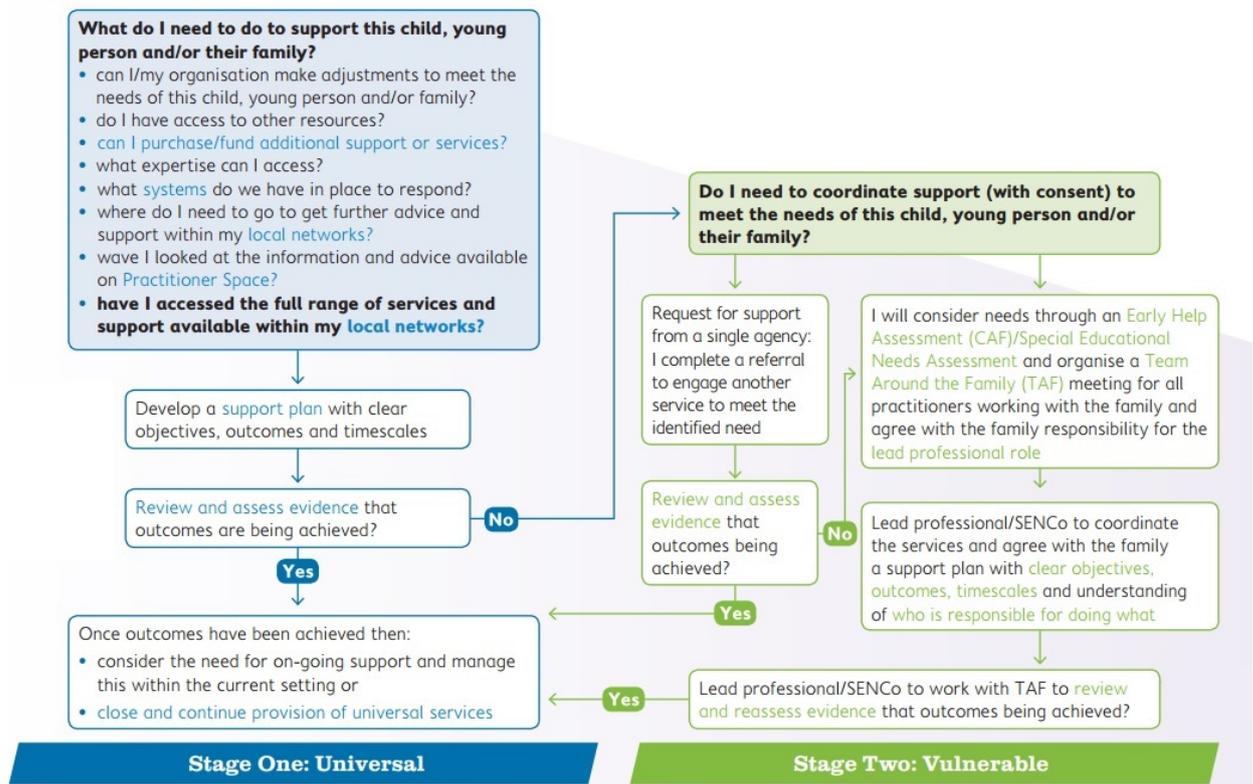
The guiding principles of Early Help are:

- high quality early identification and intervention for all children who need it, as well as effective integrated support for children with the most complex needs;
- preventative approach: we aim to work with families to enable them to **build resilience** and improve their capacity to help themselves should problems arise in the future;;
- ‘early intervention may occur at any point in a child’s’ life;
- **children, young people and their families are listened to**, practice is focused on their needs which is captured in the Early Help Assessment:
- **The journey of the child is captured through their wishes and feelings;**
- to achieve better outcomes for children, young people and families, we see early intervention and prevention as a **shared responsibility**, where agencies work together, jointly ‘holding the baton’ for children and families;
- **safeguarding is everyone’s responsibility** and the welfare of the child/young person is paramount.

Staged intervention is an inclusive approach, involving parents/carers, children and young people, our school, relevant professionals and support services, which allows our school and practitioners to make informed and

proportionate responses to need. In the Croydon model, there are four stages: Universal, Vulnerable, Complex and Acute. Each stage provides a solution focussed approach to meeting needs at the earliest opportunity, with the most appropriate and least intrusive level of intervention.

Our school will most likely provide support to children and their families at Stage One (Universal) and Stage Two (Vulnerable) and Stage 3 (complex) of the staged intervention approach. This means that we will work with children and families at the earliest possible point to help them by listening to their needs and developing a support plan which takes into account any access that may be required to additional resources, expertise or to consider any adjustments that can be made in school. We will also support children and families who may need further support through the use of the “Early Help Assessment” and the organization of a “Team Around the Family”, a team which consists of members of staff from the school, parent/carer(s), the child or children (if it’s appropriate) and other professionals from services who may be able to support the family. This diagram helps explain this process a bit further.



Members of staff can seek help from our Locality Early Help Advisor (details on contacts page). They can provide information, advice and guidance on all aspects of early help from the first point at which additional need is identified to ‘stepping up’ into support for complex needs.

This support can be accessed by members of staff at any point of the Early Help process and could include:

- advice, face to face, on the telephone or by email;
- guidance about the early help pathway/staged intervention;

- support to identify universal and community services;
- attend Team Around the Family meetings to provide support and challenge where necessary;
- case consultation sessions;
- information and identification about early help learning and development for individuals or staff teams.

Our school will always seek to discuss our concerns with the child's family (and if appropriate, directly with the young person) to let them know what is going on and how we are trying to help. We will need consent to share information to access support. We recognize that families may also be able to explain, assist or resolve the issues themselves.

### **Stage One - Universal services for all children, young people and their families**

Our offer of early help begins at Stage One with the personalisation of support to meet the needs of children and their families. Our School has access to a variety of different sources of information, support and advice that we can use to meet the needs of each child.

### **Stage Two - Targeted early help for vulnerable children and families**

As a special school we provide a range of services such as specialist teaching, high staffing ratios, individual interventions, the Family Engagement Worker, key workers, therapists and mentors for children who need targeted help. If we have tried to meet the child or young person's needs from within the full range of support we can offer without progress/success we will now need to engage additional support from other services. In doing so we will need to decide whether the help the child and/or family needs can be met by involving one other service or if multiple services may be required. We gain the family's consent to share information with another agency to access additional support. If we are able to decide that the child's need(s) can be met from one other service and we have consent, we refer to them directly. If we decide the child's need(s) require support from more than one service and we have consent we undertake an Early Help Assessment with the family, or check if an Early Help Assessment (CAF) has already been initiated by emailing [earlyhelp@croydon.gov.uk](mailto:earlyhelp@croydon.gov.uk) .

If the family or young person will not consent to share information using an Early Help Assessment (CAF) or withdraws consent for early help, we will continue to support the needs of the child and their family through ordinarily available support and personalised services. This will provide us with future opportunities to engage the child and family with additional support and also to continue monitoring the situation in case there are any safeguarding concerns (see child protection procedures).

### **Early Help Assessment**

The Early Help Assessment is the assessment tool used to assess needs that are not being met through our existing personalised support and where a child

and family would benefit from coordinated support from other services apart from our school.

Once we have assessed the needs and strengths of the child with the family, the Early Help Assessment can be shared with the services that we think need to be involved to meet the needs of the child and their family. By doing this the family do not have to repeat their story more than once and the services we have identified have a clear understanding of how their services can be of help.

### **Team Around the Family**

The Team Around the Family are the professionals from services we have invited to work together with the family to provide support. We aim to arrange a TAF meeting within 6 weeks of completing the early help assessment to establish a support plan and agree who is the best person to be the lead professional.

### **Lead Professional**

A lead professional can be from any agency or setting and in our school this is frequently the DSL, the Head of School or a member of staff who knows the child and family well. The most important selection criteria is that they are best placed to coordinate provision to meet the child and family's needs, and have a good relationship with them.

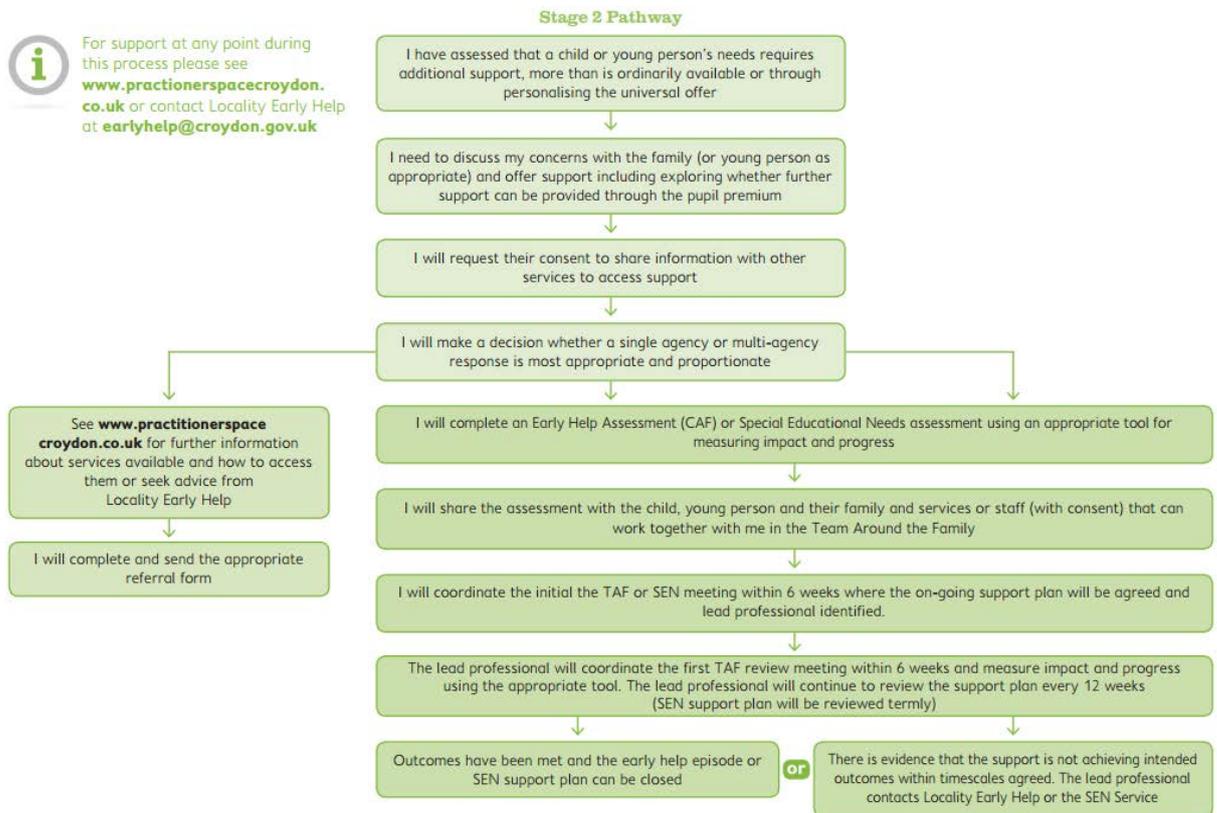
The lead professional's role is to:

- develop a successful and productive relationship with the child, young person and their family;
- act as a single point of contact for the child, young person and their family;
- with consent, organise multi-disciplinary and multiagency meetings and discussions;
- use the Early Help Assessment to develop support plans based on the outcomes;
- co-ordinate the delivery of effective early intervention work and on-going support
- work in partnership with other professionals to deliver the support plan
- review and monitor the support plan and progress made regularly

When a member of staff is the lead professional, they will regularly review the support plan consider if changes need to be made or additional services required in partnership with the Team Around the Family, such as stepping up to Stage 3 for targeted support.

If a member of staff is not the lead professional but have concerns that need are not being met and risks to the child are increasing, they will share their concerns with the lead professional, who will consider the situation and decide whether to convene an earlier TAF review meeting or escalate to a the Multi-

Agency Safeguarding Hub as a safeguarding/child protection concern. The Stage Two pathway:



**i** For more help on how to assess need, complete the Early Help Assessment and organise and deliver a Team Around the Family contact our Early Help Advisor or email Early Help at [earlyhelp@croydon.gov.uk](mailto:earlyhelp@croydon.gov.uk)

## CHILD PROTECTION PROCEDURES

**Our school procedures are in line with guidance issued by the Local Safeguarding Children Board, the LA and the Secretary of State (related documents are listed in Appendix 1).**

We will therefore ensure that

- We have a designated member of staff who has received appropriate training and support for this role. See page 1.
- A member of staff who will act in the absence of the DSL. See page 1.
- Every member of staff, volunteer and governor knows the name of the designated teachers and their role.
- All staff should develop their understanding of signs and indicators of abuse and understand their responsibilities in passing concerns to the designated teacher.

- All staff know about the Pupil Causing Concern panels (PCC) that take place once every half term allowing the multi-agency panel to discuss issues relating to a child.
- Staff must complete a Cause for Concern form and hand this to the DSL, after a disclosure or following a child protection concern.
- All staff are trained to respond correctly to a child who discloses abuse.
- All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures.
- Normally the DSL should ask the parents for their explanation of our concerns and tell them that we are going to make a referral to Children's Social Care. Members of the Children's Workforce have a duty to act on child welfare concerns and their anonymity cannot be preserved.
- However, the DSL must not talk to the parents about concerns where it would jeopardise the child's safety, for example: there are concerns about Sexual Abuse; the child appears very frightened of their parents and fears reprisals.
- We will refer any child believed to have suffered or to be likely to suffer significant harm to the MASH team in Social Care on the same day of the disclosure, and will follow up any such referral in writing within 24 hours.
- The duty of care and all child protection procedures and policy issues extend to pupils on individualised timetables and induction programmes.
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course (recommended format attached as appendix 2).
- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, these records are kept securely, separate from the main pupil file and in locked locations. This is coordinated by the Designated Safeguarding Lead on each site.
- Social Services are notified of any pupil on the Child Protection Register who is absent from school without explanation for more than 2 days.
- Any new concern or relevant information about a child on the Child Protection Register will be passed to the child's allocated social worker without delay
- If a child on the Child Protection Register leaves the school, records will be transferred to the new school without delay and the child's social worker informed of the change
- If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be sought via MASH consultation line: 02087266464.
- Allegations Manager/Safeguarding Children coordinator: (LADO)
  - Steve Hall
  - Telephone: 020 87266000; Ext 84322
  - email: [steve.hall@croydon.gov.uk](mailto:steve.hall@croydon.gov.uk)
  - Safeguarding Education Lead: Mark Malcolm
  - email: [mark.malcolm@croydon.gov.uk](mailto:mark.malcolm@croydon.gov.uk)

All staff must:

- Listen to what the child is saying without interruption and without asking leading questions
- Respect the child's right to privacy but not promise confidentiality
- Reassure the child that he/she has done the right thing in telling
- Explain to the child that in order to keep him safe from harm the information that that has been shared must be passed on
- Report what has been disclosed to the designated person within the school
- Record, as soon as is practicable, what has been said using the child's actual words
- Sign and date the record.

## 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.

## Disagreements About The Need For Referral

If staff and managers disagree about the need for a referral, they should seek advice. If the matter cannot be resolved, members of staff can make a referral in their capacity as a citizen.

## Dissatisfaction With The Response To Referral

If you are dissatisfied with the outcome of your referral and particularly if you are concerned that a child may be left at risk, you must ask to talk to one of the managers in the service. If you continue to be concerned you may ultimately need to speak with the Service Manager or Service Lead.

## The Multi-agency Safeguarding Hub (MASH)

The DSL (or another member of staff) will make a referral to MASH if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

If a child is in immediate danger or is at risk of harm a referral should be made verbally immediately to MASH via 0208 726 6000 and/or the police via 999. Any verbal MASH referrals or referrals that do not require an immediate response should be made via the Online MASH Referral form. The form is available here:

<https://my.croydon.gov.uk/ChildReferrals?qWname=New&qServiceRef=ChildReferral>

### **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (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

### **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.

## **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

## **COMMUNICATION WITH PARENTS / CARERS**

- We will ensure that all parents are informed that the school has a child protection policy and is required to follow London Child Protection Procedures in respect of reporting suspected abuse to the Social Services Department.

- Pupils and parents will be made aware of how the school's child protection system works and with whom they can discuss any concerns.
- Information will also be made available about any local and national telephone Helplines.
- In individual cases, parents will be notified of the schools concerns at the earliest appropriate opportunity.

## **CONFIDENTIALITY AND SHARING INFORMATION**

All members of staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head teacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. The school's policy on confidentiality and information sharing is available to parents and children on request.

## **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.

## **ONLINE SAFETY**

### **See also E-Safety policy**

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.

### **Information and support**

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.internetmatters.org](http://www.internetmatters.org)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

[www.educateagainsthate.com](http://www.educateagainsthate.com)

[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

## **SAFER RECRUITMENT** (In reference to Keeping Children Safe in Education)

### **Recruitment, Selection and Pre-Employment Vetting**

Our school is committed to a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. This part of the policy describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, this school. Governing bodies and schools must act reasonably in making decisions about the suitability of any prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in this policy

For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children;
- engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract.

In our school, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. The Department for Education (DfE) has published separate statutory guidance on supervision and regulated activity which we have regard to when considering which checks should be undertaken on volunteers.

In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management roles, an additional check is required to ensure they are not prohibited under any other provisions. More information is available on the DBS website - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/519060/Guide\\_to\\_eligibility\\_v8.1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/519060/Guide_to_eligibility_v8.1.pdf)

When the DBS has completed its check of an applicant's PNC record and whether or not they are on the barred list, the relevant information will be recorded on a certificate (the DBS certificate) that is sent to the applicant. The applicant must show the original DBS certificate to the relevant member of staff before they take up post or as soon as practicable afterwards. We will not allow a member of staff to start work without the school having had sight of their DBS certificate or the school obtaining a separate barred list check (pending the DBS check being completed). Where an individual starts work in regulated activity before the DBS certificate is available, they will be appropriately supervised and all other checks will have been completed.

For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009. Further information on the staff to whom these regulations apply, the checks that

should be carried out, and the recording of those checks can be found in Disqualification under the Childcare Act 2006 statutory guidance.

**If we, as a school, know or has reason to believe that an individual is barred, it will be an offence if we allow the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage or engaging in such work.**

### **Pre-appointment checks**

Any offer of appointment made by our school to a successful candidate, including one who has lived or worked abroad, will be conditional and only confirmed on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, we will:

- request a minimum of 2 references, one of which must be the candidates current/previous employer and verify that these are to the school's satisfaction;
- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website - <https://www.gov.uk/government/publications/dbs-identity-checking-guidelines> ;
- obtain (via the applicant) a certificate for an enhanced DBS check which will include barred list information, for those who will be engaging in regulated activity;
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- for teaching staff, verify that the new candidate is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service - <https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>
- if a new appointee is to occupy a management post in an independent school, academy or free school as an employee, is to be a trustee of an academy or free school trust, or is to be a governor or member of a proprietor body for an independent school, we will check whether the individual has been barred by the Secretary of State from taking part in the management of an independent school;
- verify the candidate's mental and physical fitness to carry out their work responsibilities;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow the advice on the GOV.UK website; <https://www.gov.uk/check-job-applicant-right-to-work>

- if the person has lived or worked outside the UK, make any further checks we consider appropriate;
- verify all professional qualifications in relation to teaching / working with children.

### ***Employment history and references***

The school will always ask for written information about previous employment history and check that information is not contradictory or incomplete.

References will be sought on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

The purpose of seeking references is to obtain objective and factual information to support our appointment decisions. References should always be obtained, scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed. They will always be requested directly from the referee and we will not rely on open references, for example in the form of 'to whom it may concern' testimonials. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

On receipt, references will be checked to ensure that all specific questions have been answered satisfactorily. The referee will be contacted to provide further clarification as appropriate: for example, if the answers are vague. They will also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies should be taken up with the candidate.

Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for the post.

### ***Individuals who have lived or worked outside the UK***

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.

The Home Office has published guidance on criminal record checks for overseas applicants (<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants> ). The Department for Education has also issued guidance on the employment of overseas-trained teachers (<https://www.gov.uk/government/publications/employing-overseas-trained-teachers-from-outside-the-eea> ). This gives information on the requirements for overseas trained teachers from the European Economic Area to teach in England, and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the United States of America.

### ***Agency and third-party staff***

The school will obtain written notification from any agency that they have carried out the checks on an individual who will be working at the school that we would perform to ensure it would be appropriate for them to do so.

Where the position requires a barred list check this must be obtained, by the agency or third-party prior to appointing that individual. We must also check that the person presenting themselves for work is the same person on whom the checks have been made.

### ***Trainee/student teachers***

Where applicants for initial teacher training are salaried by our school, we will ensure that all necessary checks are carried out including the requesting of an enhanced DBS certificate (including and barred list information).

Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks, and we will obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children

We will also enter details of fee-funded trainees on our single central record.

### ***Existing staff***

If we have concerns about an existing staff member's suitability to work with children, we will carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school or college moves from a post that was not regulated activity, into work which is regulated activity, the relevant checks for the regulated activity will be carried out.

Apart from these circumstances, our school will request a renewed DBS check (with a barred list check where relevant) every 3 years.

**We have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.** The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals can be found on GOV.UK -

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/501318/DBS\\_referral\\_guidance\\_completing\\_the\\_form\\_v1\\_1\\_Feb\\_16.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/501318/DBS_referral_guidance_completing_the_form_v1_1_Feb_16.pdf)

Where our school dismisses or ceases to use the services of a teacher (including an agency teacher) because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, we will consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

### ***Volunteers***

**Under no circumstances will we allow a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.**

Volunteers who on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in our school will be in "regulated activity". We will obtain an enhanced DBS certificate (which will include barred list information) for all volunteers who are new to working in

regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, we will conduct a repeat DBS check (which will include barred list information) on any such volunteer should they have concerns. We will also obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity, but have the opportunity to come into contact with children on a regular basis, e.g. supervised volunteers. The school is not legally permitted to request barred list information on a volunteer who, because they are supervised, is not in regulated activity.

Our school will undertake a risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS check for any volunteer not engaging in regulated activity. In doing so we will consider:

- the nature of the work with children;
- what we already know about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability; and
- whether the role is eligible for an enhanced DBS check.

When a Volunteer is being supervised:

- there must be supervision by a person who is in regulated activity
- the supervision must be regular and day to day; and
- the supervision must be “reasonable in all the circumstances to ensure the protection of children”.

The DBS cannot provide barred list information on any information, including volunteers, who are not in regulated activity.

### ***School Governors***

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

### ***Contractors***

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required. In considering whether the

contact is regular, it is irrelevant whether the contractor works on a single site or across a number of sites.

**Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity.** We are responsible for determining the appropriate level of supervision depending on the circumstances.

If a contractor working at a school or college is self-employed, the school or college should consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account. Schools and colleges should always check the identity of contractors and their staff on arrival at the school or college.

### ***Visitors***

Schools and colleges do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day). Headteachers and principals should use their professional judgment about the need to escort or supervise visitors.

### ***Adults who supervise children on work experience***

When we organise work experience placements we will ensure that policies and procedures are in place to protect children from harm.

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. We will consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child will be:

- unsupervised; and
- providing the teaching/training/instruction frequently (at least once a week or on more than three days in a 30 day period, or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, we will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience.

If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases and where the child is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the child/young person in question. DBS checks cannot be requested for children/young people under the age of 16.

### **Single central record**

Our school must keep a single central record. The single central record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children;
- and all members of the proprietor/governing body.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

Where checks are carried out on volunteers, schools should record this on the single central record.

Our school does not have to keep copies of DBS certificates in order to fulfil our duty of maintaining the single central record. To help our school comply with the requirements of the Data Protection Act, where we choose to retain a copy they should not be retained for longer than six months, or without the individual's consent. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications should be kept for the personnel file.

### **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 of 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](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.

## **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.

## **OTHER RELATED POLICIES**

- This policy has clear links to other policies in our school, in particular to anti-bullying, discipline and behaviour, racial incidents, intimate care, e-safety and health and safety. Each of these policies is also concerned with the protection of all children in the school from various kinds of harm.

**Policy Written: June 2013.**

Reviewed: June 2014.

Reviewed: November 2014.

Reviewed November 2015

Reviewed December 2016

Reviewed by: Judith Azzopardi

## **Appendix 1: References**

### **London Child Protection Procedures 4<sup>th</sup> version, 2011.**

(Available as hard copy in each school, also available electronically via Info for Schools website)

### **Safeguarding Children In Education**

DfES guidance issued 6.9.04

Ref: DfES/0027/2004

(Available as hard copy in each school – copies sent direct from DfES to Headteachers and Chairs of Governors, also can be downloaded from [www.teachernet.gov.uk/childprotection/guidance.htm](http://www.teachernet.gov.uk/childprotection/guidance.htm))

### **What To Do If You Are Worried a Child Is Being Abused**

Dept of Health publication - 31815

Available in summary version also - multiple copies distributed to schools

### **Working Together to Safeguard Children, March 2015**

<http://www.workingtogetheronline.co.uk/index.html>

### **Safeguarding children and Safer Recruitment in Education, 2007**

### **Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings 2009**

**Dealing with allegations of abuse against teachers and other staff, DFE, 2011**

### **Keeping Children Safe in Education, DFE, April 2016**

**Keeping Children Safe in Education, supplementary advice, October 2014.**

### **Sexting in schools and colleges, UKCCIS, 2016**

## Appendix 2 (primary)

### School report to Child Protection Conference (Primary)

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

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



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 and volunteers involved in The Beckmead Family of Schools.

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 for .....School**  
**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)

<b>Date</b>	<b>Brief Details</b>	<b>Source</b>	<b>Action</b>	<b>Outcome (if known)</b>

<b>Date</b>	<b>Brief Details</b>	<b>Source</b>	<b>Action</b>	<b>Outcome (if known)</b>


Child Protection Chronology – Continuation Sheet

Page

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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:**

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<b>Evaluation of Information:</b>

<b>Action Taken:</b>

<b>Outcome:</b>

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

