

# CRESSEY

# COLLEGE

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## SAFEGUARDING CHILDREN POLICY

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*All staff employed at Cressey College are required, on an annual basis, to sign to the effect that they have read and understood the contents of this policy and Keeping Children Safe in Education.*

## Table of Contents

<b>Amendment Record</b> .....	3
<b>Introduction - Keeping Children Safe</b> .....	4
<b>Aims</b> .....	5
<b>Definitions – types of abuse and neglect</b> .....	6
<b>Abuse</b> .....	6
<b>Bullying (including Online Bullying)</b> .....	8
<b>Specific Safeguarding Issues</b> .....	9
<b>Key Principles</b> .....	10
<b>Procedures</b> .....	10
<b>Roles and Responsibilities</b> .....	12
<b>Attendance and Children Missing From Education</b> .....	12
<b>Children with Special Educational Needs (SEMH, Autism and Challenging Behaviour)</b> .....	13
<b>Communication with Parents / Carers</b> .....	13
<b>Confidentiality</b> .....	14
<b>Support for Staff</b> .....	15
<b>Allegations Against Staff</b> .....	15
<b>Online Safety (see also E-Safety policy)</b> .....	15
<b>Safer Recruitment</b> .....	15
<b>Single central record</b> .....	17
<b>Physical Intervention and Restraint</b> .....	17
<b>E-Safety</b> .....	17
<b>Preventing Radicalisation</b> .....	17
<b>Review of this Policy</b> .....	18
<b>Other Related Policies</b> .....	18
<b>APPENDIX 1 - LOCAL AUTHORITY CONTACT DETAILS</b> .....	19
<b>APPENDIX 2 – RELATED NATIONAL AND LOCAL POLICIES</b> .....	21

## Amendment Record

This Safeguarding Children policy is reviewed to ensure its continuing relevance to the direction and processes that it describes. A record of additions, admissions and amendments is given below:

Version	Amendments	Date
1	Annual update to Policy. Minor amendments to formatting and wording. Approved at Management meeting dated 15 Feb 16. Authorised by JH, approved by Head Teacher - AB.	15 Feb 16
2	Annual update to Policy. Approved at Management meeting dated 31 Aug 16. Authorised by JH, approved by Head Teacher - AB.	01 Sept 16
3	Additions to Policy. Approved at Management meeting dated 2 May 17. Authorised by AP, approved by Head Teacher – AB.	02 May 17
4	Annual update to Policy. Change to site DSL names. Approved at Management meeting dated 30 Aug 17. Authorised by AP, approved by Head Teacher – AC.	01 Sept 17
5	Additions to Policy. Addition of Domestic Abuse and Sexual Violence Lead. Authorised by AP, approved by Head Teacher – AC.	01 Oct 17
6	Update to Croydon MASH contact details. Authorised by BU, approved by Head Teacher – AC.	28 Nov 17
7	Update to DSL details – paragraph 31. Authorised by BU, approved by Head Teacher – AC.	8 Feb 18
8	Annual update to Policy Approved at Management meeting dated 29 Aug 18. Authorised by AP, approved by Head Teacher – AC.	01 Sept 18

## **Introduction - Keeping Children Safe**

1. This policy is written with due regard to the national guidance and seeks to promote effective multi-agency working in light of the DfE September 2018 Statutory guidance and information documents '*Keeping Children Safe in Education*'; the Children Act 2004; '*Working Together to Safeguard Children*' (DfE Aug 2018), '*Children Missing Education*' (DfE 2015), '*The Prevent Duty*' (DfE 2015), '*Multi Agency statutory guidance on FGM*' (DfE 2016), '*Information Sharing Advice for Safeguarding Practitioners*' (July 2018), '*Sexual Violence & Sexual Harassment Between Children in Schools & Colleges*' (May 2018), London Child Protection Procedures (March 2015), Croydon Early Help Pathways: Operational Guidance (June 2014), Information Sharing (March 2015). **Please refer to Annexe 2 for further document information.**
2. Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board. Those procedures which have been adopted by the Croydon Safeguarding Children Board and are regarded as instructions to staff, are available from <http://www.londonscb.gov.uk/procedures/>. Our school procedures also follow the Operational Guidance from the Croydon Safeguarding Children Board's '*Early Help Pathways*' (June 2014).
3. This policy is available to all parents/carers in either hard copy on admission or from our website at any time.
4. The staff of Cressey College fully recognises the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all students 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 students from harm.
5. It is mandatory for all staff to read this document and Part One of the DfE September 2018 document '*Keeping Children Safe in Education*'. The DfE 2015 '*Prevent Duty*' document is also given to all staff members. These documents are given to staff on induction and re-issued annually.
6. We believe that our school should provide a caring, positive, safe and stimulating environment in which students can learn and which promote the social, physical and emotional wellbeing of each individual student. 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.
7. The school recognises its responsibilities and duties to report Child Protection concerns to the Local Authority's Designated Officer, Social Services Department and to assist Social Services in Child Protection enquiries and in supporting Children in Need. All the necessary contact details are at Appendix 1 to this document.
8. Working in partnership with children, young people, their parents and carers and other agencies is essential in promoting young people's welfare.
9. The school will raise Child Protection concerns with Parents/ Carers at the earliest appropriate opportunity (unless it is deemed that this would place the student at risk of significant harm).
10. The school will ensure that all staff are given the opportunity to attend appropriate training in Child Protection issues every year to ensure that they are equipped with the necessary skills to keep children safe. Training will be recorded.

## Aims

11. The aims of this Policy are:

- a. 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.
- b. 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.
- c. 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 keep themselves and others safe.
- d. To emphasise the need for good communication between all members of staff in matters relating to child protection.
- e. To develop a structured procedure within the school which will be followed by all members of the school's community in cases of suspected abuse.
- f. To provide a systematic means of monitoring students known or thought to be at risk of significant harm.
- g. To work openly and in partnership with parents/carers in relation to child protection concerns.
- h. To support all students' development in ways that will foster security, confidence and independence.
- i. To promote safe practice and challenge poor and unsafe practice.
- j. To develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children.
- k. To ensure that all adults working within our school have been checked as to their suitability to work with children.
- l. 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.
- m. 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.
- n. To meet the Government's specific ambition for children, that they will achieve the Every Child Matters key outcomes:
  - 1) Be healthy.

- 2) Stay safe.
- 3) Enjoy and achieve.
- 4) Make a positive contribution.
- 5) Achieve economic well-being.

### **Definitions – types of abuse and neglect**

12. 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.

13. Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm.

### **Abuse**

14. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or by others (e.g. via the internet).

15. Abuse is broadly divided into four categories:

- a. Neglect,
- b. Physical Injury.
- c. Sexual Abuse.
- d. Emotional Abuse.

16. Brief definitions are given below. *More detail can be found in related documents listed in Appendix 2.*

### **Children can be abused by an adult or adults or another child or children.**

- a. **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.

b. 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.

c. Children who are neglected may have:

- 1) **Poor appearance and hygiene issues.**
- 2) **Housing and Family issues.**
- 3) **Health and development problems.**

d. **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as fabricated or induced illness (FI); (previously Munchausen's Syndrome by Proxy).

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

f. There 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.

g. Children who are physically abused may have:

- 1) **Bruises.**
- 2) **Burns or scalds.**
- 3) **Bite marks.**
- 4) **Fractures or broken bones.**
- 5) **Other injuries & health problems.**

h. **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.

i. Children who are sexually abused may:

- 1) **Stay away from certain people.**
- 2) **Show sexual behaviour that's inappropriate for their age.**

3) **Have physical symptoms.**

j. **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.

k. 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.

l. Young children who are being emotionally abused or neglected may:

- 1) **Be overly affectionate towards strangers or people they haven't known long.**
- 2) **Lack confidence or become wary or anxious.**
- 3) **Not appear to have a close relationship with their parent.**
- 4) **Be aggressive or nasty towards other children and animals.**

m. Older children may:

- 1) **Use language, act in a way or know about things that you wouldn't expect them to know for their age.**
- 2) **Struggle to control strong emotions or have extreme outbursts.**
- 3) **Seem isolated from their parents.**
- 4) **Lack social skills or have few, if any, friends.**

**Bullying (including Online Bullying)**

17. 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. The subject of bullying is addressed at regular intervals in the PSHE curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DSL will consider implementing child protection procedures.

18. A child may be experiencing abuse online if they:



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

### **Specific Safeguarding Issues**

19. 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.

- a. Child Sexual Exploitation (CSE) **see *Annexe A & Part one of DfE guidance***.
- b. Bullying including cyberbullying.
- c. Children missing from education **See *Annexe A & Part one of DfE guidance***.
- d. Children missing from home or care.
- e. Domestic abuse and sexual violence.
- f. Drugs.
- g. Fabricated or induced illness.
- h. Faith abuse.
- i. Female Genital Mutilation (FGM) **See *Annexe A & Part one of DfE guidance***.
- j. Forced marriage **See *Annexe A & Part one of DfE guidance***.
- k. Gangs and youth violence.
- l. Gender-based violence/violence against women and girls (VAWG).
- m. Hate.
- n. Mental health.
- o. Missing children and adults strategy.
- p. Private fostering.
- q. Preventing radicalisation **See *Annexe A & Part one of DfE guidance***.

- r. Relationship abuse.
- s. Ritualistic Abuse.
- t. Sexting.
- u. Child Trafficking.
- v. Peer on Peer Sexual Abuse by Young People.

***Annexe A and Part one of DFE guidance MUST be read in conjunction with this document.***

### **Key Principles**

- 20. We believe that all children have a right to be protected from harm and / or abuse
- 21. We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background.
- 22. We recognise that because of the day to day contact with children, school staff are extremely well placed to observe outward signs of abuse.
- 23. We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self blame.
- 24. We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- 25. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.
- 26. We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- 27. We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- 28. The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.

### **Procedures**

- 29. Our school procedures are in line with guidance issued by the London Safeguarding Children Board, the Local Authority and the Secretary of State (related documents are listed in Appendix 2).
- 30. All Senior Teachers at each site are the Designated Safeguarding Lead for their sites: Irmina Dobilienė is the Designated Lead at Chappells; Jack Haisley-Wright is the Designated Lead at Birdhurst; Principe Short is the Designated Lead at Denmark Hall; Danny Monfries is the Designated

Lead at Moorings: Luke Muscroft is the Designated Lead at Shernall; Kim Mapp is the Designated Lead at Deanfield; Bryony Huggett is the Designated Lead at Adeline; Sidone Bryan is the Designated Lead for Essendene; Jade Newman is the Designated Lead for Lockley; Natasha Marshalleck is the Designated Lead for Deepdene.

31. Adrienne Cherrywood is the overall school's Designated Lead; Amy Pollard is the Deputy DSL.

32. Adrienne Cherrywood is the school's Designated Lead for Domestic Abuse and Sexual Violence – DASV.

33. The Chair of Cressey College's Steering Group has responsibility for overseeing Safeguarding within the school.

34. Every member of staff knows the name of the designated lead and their role.

**Cressey College will ensure that:**

a. All staff develop their understanding of signs and indicators of abuse and understand their responsibilities in passing concerns to the designated lead.

b. All staff know how to respond to a child who discloses abuse.

c. All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures, (for example by including this information in the school prospectus/website).

d. We will refer any child believed to have suffered or to be likely to suffer significant harm to the Social Services Dept without delay, and will follow up any such referral in writing within 48 hours (please refer to Appendix 1 for contact details).

e. We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary.

f. 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. We will contribute to multi-agency assessments of children's needs where appropriate.

g. Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main student file, and in locked locations.

h. Social Services are notified of any student on the Child Protection Register who is absent from school without explanation for more than 1 day.

i. 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.

j. 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.

- k. If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Local Authority's Designated Officer or directly from the Child Protection Unit at Croydon's SSD (contact details are at Appendix 1).

### **Roles and Responsibilities**

35. 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:**

- a. Have a responsibility to provide a safe environment in which children can learn
- b. Will be prepared to identify children who may benefit from early help
- c. Will be aware of systems within the school which support safeguarding and these should be explained to them as part of staff induction
- d. 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
- e. 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
- f. Will always speak to the Designated Safeguarding Lead if they are unsure about identifying abuse and neglect
- g. Will maintain records about any concerns they have about a child
- h. 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 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 interest of the child
- i. Listen to what the child is saying without interruption and without asking leading questions.
- j. Respect the child's right to privacy but not promise confidentiality
- k. Reassure the child that he/she has done the right thing in telling
- l. Explain to the child that in order to keep him safe from harm the information that has been shared must be passed on
- m. Report what has been disclosed to the designated person within the school.
- n. Record, as soon as is practicable, what has been said using the child's actual words.
- o. Sign and date the record.

### **Attendance and Children Missing From Education**

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

- a. We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day.
- b. 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.
- c. We will always report a continued absence about which we have not been notified by the parent or carer to the Local Authority's SEN Case Manager.
- d. The Local Authority will be informed without delay, if a parent/carer removes their child from school, transfers them to another school, or withdraws them to be home educated.
- e. 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
- f. We will report to the Local Authority if a child has been declared medically unfit to attend school
- g. We will inform the Local Authority if a child is in custody for a period of more than four months and we do not reasonably believe they will be returning to the school at the end of that period
- h. We will inform the Local Authority if a child is permanently excluded
- i. We will always report to the Education Welfare Service/ LA SEN Case Manager, 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.

37. A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the school's procedures for dealing with children that go missing from education, particularly 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.

#### **Children with Special Educational Needs (SEMH, Autism and Challenging Behaviour)**

38. We recognise 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.

39. We will provide a school environment in which all students, including those with SEN, can feel confident and able to discuss their concerns.

40. We will display appropriate posters that detail contact numbers for child protection help-lines

41. We will ensure that all students with communication difficulties are responded to appropriately in the area of child protection and personal safety

#### **Communication with Parents / Carers**

42. We will ensure that all parents are informed that the school has a Safeguarding policy and is required to follow Local Authority guidelines in respect of reporting suspected abuse to the Social Services Department.

43. Students and parents will be made aware of how the school's child protection system works and with whom they can discuss any concerns.

44. Information will also be made available about any local and national telephone helplines.

45. In individual cases, parents will be notified of the school concerns at the earliest appropriate opportunity.

### **Confidentiality**

46. We recognise that matters related to Child Protection are of a confidential nature. The designated lead and/or Head Teacher will therefore share detailed information about a student with other staff members on a need to know basis only.

47. All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.

48. All staff must be aware that they cannot promise a child that they will keep certain information secret.

### **Student Information**

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

- a. Names and contact details of persons with whom the child normally lives.
- b. Names and contact details of all persons with parental responsibility
- c. Emergency contact details
- d. Details of any persons authorised to collect the child from school
- e. 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)
- f. Name and contact detail of G.P.
- g. Any other factors which may impact on the safety and welfare of the child.

### **Transfer of Information**

50. 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 delivered or emailed securely via Egress or other password protected means (if not possible, sent securely) to the receiving DSL, separate from their general records and marked as strictly confidential; this should be done within 15 working days and we will obtain written confirmation of receipt of these records. 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 student's educational record and are not required to be disclosed to parents/carers. Any requests from a parent/carer's 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 of the placement LA.

### **Support for Staff**

51. We recognise that staff working in the school who have been dealing with child protection issues may find the situation stressful or upsetting.

52. We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have.

### **Allegations Against Staff**

53. We recognise that there will be occasions when a student at the school, or a parent or another person may make an allegation against a member of staff.

54. All allegations will be referred to the LADO.

55. In this event the relevant designated person and the head teacher must be informed and the Procedures for Dealing with Allegations against Staff followed. In the event the allegations are against the head teacher, the Local Authority Designated Officer (LADO) and the Chair of the Steering Group, must be informed.

56. Procedures as outlined in KCSIE (DfE 2018) will be followed.

### **Online Safety (see also E-Safety policy)**

57. 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 to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

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

- a. Content: being exposed to illegal, inappropriate or harmful material.
- b. Contact: being subjected to harmful online interaction with other users.
- c. Conduct: personal online behaviour that increases the likelihood of, or causes, harm

### **Safer Recruitment**

59. 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. 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 (regulation of teaching professions [TRA]; management) together with references and interview information.

60. 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, as outlined in this policy.

61. 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:

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

62. 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.

63. Anyone who is appointed to carry out teaching work (including TAs) will require an additional check to ensure they are not prohibited from teaching.

64. For those engaged in management roles, an additional check is required to ensure they are not prohibited under any other provisions.

65. 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.

**66. If we, as a school, know or have 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.**

67. Interview panels will follow recommendations from the HR office in relation to practice.

68. Appropriate checks through the Disclosure and Barring Service (enhanced DBS check, checks against barred list, overseas checks) will be carried out on all potential employees and volunteers, and all references will be taken up and verified.

69. At interview candidates will be asked to account for any gaps in their employment history.

70. Teacher's qualifications will be verified through the Teaching Regulation Services (TRA).

71. Staff will be required to complete a disclosure form in advance of interview (which will only be opened if an appointment is made).

72. Teachers will be required to disclose if they are living with a barred person or if they are barred by association.



73. Staff who are employed through an agency will have had an enhanced DBS check and a copy of this provided to the school by the agency. Identity will be verified and original documents will have been provided.

### **Single central record**

74. Our school must keep a Single Central Record. The Single Central Record must cover the following people:

75. All staff (including supply staff, contracted staff) who work at the school (or in offsite venues) providing education to children

76. All members of the steering group.

### **Physical Intervention and Restraint**

77. Our policy on physical intervention acknowledges that staff should only use physical intervention in particular circumstances, and that even when necessary, the minimum force should be used to prevent harm to the child or another child or adult.

78. Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

### **E-Safety**

79. Technology enhances learning, and schools and colleges can do much to ensure students get the most from it, by encouraging responsible online behaviour such as:

- a. Keeping personal information private.
- b. Considering the long-term implications of any content posted online.
- c. Not uploading or posting inappropriate, offensive or illegal content to their own or other online spaces.
- d. Reading and adhering to any website's terms and conditions of use – including those around age restrictions.

80. The school will take appropriate steps to ensure staff maintain a professional level of conduct in their use of technology and online behaviour, and all staff must be familiar with our E-Safety policy, and our Data Protection policy including GDPR regulations. E-Safety training is part of the regular training received by all staff. E-Safety awareness for students is embedded into the curriculum. Information regarding the Child Exploitation and Online Protection Centre (CEOP) website is promoted around the school.

### **Preventing Radicalisation**

81. Protecting children from the risk of radicalisation should be seen as part of schools' 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. Extremism is 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.

### **Review of this Policy**

82. The Head Teacher will ensure that the Safeguarding Policy is reviewed on an annual basis, or more often if required. The Head Teacher will remedy without delay any identified deficiencies or weaknesses, in regards to any aspect of this policy.

### **Other Related Policies**

83. This policy has clear links to other policies in our school, in particular to Anti-Bullying, Behaviour, Equality & Accessibility, Physical Intervention, E-Safety, Data Protection 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.

## **APPENDIX 1 - LOCAL AUTHORITY CONTACT DETAILS**

**Local Authority Designated Officer:** The Local Authority Designated Officer (LADO) is the contact person for Heads 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 has possibly committed a criminal offence against or related to a child, or has behaved towards a child in a way that indicates they are unsuitable to work with children. The LADO sits within the Children's Quality Assurance and Safeguarding Service.

- The LADO's contact details are: Tel Direct line / Voice Mail - 020 8239 4322; or by email [steve.hall@croydon.gov.uk](mailto:steve.hall@croydon.gov.uk) or [lado@croydon.gov.uk](mailto:lado@croydon.gov.uk) or [steve.hall@croydon.cjism](mailto:steve.hall@croydon.cjism) (secure CJSM system).
- Messages or requests for support may also be left on 020 8726 6000 Ext 63227.

**For Child Protection & Child in Need referrals: The Multi-Agency Safeguarding Hub (MASH).** This is the service that is responsible for receiving referrals on children where it is believed they are suffering from or at risk of significant harm and in need of protection. Children's Social Care will undertake the assessment. The MASH team are also responsible for considering children who may have a number of needs and require support. A MASH referral will be completed by the Lead Professional. Some children may already have an allocated social worker and the MASH Team will advise on this and who to contact in this event.

- The MASH contact numbers are: Urgent safeguarding issues: 02082552888 and the out of hours duty team is 0208 726 6400
- The Children Services Multi-Agency Safeguarding Hub Consultation Line number is 020 8726 6464. Contact this number for Safeguarding Advice.
- To make a written referral go to [www.croydon.gov.uk](http://www.croydon.gov.uk) - select 'Report it' and then 'Child Protection and Safeguarding'.
- Offline option: [childreferrals@croydon.gcsx.gov.uk](mailto:childreferrals@croydon.gcsx.gov.uk) (if you have secure e-mail) or [childreferrals@croydon.gov.uk](mailto:childreferrals@croydon.gov.uk) .
- 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: 0209 604 7456 or the MASH team on [childreferrals@croydon.gov.uk](mailto:childreferrals@croydon.gov.uk) .

**Children's Social Care Duty Assessment Team.** If the needs of a child/young person appear so serious that they are at risk of significant harm, then:

- The Children's Social Care Duty Assessment Team is contactable on 020 8726 6400. (This is the same number to be used to contact the Emergency Duty Team outside of normal office hours.)

**For a child or young person who is considered to be at immediate risk**

- Call 999 immediately.

**Early Help Assessment Team.** To check if an Early Help Assessment (CAF) has already been initiated:

- Contact Locality Early Help at [earlyhelp@croydon.gov.uk](mailto:earlyhelp@croydon.gov.uk).
- The Early Help Assessment Team will provide advice and guidance regarding early intervention.

- These children may require a Common Assessment Framework (CAF) and the Early Help Assessment Team can advise about this.
- They will work with the Lead Professional to identify the next appropriate and proportionate steps if and where necessary.
- For further early help information contact [www.practitionerspacecroydon.co.uk](http://www.practitionerspacecroydon.co.uk).

**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). Tel: 020 8726 6000 Ext: 63237.

## **APPENDIX 2 – RELATED NATIONAL AND LOCAL POLICIES**

This policy is written with due regard to the following documents, and refers to the advice and guidance as outlined in local and national policy and procedures.

- **Croydon Safeguarding Children Policy & Procedures**
- **Protecting Children from Radicalisation: The Prevent Duty – Guidance for schools**
  - DfE August 2015
  - Ref: DfE-00174-2015Raising 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:  
[https://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](https://course.ncalt.com/Channel_General_Awareness/01/index.html)
- **Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges**
  - DfE September 2018
  - Ref: DfE-00140-2018
- **Children Missing Education**
  - DfE January 2015Contacts for CME Team: Email – [ChildrenMissingfromEducation@croydon.gov.uk](mailto:ChildrenMissingfromEducation@croydon.gov.uk)  
Telephone: 0208 726 6000
- **Working Together to Safeguard Children**
  - DfE March 2018
  - Ref: DfE-00130-2018
- **Sexual Violence & Sexual Harassment Between Children in Schools & Colleges**
  - DfE May 2018
- **Information Sharing Advice for Safeguarding Practitioners in Schools & Colleges**
  - DfE July 2018
- **Dealing With Allegations of Abuse Against Teachers and other Staff**  
*(now included in KCSIE Sept 2018)*
- **What To Do If You Are Worried a Child Is Being Abused**
  - DfE March 2015
  - Ref: DfE-00124-2015
- **Multi Agency statutory guidance on FGM**
  - DfE April 2016
  - Ref: ISBN 9781786550811
- **Handling Cases of Forced Marriage: Multi Agency Practise Guidelines**
  - DfE January 2013

The Forced Marriage Unit can be contacted for Information and Advice:  
Email – [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk) Telephone: 0207 008 0151

- **Domestic Abuse and Sexual Violence**  
Information and advice for families and professionals is available from:  
<https://www.croydon.gov.uk/community/dabuse/domestic-abuse>  
[http://www.barnardos.org.uk/Barnardos\\_Domestic\\_Violence\\_Risk\\_Identification\\_Matrix.pdf](http://www.barnardos.org.uk/Barnardos_Domestic_Violence_Risk_Identification_Matrix.pdf)
- **Disqualification under the Childcare Act 2006**
  - DfE June 2016
  - Ref: DfE00140-2016
- **Child Exploitation and Online Protection Centre (CEOP)**
  - [www.ceop.police.uk](http://www.ceop.police.uk)
- **Educate against Hate – resources and information website**
  - [www.educateagainsthate.com](http://www.educateagainsthate.com)
- **Croydon Safeguarding Children Board**  
[www.croydon.gov.uk/healthsocial/families/childproctsafe/cscb](http://www.croydon.gov.uk/healthsocial/families/childproctsafe/cscb)
  - Croydon Safeguarding Children Board (CSCB) is a statutory multi-agency organisation that brings together local agencies that work to safeguard and promote the welfare of children and young people up to the age of eighteen in Croydon. The Board meets regularly throughout the year to discuss a wide range of issues.
  - The CSCB is designed to help ensure that children are safeguarded properly by agencies working effectively together. Membership includes senior representatives from Croydon Council, all Croydon health bodies, Croydon Metropolitan Police teams, schools and voluntary organisations.
  - The CSCB website page provides information for everyone in Croydon who is concerned about safeguarding children and meeting their needs.
- **Children’s Act 1989 (as amended 2004)**
- **Education Act 2002 s175**
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.barnardos.org.uk](http://www.barnardos.org.uk)

## ANNEXE A

### **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; and
- Children who regularly miss school or education or do not take part in education.

### **Children missing education:**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. Cressey's procedures for unauthorised absence and for dealing with children that go missing from education, particularly 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, must be followed. Unauthorised attendance should be followed up with a phone call to the parent/carer on the same day as the absence. Repeat occasions for unauthorised absence may result in a referral to Early Help of a MASH referral. The relevant LA must be informed of repeat unauthorised absences (10 consecutive days). staff must be 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. All concerns, however seemingly trivial, must be reported to the DSL.

### **Female Genital Mutilation:**

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. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

#### *Indicators*

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 case of forced marriage.*

#### *Actions*

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

### **FGM mandatory reporting duty**

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 places a statutory duty upon **teachers** to report to the police 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 students, 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.

**Teachers** must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate. In these cases, teachers should follow local safeguarding procedures.

### **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. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk).



## Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' 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.

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the **Prevent duty**.

Extremism is 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.

Effective engagement with parents/carers should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The Government has launched [educate against hate](#), a website designed to equip school leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school leaders, such as Prevent e-learning, via the Prevent Training catalogue.