



## **Safeguarding Policy**

**Approved by: The Trust Board**

**To be reviewed: July 2021**

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### **SPOC (Single Point of Contact):**

For urgent child protection matters requiring immediate attention: Tel: 020 8255 2888

SPOC Professionals Consultation Line Tel: 020 8726 6464

Email SPOC referrals to: [childreferrals@croydon.gov.uk](mailto:childreferrals@croydon.gov.uk)

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### **Croydon Safeguarding Children Board (CSCB)**

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## **Part A: Core operational policies and procedures**

### **1 Purpose of policy**

This policy sets out how the MAT will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. The schools will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm.

### **2 Roles and responsibilities**

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

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

- co-ordinating the delivery of integrated children's services within the borough, including an early help service
- providing statutory social work services under the Children Act 1989
- providing the school with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and online safety
- dealing with safeguarding concerns and allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education, including children who are known to be home educated.

#### **2.2 Governing Board**

This is the trustees of The Manor Trust and the local governing board to whom the function in question has been delegated.

The Trust Board will ensure that the MAT meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

The MAT has the following policies in place and that these are regularly monitored, reviewed and updated where necessary;

- safeguarding policies and procedures covering early help and child protection that are consistent with Croydon Safeguarding Children Board procedures

- a staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media
- a procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present.

The MAT is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.

The Chair of the Trust Board is aware that they are responsible for liaising with the LADO in the event of an allegation against the Headteacher.

A senior member of staff in each school is appointed as the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and another member of staff is appointed to deputise in their absence.

There is a designated teacher nominated to promote the educational achievement of looked after children and previously looked after children and that this person has received appropriate training for the role.

Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy.

Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the MAT and there are robust whistleblowing procedures in place.

Steps are taken to ensure parents and pupils are aware of the MAT's safeguarding and child protection policies and procedures.

Governors ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line.

The MAT has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with safeguarding concerns and allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.

At least one member of the Governing Board has undertaken accredited safer recruitment training.

All staff receive safeguarding and child protection training annually and receive regular updates from the designated safeguarding lead to ensure they remain up to date with new legislation.

The MAT has procedures in place to deal with safeguarding concerns and allegations made against other pupils.

Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.

### **2.3 Schools and Headteachers**

The Headteachers will ensure that the schools meet their statutory safeguarding duty by ensuring the following:

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

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

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

The designated safeguarding leads and their deputies are contactable by email and telephone using the contact details on page 2.

They will:

- liaise with and manage referrals to relevant agencies;
- keep the Headteachers and the governors/trustees informed of on-going safeguarding and child protection issues and enquiries;
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals ;
- ensure the school's safeguarding and child protection policies are up to date and consistent with Croydon's Safeguarding Children Board policies and that policies are reviewed annually;
- ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them;
- attend regular training, including Prevent awareness training, and the designated teachers meetings hosted by Croydon and the Safeguarding Children Board in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices;
- provide regular updates to all staff members and governors on any changes in safeguarding or child protection legislation;
- have an awareness of those children who may be in need, young carers and children who have special educational needs and liaise with the SENDCO when considering any safeguarding action for a child with special needs;
- liaise with the designated teachers for LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child;
- oversee child protection systems within the schools, including the management of records, standards of recording concerns and referral processes;
- provide a link between the schools and other agencies, particularly children's social care and the Croydon Safeguarding Children Board;
- ensure staff , including temporary staff, receive appropriate safeguarding and child protection annually;
- ensure parents/carers are fully aware of the school policies and procedures and that they are kept informed and involved;



- ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate being mindful of GDPR requirements, share relevant information with schools or colleges to enable continued support for the child on transfer.

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

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

Each school will:

- make parents aware of each school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all policies available on the school website or on request;
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- consult with and involve parents and carers in the development of policies to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers;
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

## **2.6 Multi-agency working**

The schools will work in partnership with relevant agencies in order to meet their obligations under section 11 of the Children Act 2004, *Working together to safeguard children* 2018 and *Keeping Children Safe in Education* 2020.

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

## **3 Safeguarding children**

The schools will carry out their duty to safeguard pupils which is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care

- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

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

The SPOC Professionals' Consultation Number is 020 8726 6464

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

### [SPOC Referral Form](#)

Parental consent for referral will be sought but a referral will be made regardless of consent being given in cases where the child is at risk of significant harm.

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

### **3.1 Early help cases**

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

- children with disabilities and additional needs, including those with special educational needs
- young carers
- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
- children who frequently go missing from home, school or care;
- children who are misusing drugs or alcohol;
- children at risk of exploitation through modern slavery and trafficking;
- children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
- children who have returned home from care;
- children who show early signs of abuse or neglect, including where there are concerns about the cumulative effect of low level neglect;
- children at risk of radicalisation;
- privately fostered children.

- Where the child's extra needs require services, consideration will be given to what early help support can be offered to a child by the school.
- If the child requires an early help service from another agency, the school will make a referral to the Single Point of Contact (SPOC) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
- Where the child is receiving an Early Help service, the school will work as part of the Team Around the Child (TAC) and take up the role of lead professional where this is appropriate.
- Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school believes that this is not the case, consideration should be given to making a referral for a statutory social work service.

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

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

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

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

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

## **4 Child protection procedures**

### **4.1 Role of schools within the MAT**

The schools will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm. (All links are clickable)

- [Working together to safeguard children \(DfE 2018\)](#)
- [What to do if you're worried a child is being abused \(DfE2015\)](#)
- [The London Safeguarding Children Board child protection procedures](#)
- [Keeping children safe in education \(DFE 2020\)](#)
- [Croydon Safeguarding Board local policies and procedures](#)

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

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

#### **4.2 Recognition**

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

#### **4.3 Dealing with disclosures**

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

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

#### **4.4 Referral to SPOC**

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

- All referrals will be acknowledged by the SPOC and the referrer informed of what action will be taken.
- If the school does not think the child's situation is improving within a reasonable timescale following referral, this should be taken up with children's social care via the relevant designated safeguarding lead.

#### **4.5 Attendance at case conferences and core groups**

- The relevant designated safeguarding lead will liaise with children's social care to ensure that all relevant information held by the schools is provided to children's social care during the course of any child protection investigation.
- The relevant designated safeguarding lead will ensure that the school is represented at child protection case conferences and core group meetings:
  - the relevant designated safeguarding lead or their deputy will ensure that the most appropriate member of staff will attend
  - if no-one from the school can attend, the relevant designated safeguarding lead will ensure that a report is made available to the conference or meeting.

#### **4.6 Monitoring**

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

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

#### **4.7 Records**

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the school.
- The relevant designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.

- All information should be recorded on the safeguarding monitoring/incident form (see appendix 2) and all records should be signed and dated.
- Records should show:
  - what the concerns were;
  - what action was taken to refer on concerns or manage risk within the school;
  - whether any follow-up action was taken;
  - how and why decisions were made.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- The monitoring/incident form must be completed;
  - whenever concerns arise or there is a serious incident **or**
  - where a child is being monitored, prior to a case conference or core group meeting.
- Where a child who is subject to a child protection plan transfers to another school, the relevant designated safeguarding lead is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding lead at the new school.
- Child protection records will be provided to the pupil's new school in the event of a mid-year transfer or at the end of KS2, KS4 or if the student remains for post-16 education it will be kept in accordance with guidelines and then disposed of as confidential waste.

#### **4.8 Confidentiality and information sharing**

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

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

## 5 Early Years settings within schools

***This section relates only to Primary Schools with Nurseries and/or Reception classes***

### 5.1 Legal and policy framework

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

#### Statutory framework for the early years foundation stage

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

### 5.2 Safeguarding and child protection

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

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

- a policy on the use of mobile phones and cameras within the Early Years setting; recommended policies are:
  - Parents and carers are asked to switch off mobile phones if they are coming into the Early Years setting and leave the setting if they need to use their mobile;



- Parents are generally prohibited from taking any photographs of children in the Early Years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared;
- staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose;
- staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room.
- a statement on how notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

### **5.3 Suitable people**

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

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

Whenever an allegation is made against a member of staff in the Early Years setting, the school will follow the Croydon policy, '*The Management of Allegations against staff who work with Children and Young People*' as referred to in section 6 of this document.

Where Early Years staff are taking medication that may affect their ability to care for young children, this will be notified to the Headteacher.

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

The school will ensure that:

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

### **5.5 Staff ratios**

The school will ensure that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;

- parents are kept informed of staff members and numbers;
- children are kept within staff sight and hearing at all times.

For nursery classes:

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

For reception classes:

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

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

## **5.6 Health**

The school will:

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

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

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

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

## **5.8 Managing behaviour**

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

## 6 Safer recruitment

### 6.1 General principles

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

The schools will follow the *Keeping children safe in education* guidance (DfE 2020).

- The schools will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and governors/trustees and those involved in the management of an independent school, in accordance with statutory requirements.
- No staff member, volunteer, governor/trustee or anyone involved in the management of a school will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed, including section 128 checks relating to the recruitment of governors.
- Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidate's role in the school (see section 6.4).
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safer recruitment practices.
- Staff and governors who normally sit on interview panels will be trained in safer recruitment and no interview should go ahead unless at least one member of the panel has undertaken safer recruitment training. Schools will take up the accredited safer recruitment training offered through the Croydon Safeguarding Children Board or any other accredited training provider.
- Although the Headteacher will have day-to-day responsibility for the recruitment of staff, the Governing Board will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.
- Staff in schools responsible for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.
- In schools, the Headteacher will be responsible for keeping a single central record of all staff and volunteers (including governors) who work at the school.

- The single central records should include details of all checks carried out and the outcome of these checks or any certificates obtained in the format shown at appendix 3.
- Where the school has salaried trainee teachers, the school will ensure that all necessary checks are carried out on the trainees, including DBS checks, and that the outcome of these checks is recorded on the single central record.
- For trainee teachers that are fee-funded, the school will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with children.
- Where staff are recruited via third parties such as employment agencies, the Headteacher will:
  - seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
  - request written confirmation of the outcome of all checks
  - request written confirmation that an enhanced DBS certificate has been received by the agency
  - check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

## **6.2 Checks to be taken out**

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

- The applicant's identity must be verified from their passport or other photographic ID and proof of address must be provided.
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained, they will be asked to provide any current DBS check and a risk assessment will be undertaken
- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and further checks made on Teacher Regulation Agency (TRA) Teacher Services system to ensure they are not prohibited from teaching under a teacher prohibition order.
- checks will be made to ensure any member of staff or trustee involved in the management of the school is not barred from doing so under a section 128 direction.

- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach via the TRA Teacher Services system.
- An application form will be completed by all staff and a full work history given. All gaps in employment will be checked and verified in writing.

*Schools should be aware of the following central government guidance:*

Criminal records checks for overseas applicants - Publications - GOV.UK

Employing overseas-trained teachers from outside the EEA - Publications - GOV.UK

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

### **6.3 References**

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

### **6.4 DBS checks**

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school will apply to the Disclosure and Barring

Service (DBS) for police checks and other barred list information as part of the recruitment process.

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

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

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

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

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

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

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

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

The school will ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure. Staff will be encouraged to join the DBS Update Service.

## **6.5 Volunteers**

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

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

## **6.7 Alternative Provision**

The schools remain responsible for the safeguarding of children of any pupils they place in Alternative Provision.

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



All pupils placed in Alternative Provision should be visited regularly.

[Alternative Provision guidance](#)

## 7 Staff practice and conduct

### 7.1 Induction and training

- The Headteacher will ensure that all staff are fully inducted, are made aware of the following policies of the school and that staff are fully aware of their role in implementing these:

- Safeguarding and child protection policy and procedures
- Behaviour policy
- Staff code of conduct
- Children missing from education policy.

- Staff will be asked to confirm in writing that they have received and read all relevant staff policies, including “*What to do if you are worried a child is being abused*” guidance.

- The designated safeguarding lead will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on an annual basis.

- The Headteacher of each school will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.

- School staff and governors will receive multi-agency safeguarding training at the level that is appropriate to their roles and responsibilities.

- As well as basic safeguarding training, the designated safeguarding lead and their deputy will receive specific training on their role on their role and other relevant multi-agency training courses.

- School staff will also receive training on Early Help and the SPOC safeguarding referral process as part of their safeguarding training.

- School staff will receive regular and timely updates on child protection and safeguarding issues via the designated safeguarding lead in order to ensure they remain up to date with new legislation.

### 7.2 Conduct and safe teaching practice

- The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of safeguarding concerns and allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.

- The Headteachers will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Governors/trustees will have their own separate code of conduct. This is a responsibility of the governing board or trust.
- Staff will be expected to follow the schools social media policy in terms of their use of social media, particularly in relation to professional standards and relationships with pupils. All staff and volunteers will sign an acceptable use agreement before being given access to the school computer system.

### **7.3 Providing intimate or personal care to pupils**

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

Schools must have a written policy in place in order to promote safe working practices for staff and ensure children's privacy. Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

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

### **7.4 Behaviour management, physical intervention and restraint**

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

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

[Behaviour and discipline in schools - Publications - GOV.UK](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)

## **7.5 Music tuition**

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

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

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

The schools should:

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

## **7.5 Allegations against staff**

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

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

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

All safeguarding concerns and allegations in relation to staff members will be referred to the Headteacher; safeguarding concerns and allegations against the Headteacher will be referred to the Chair of the Governing Board.

## 7.6 Whistleblowing – see Appendix 5

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

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

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following;

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

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

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

### ADDITIONAL POLICIES TO BE READ IN CONJUNCTION WITH THIS POLICY:

- Personal, Social and Health Education and Sex and Relationships Education
- Behaviour and Anti Bullying Policy
- Code of conduct for staff
- Confidentiality
- Equality, Race Equality and Cultural Diversity policy
- Attendance and Punctuality policy
- Healthy Schools documents
- Reasonable Force and Restraint Policy
- E-safety
- Whistle Blowing

- Induction Policy
- Policies for Looked After Children and Children with Medical Needs
- ICT Policy
- Preventing Extremism and Radicalisation Policy
- CSE Policy
- Guidance on FGM – Appendix 8
- Guidance on Children Missing from Education – Appendix 9
- Guidance on DASV and Peer on Peer Abuse – Appendix 10
- Guidance on Self Harm and Suicide – Appendix 11
- Guidance on Non-collection of children from school - Appendix 12
- Guidance on Prevention of radicalisation - Appendix 13
- Guidance on Online safety - Appendix 14
- Guidance on LAC, previously LAC and care leavers - Appendix 15
- Guidance on Children with special education needs (SEND) - Appendix 16
- Guidance on Safeguarding vulnerable groups - Appendix 17
- Guidance on Contextual safeguarding for young people - Appendix 18
- Appendix 19: Additional guidance, policies and procedures

## 8 Health and safety and risk assessments

### 8.1 Responsibility for health and safety

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

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

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

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

There should also be a named governor responsible for health and safety.

These are:

**Name:** Richard McIntosh  
**Designation:** KAPS Governor with responsibility for health & safety  
**Contact details:** rmcintosh3.306@lgflmail.org

**Name:** Mary Turner  
**Designation:** Norbury Manor: Governor with responsibility for health & safety  
**Contact details:** 07850893169

## **8.2 Risk assessments**

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

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

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

## **8.3 Working with aggressive and violent parents**

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

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

## **8.4 Site security and visitors**

- The Governing Board is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
- The Headteacher will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Headteacher will request written confirmation that relevant checks have been carried out for that individual and full disclosure of any positive DBS check outcomes so that a further assessment can be conducted on the visitors suitability to interact with the students, even if this interaction is going to be supervised
- All visitors and contractors will be:
  - informed to report to reception on arrival;

- expected to provide proof of identity
  - expected to wear a name-badge or carry some form of identification at all times when on the school premises;
  - suitably supervised by school staff at all times;
  - made aware of school health and safety procedures.
- The Headteacher will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
  - Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
  - Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

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

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

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

### **8.6 Monitoring and review**

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

- all school policies are regularly monitored by the designated safeguarding lead and annually reviewed by the Headteacher and agreed by the governing board;
- the school keeps a central record of all accidents and incidents including what action was taken and by whom;
- staff are aware of their responsibility to record accidents and incidents;
- the Headteacher has an overview of all accidents/incidents;

- serious accidents and incidents are reported to the Governing Board
- the designated safeguarding lead ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action



## Appendix 1: CHILD PROTECTION; DEFINITIONS AND INDICATORS

### Definitions

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

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

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

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

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

### Possible indicators of abuse and neglect

<b>Neglect</b>	<ul style="list-style-type: none"> <li>● Inadequate or inappropriate clothing</li> <li>● Appears underweight and unwell and seems constantly hungry</li> <li>● Failure to thrive physically and appears tired and listless</li> <li>● Dirty or unhygienic appearance</li> <li>● Frequent unexplained absences from school</li> <li>● Lack of parental supervision</li> </ul>
<b>Physical abuse</b>	<ul style="list-style-type: none"> <li>● Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury</li> <li>● Injuries in unexpected places or that are not typical of normal childhood injuries or accidents</li> <li>● High frequency of injuries</li> <li>● Parents seem unconcerned or fail to seek adequate medical treatment</li> </ul>
<b>Sexual abuse</b>	<ul style="list-style-type: none"> <li>● Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development</li> <li>● Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend</li> <li>● Continual, inappropriate or excessive masturbation</li> <li>● Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy</li> <li>● Unwillingness to undress for sports</li> </ul>
<b>Emotional abuse</b>	<ul style="list-style-type: none"> <li>● Developmental delay</li> <li>● Attachment difficulties with parents and others</li> <li>● Withdrawal and low self-esteem</li> </ul>
<b>Indirect indicators of abuse and neglect</b>	<ul style="list-style-type: none"> <li>● Sudden changes in behaviour</li> <li>● Withdrawal and low self-esteem</li> <li>● Eating disorders</li> <li>● Aggressive behaviour towards others</li> <li>● Sudden unexplained absences from school</li> <li>● Drug/alcohol misuse</li> <li>● Running away/going missing</li> </ul>
<b>Parental attributes</b>	<ul style="list-style-type: none"> <li>● Misusing drugs and/or alcohol</li> <li>● Physical/mental health or learning difficulties</li> <li>● Domestic violence</li> <li>● Avoiding contact with school and other professionals</li> </ul>

## Appendix 2: Safeguarding children monitoring/incident form

**Name of school:**

**Name of child:**

**DOB:**

**Status:**  monitoring due to concerns  subject to child protection plan

### Concerns/risks

Attendance and punctuality
Periods of exclusion (including dates)
Contact with parents/family
Health and physical appearance
Behaviour and emotional presentation (including any sexualised behaviour)
Concerning incidents
Peer relationships
Academic performance and achievement

### Views of child and parents

--

### Outcomes of monitoring

- continue monitoring
- carry out Early Help Assessment
- referral to SPOC
- referral to health services
- referral for education support services
- referral on behalf of parent/carer

### Action taken

--

Name of staff member:

Date

## Appendix 3: School central record

### Important notes

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

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

### Agency staff

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

### Volunteers

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

### Regulated activity

Regulated activity (Teaching, instructing, supervising, training, and coaching children. This activity is regulated if it's carried out by the same person frequently (such as once a week or more), 4 or more days in a 30-day period, or overnight (between 2am and 6am).– the period condition is at any time on more than three days in any period of 30 days.

'Frequently' is doing something once a week or more. Work of the nature defined is considered regulated activity if done regularly; where this is the case an enhanced DBS check is needed with a barred list check.

### Contractors

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

### Documents and certificates

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

**Record of checks taken out and/or certificates obtained**

Name	Date of service	Address	DOB	Position held/regulated activity?	Evidence of identity: (name of person carrying out check and date of check)	Barred list check (date and name of person carrying out check)	Enhanced DBS check (date and name of person carrying out check)	Prohibition from teaching check (date and name of person carrying out check)	Prohibition from management of schools under section 128 check (independent and free schools and academies only)	Checks on persons from overseas (date and name of person carrying out check)	Checks on professional qualifications/ Certificates obtained (date and name of person carrying out check)	Checks on right to work in the UK/documents obtained (date and name of person carrying out check)	For supply staff, evidence from the employment agency that relevant checks have been carried out (date of confirmation and name of school staff checking)

## Appendix 4: Schools safeguarding checklist

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

Name of school:

Address:

Headteacher:

Contact details:

Date of safeguarding assessment:

Requirement	Yes	No	Comments/action
<b>Leadership and the safeguarding and child protection framework</b>			
The school has comprehensive safeguarding policies covering early help and child protection and a staff conduct policy covering use of technology, relationships with pupils, communications and use of social media			
The school has agreed procedures for dealing with incidents of sexual violence and sexual harassment that are linked to the school's behaviour and bullying policies			
There are agreed local procedures in place for making referrals to SPOC where there are concerns about the safety and welfare of a child			
There is a designated governor with responsibility for safeguarding and child protection			
A senior member of the leadership team has been appointed as the designated safeguarding lead and a nominated deputy to carry out the role in their absence and they have the time and resources allocated to carry out their responsibilities			
The safeguarding lead and their deputy have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 2 years.			
Arrangements are in place to ensure staff can liaise with the safeguarding lead or their deputy at all times during school hours			
The school promotes a multi-agency approach to safeguarding and child protection in line with <i>Working together</i> and staff are able to attend child protection conferences and other multi-agency meetings as appropriate			
The curriculum offers opportunities for pupils to learn how to keep themselves safe, including online, and offers pupils guidance on healthy relationships			
The school promotes positive behaviour and this is reflected in behaviour management strategies used; reasonable force and restraint is used only in line with legislation; use of any behaviour management strategy is tailored to the needs of the pupil and carefully monitored for effectiveness			
The school has effective policies for dealing with bullying and discrimination, including cyberbullying, sexting and inappropriate language			
There is a policy around dealing with safeguarding concerns and allegations against staff and all staff are aware of the policy and know what action to take if they have concerns about another member of staff			
The school has a policy of openness and challenge and staff and pupils feel safe to raise concerns; there is a whistleblowing policy in place and all staff and pupils know who to contact if they are concerned that safeguarding issues are not being adequately dealt with by the school			

The school has an internet safety policy setting out how pupils will be kept safe online and the standards for use of technologies expected from pupils and staff including mobile devices; all pupils and staff have signed an acceptable use agreement			
The school have taken steps to implement the Prevent duty and staff are aware of how to make appropriate referrals to Channel Panel			
The school has a policy on dealing with children who harm other children and all staff are aware of what action to take under this policy			
The school seeks the views of pupils and parents with regard to safeguarding issues and all safeguarding and child protection policies are available on the school website			

Requirement	Yes	No	Comments/action
<b>Staff knowledge and e safeguarding practice</b>			
All staff are inducted in safeguarding arrangements in the school and have received and read all relevant policies			
All staff have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 3 years.			
All staff receive regular updates to safeguarding and child protection legislation via the designated safeguarding lead as required			
All staff are able to identify those children who may benefit from early help and are able to provide support within the school or make appropriate referrals to Croydon's Early help service			
All staff are able to recognise the indicators of abuse and harm, can identify children who may be at risk of harm			
All staff know what action to take to refer children appropriately to SPOC where there are concerns and make timely referrals and follow up referrals where it is thought the child's situation is not improving			
All staff are aware of their legal duty under the mandatory reporting rules for FGM and can make appropriate notifications to the police and SPOC in known cases of FGM			
All staff are aware of what actions to take when a child goes missing from education or does not attend and that missing episodes are monitored; all staff are aware of the link between going missing and safeguarding issues such as sexual exploitation, criminal behaviour, substance misuse and trafficking; there are procedures in place to notify Croydon where a child is removed from the school roll in line with the local <i>Children missing from school</i> policy			
All staff are able to share information lawfully and appropriately and work jointly with partner agencies; parents are informed of concerns and actions taken unless this puts the pupil at further risk			
Records of concerns and referrals are up to date and timely and kept securely			
All staff receive regular supervision that enables them to raise safeguarding issues			
Risk assessments are routinely carried out to ensure the health and safety of pupils on site, on school trips and during work experience			
Pupils feel safe and are aware of how to raise concerns and complaints with a trusted adult			



Requirement	Yes	No	Comments/action
<b>Safer recruitment</b>			
The school has a safer recruitment procedure that is in line with statutory requirements			
<p>The school has a single central record providing details of when and by whom the following checks on candidates were taken out:</p> <ul style="list-style-type: none"> <li>● Identity checks</li> <li>● DBS/barred list checks</li> <li>● Prohibition from teaching/section 128 checks</li> <li>● Appropriate checks with overseas organisations where the candidate is from abroad</li> <li>● Checks to establish right to work in the UK</li> <li>● Professional qualifications check</li> </ul>			
The school has a clear system in place in line with statutory requirements for volunteers or contractors coming into the school, Enhanced DBS checks are taken out on all staff members, volunteers and governors; barred list checks are also taken out on staff, volunteers and governors who are involved in regulated activity			
The Headteacher or other member of the senior leadership team decides on whether or not volunteers, visitors or contractors require a DBS check and this decision is informed by a risk assessment; arrangements are put in place to supervise and oversee volunteers, visitors and contractors where a DBS check is not carried out and children are not left unsupervised with any individual who has not undergone a DBS check			
The school seeks written confirmation from agencies that these checks have been taken out on all agency and supply staff prior to appointment; all agency and supply staff are required to present proof of identity prior to beginning work			
A member of the governing board and senior leadership team involved in interviewing has completed an accredited safer recruitment training course			
<b>Dealing with safeguarding concerns and allegations against staff</b>			
There is a named staff member with responsibility for liaising with the police and LADO			
Appropriate referrals are made to the DBS where staff cease to work at the school following investigation into safeguarding concerns and allegations			

## **Appendix 5: Safeguarding Children: Whistle Blowing**

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Designated Safeguarding Lead. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

***Don't think "What if I'm wrong?" Think "What if I'm right?"***

### **Reasons for whistleblowing**

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour in order to:

- prevent the problem worsening or widening
- protect or reduce risks to others
- prevent becoming implicated yourself

### **What stops people from whistleblowing**

- Concern about starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

### **How to raise a concern**

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can; the earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Designated Safeguarding Lead
- If your concern is about the Designated Safeguarding Lead or you feel you need to take it to someone outside the college contact the Headteacher or the local authority designated officer
- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can

- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern

### **What happens next?**

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith
- Malicious allegations may be considered as a disciplinary offence

### **Self reporting**

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

### **Further advice and support**

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

*"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"*

(reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

## **Appendix 6: Information for all College Staff**

The following link refers to current guidance

[Keeping Children Safe in Education 2020](#)

At the time of updating this policy the new Guidance for September 2020 is published as draft – coming into effect on 1st September 2020

This guidance forms an integral part of this policy.

## **Appendix 7: Safeguarding Children: How to Handle a Disclosure**

### **DO**

- Reassure the child or adult that it is the right thing to do to tell a trusted person.
- Attempt to ascertain the facts (who, where, when). Tell the child that you believe them.
- Tell the child that you will need to involve others in ensuring that the child will, in the future, be kept safe. Explain who needs to be involved and why and what will happen next.
- Offer ongoing support.
- Choose a place to talk where you will not be interrupted. This allows you to give your undivided attention and confirms for the child that what they have to say is important.
- Follow the college's internal policy for Child Protection in terms of communication both within college and to other agencies. Follow the London Child Protection Procedures and the Authority's Child Protection Procedures.
- Record facts objectively and accurately. (Time, date, signature.)
- Look after yourself by ensuring that you can talk to someone about your feelings. Dealing with child abuse is stressful and distressing.

### **DO NOT**

- Promise confidentiality that you cannot keep. The child has already experienced a breach of trust from the adult who abused them.
- Make false promises or reassurances to the child about what will happen next. Children cope best with honesty, and again should not be exposed to further breaches of trust.
- Interrupt or stop the child during a disclosure. Let them finish talking before you attempt to inform or involve others.
- Ask leading questions or sympathise inappropriately. Children should not be pressed to tell more than they choose or be questioned any more than is strictly necessary. It is for others to further the investigation.
- Allow a child to remove any article of clothing e.g. to show you an injury.
- Give out any personal information whatsoever e.g. personal phone numbers or email addresses.

## **Appendix 8: Safeguarding Children: Female Genital Mutilation [FGM]**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM is sometimes known as 'female genital cutting' or 'female circumcision.' Communities tend to use local names referring to this practice, including 'sunna'

### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area

### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

### **Is FGM legal?**

- FGM is internationally recognised as a violation of human rights of girls and women.

**It is illegal in most countries including the UK.**

### **Circumstances and occurrences that may point to FGM happening:**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

### **Signs that may indicate a child has undergone FGM:**

- Prolonged absence from college and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that schools take action **without delay**. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

## **Appendix 9: Safeguarding Children: Children Missing from Education**

The college understands its duty, as explained in KCSIE, in relation to the risks posed by children missing from 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. A child going missing from education is a potential indicator of abuse or neglect and the college will report to the Local Authority instances of prolonged unauthorised absence or a student being removed from the college's list under the circumstances outlined in KCSIE.

All staff must also be aware of their role to prevent children from going missing from education. The college will take appropriate action to find any student who is discovered to be missing from the college; the Year Leader should normally be informed in the first instance and will co-ordinate the action taken. A written record is made of any incident of a student missing from the college, the action taken, and any reasons given by the student for being missing. The college will ensure that any student currently on the Child Protection Register who is absent without explanation for two days is referred to Children's Services. For further details of the college's procedures and responses please see the Attendance policy. This contains the college's procedures for unauthorised absence, including on repeat occasions, as well as referral to the Local Authority.



## **Appendix 10: Safeguarding Children: DASV and Peer on Peer Abuse**

All staff should report to the Designated Safeguarding Lead any concerns or information they have that a student may be exposed to domestic abuse and violence or be the victim of it. This information will be dealt with sensitively and confidentially but appropriate support will be offered and college counselling service will be offered. Any further action will be decided and actioned by the DSL.

All staff should be alert to the risk of peer on peer abuse and understand their role in preventing, identifying and responding to it. Staff should know that children are capable of abusing their peers; they should never dismiss abusive behaviour as a normal part of growing up, or "banter", and should not develop high thresholds before taking action. Peer on peer abuse can take many forms, including [but not limited to] bullying, cyberbullying, hazing [initiation type violence], sexually harmful behaviour, violence, and 'sexting'. Norbury Manor will respond to cases of 'sexting' [or Youth Produced Sexual Imagery] in line with the UKCCIS 'Sexting in Schools and Colleges' guidance. Peer on peer abuse should be taken as seriously as abuse by adults.

If a member of staff thinks for whatever reason that a child may be at risk of abuse from another child or young person, or that a child may be abusing others, the member of staff should report their concern to the DSL without delay in accordance with the above procedure. If a child is in immediate danger or at risk of harm, a referral to children's social care and/or the police should be made immediately.

### **Signs of peer on peer abuse?**

Signs that a student may be suffering from peer on peer abuse overlap with those relating to other types of abuse and include: (a) failing to attend college, disengaging from classes or struggling to carry out college related tasks to the standard you would ordinarily expect; (b) physical injuries; (c) having difficulties with mental health and/or emotional wellbeing; (d) becoming withdrawn, shy, experiencing headaches, stomach aches, anxiety, panic attacks, suffering from nightmares or lack of sleep or sleeping too much; (e) drugs and/or alcohol use; (f) changes in appearance and/or starting to act in a way that is not appropriate for the child's age. Again, this list is not exhaustive and the presence of one or more of these signs does not necessarily indicate abuse.

### **Are some children particularly vulnerable to abusing or being abused by their peers?**

Any student can be affected by peer on peer abuse and staff should be alert to signs of such abuse amongst all students. Research suggests that:

- a) peer on peer abuse is more prevalent amongst students aged 10 and older although it also affects younger children, including by way of harmful sexual behaviour;
- b) children who are particularly vulnerable to abuse or to abusing others include those who have:
  - (i) witnessed or experienced abuse or violence themselves;
  - (ii) suffered from the loss of a close family member or friend; or
  - (iii) experienced considerable disruption in their lives.

**How prevalent is peer on peer abuse?**

Recent research suggests that peer on peer abuse is one of the most common forms of abuse affecting children in the UK. For example, more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion (Barter et al 2015). Two thirds of contact sexual abuse experienced by children aged 17 or under was perpetrated by someone who was also aged 17 or under (Radford et al 2011) and over a third of young boys in England admitted to watching pornography and having negative attitudes towards women (University of Bristol and University of Central Lancashire 2015).

**What should I do if I suspect either that a student may be being abused, or that a student may be abusing others?**

If a member of staff thinks for whatever reason that a student may be at risk of abuse from another student or young person, or that a student may be abusing others, the member of staff should report their concern to the DSL without delay in accordance with the Safeguarding policy. If a child is in immediate danger or at risk of harm, a referral to children's social care and/or the police should be made immediately.

## Appendix 11: Safeguarding Children: Self Harm or Suicide

All staff should follow the procedures below in regards to any student who is known to be at risk of self harm or suicide.

A crisis plan for any student needs to be shared with that student, their parents and any relevant staff.

A crisis plan should include:

- Identifying key members of staff that they call talk to.
- List of signs or triggers that affect their suicidal thoughts or feelings and identifying some strategies that help them cope.
- Ask them what others could do to help them and share this with their parents, relevant students or staff
- Give them a list of names and telephone numbers of people or organisations that they could speak to or telephone. These would include – GP, NHS Direct, The Samaritans, Childline, local CAMHs crisis line, A & E at the nearest emergency department.
- Direct students, parents and staff to the Norbury Manor website and the Hopeline UK helpline <https://papyrus-uk.org/hopelineuk/> and App
- Provide parents/carers with Parental/Carer Guidance from CAHMS
- All staff will be advised of how to keep any identified student safe in the classroom
- In all instances of a disclosure of self harm, CAHMS should be notified immediately – in-house contact being Debbie Chadwick [Debbie.chadwick@slam.nhs.uk]

## **Appendix 12: Non-collection of children from school**

### ***This section applies to primary schools only***

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

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

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

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

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

## **Appendix 13: Prevention of radicalisation**

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

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

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

[The Prevent Duty](#)

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

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

The school designated safeguarding lead should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from their police schools officer (if they have one); the SPOC Professionals' Consultation Line; and/or Croydon's Prevent Co-ordinator (Haydar Muntadhar: email [haydar.muntadhar@croydon.gov.uk](mailto:haydar.muntadhar@croydon.gov.uk); tel. 020 8726 6000 (ext. 62070))

## **Appendix 14: Online safety**

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

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

Pupils should be just as clear about what is expected of them online as offline.

## **Appendix 15: Looked after and previously looked after children and care leavers**

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

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

## **Appendix 16: Children with special education needs (SEND)**

The school is aware that children with special education needs may be more vulnerable to harm and abuse and may be more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communications difficulties and professionals may miss vital indicators.

School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help.



## **Appendix 17: Safeguarding vulnerable groups**

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

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

### **Children at risk of forced marriage**

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

Further advice on forced marriage can be obtained from the Foreign and Commonwealth Office's Forced Marriage Unit by phone 020 7008 0151 or emailing [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk)  
[Forced marriage - FCO Guidance](#)

### **Privately fostered children**

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

### **Young carers**

If schools have concerns about a pupil they believe to be a young carer, they can contact the Young Carers Service on 020 8649 9339.

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

## **Appendix 18: Contextual safeguarding for young people**

The school is aware that as young people grow more independent, they may face more risk from safeguarding threats from outside of the home, either from within the community, at school or from their own peer group. School safeguarding policies must therefore reflect the needs of young people in their own communities.

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

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

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

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

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

### **Children at risk of sexual exploitation**

Child sexual exploitation is a form of sexual abuse that occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 in sexual activity a) in exchange for something the victim needs or wants, and/or be for financial advantage or increased status of the perpetrator or facilitator.

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

[Child sexual exploitation – DfE guidance](#)

### **Young people at risk from gang activity or serious youth violence**

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

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

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

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

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

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

[Preventing youth violence and gang involvement](#)

### **Modern slavery and trafficked children**

County lines is when children and young people travel out of London to sell drugs on behalf of adults in those localities. Those involved with county lines will often go missing for a few days at a time. Children and young people involved in county lines may be considered as having been trafficked and be victims of criminal exploitation.

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

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

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

## **Appendix 19: Additional guidance, policies and procedures**

[CSCB local policies and procedures](#)

[CSCB Safeguarding in Education Toolkit](#)

[DfE Alternative Provision guidance](#)

[DfE School Attendance guidance](#)

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

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

[DfE Preventing and Tackling Bullying guidance](#)

[DfE Children Missing Education guidance](#)

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

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

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

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

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

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

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

[DfE Use of reasonable force guidance](#)

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

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

[DfE Sexual violence and sexual harassment between children in schools and colleges](#)

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

[Child sexual exploitation – DfE guidance](#)

[Preventing youth violence and gang involvement](#)

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

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

## APPENDIX 20: COVID-19 STAFF SAFEGUARDING UPDATE

This safeguarding update applies during the period of phased return following school closure due to COVID-19.

### 1. Social Distancing and Keeping Safe in School

Staff should practice social distancing all around the school and always try to keep 2 metres apart.

There will be times when you are less than the recommended 2m away from others in school, but that doesn't mean we shouldn't keep this distance wherever possible.

There are; markings on the floor and signage on walls/doors, anti-bacterial hand wash in all classrooms and toilets, automatic hand sanitiser dispensers around the school and PPE available from the school office to help reduce the risk of catching and spreading the virus.

### 2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

The best interests of children must come first

If anyone has a safeguarding concern about any child, they should continue to act on it immediately

A designated safeguarding lead (DSL) or deputy will be available at all times (see section 4 for details of our arrangements)

It's essential that unsuitable people don't enter the school workforce or gain access to children

Children should continue to be protected when they are online

### 3. Reporting concerns

All staff must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children continuing to attend or returning to school and those at home.

### 4. DSL (and deputy) arrangements

We aim to have a DSL or deputy DSL on site wherever possible. If our DSL (or deputy) can't be in school, they can be contacted remotely by: email or mobile phone.

Our DSL (and deputies), wherever their location, know who the most vulnerable children in our school are.

### Contact Details of DSL, DDSL and DO

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	KAPS: Pammy Bhambra	<a href="mailto:Pbhambrakaura.306@lgflmail.org">Pbhambrakaura.306@lgflmail.org</a> 07984 303718
	Norbury Manor: Sophie Tsoukkas	<a href="mailto:stsoukkas.306@lgflmail.org">stsoukkas.306@lgflmail.org</a> 07375 299608
Deputy safeguarding lead (DDSL)	KAPS: Gillian Chamberlain	<a href="mailto:Gchamberlain.306@lgflmail.org">Gchamberlain.306@lgflmail.org</a> 07939 49880
	Norbury Manor: S. Patten	<a href="mailto:spatten4.306@lgflmail.org">spatten4.306@lgflmail.org</a> 07958 075670
	Jourdan Campbell	<a href="mailto:Campbellj@nmbec.org">Campbellj@nmbec.org</a>

Designated safeguarding officer (DSO)	Kerry Mohabir	<a href="mailto:Kmohabir.306@lgflmail.org">Kmohabir.306@lgflmail.org</a> 07946 661956
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## 5. Monitoring attendance

We will resume taking our attendance register. We will also continue to submit the Department for Education's daily online attendance form, until no longer asked to do so. Where any child we expect to attend school doesn't attend, or stops attending, we will: Follow up on their absence with their parents or carers, by email or phone  
Notify their social worker, where they have one

## 6. Concerns about a staff member

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff working on site or remotely.

## 7. Safeguarding all children

Staff are aware that this difficult time potentially puts all children at greater risk. Staff will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

### 7.1 Children returning to school

Staff will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before the child returns. .

No contact from children or families

Seeming more withdrawn during any class check-ins or video calls

## 8. Online safety

### 8.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school. IT staff are available via email

### 8.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing code of conduct/Computing acceptable use policy

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3.

## 9. Mental health

### 9.1 Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioral signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

## **9.2 Children at home**

Where possible, we will continue to offer our current support for pupil mental health for all pupils

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

## **10. Safeguarding training**

We will make sure staff are aware of changes to our procedures and local arrangements.