



**THE CEDARS  
SCHOOL**

## **Child Protection and Safeguarding Policy**

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Our Governors acknowledge their responsibility in ensuring that this policy is effective in its implementation and meets all current regulatory requirements. An annual review (or earlier as required by any amendment to regulations) of this policy and associated procedures and the efficiency with which associated duties have been discharged will be undertaken so that Governors can be assured that the policy is fully implemented in practice and any deficiencies or weaknesses can be remedied without delay. This policy is available to parents of pupils and prospective pupils on the school website and on request via the school office.

Most safeguarding concerns should be reported directly to one of the Designated Safeguarding Leads (DSLs) – see contact details in paragraph 2. However our school understands that anyone has the right to make a direct referral to Social Services. Their contact details can also

be found in paragraph 2 as well as in posters on display around our school (e.g. staffroom and school office).

Definitions:

"CAF"	Common Assessment Form
"CSCP"	Croydon Safeguarding Children Partnership
"CSE"	Child Sexual Exploitation
"DBS"	Disclosure & Barring Service
"DfE"	Department for Education
"DSL"	Designated Safeguarding Lead
"KCSIE"	Keeping Children Safe in Education
"LADO"	Local Authority Designated Officer
"MASH"	Multi Agency Safeguarding Hub
"Members of staff"	- unless otherwise stated, includes PACT full-time teachers, part-time teachers, supply teachers, volunteers and support staff
"NSPCC"	National Society for the Prevention of Cruelty to Children
"PACT"	PACT Educational Trust Limited
"PSHE"	Personal, Social, Health and Economic Education
"SMSC"	Spiritual, Moral, Social and Cultural Education
"TED"	Tell me, Explain to me, Describe to me
"TRA"	Teaching Regulation Agency
"WTSC"	Working Together to Safeguard Children

## **I Introduction**

- 1.1 This policy is based on various guidance documents provided by the Department for Education and other bodies, the main ones being Keeping Children Safe in Education (KCSIE) September 2019, Working Together to Safeguard Children (WTSC) July 2018 and Prevent Duty July 2015. The policy should be read in conjunction with the 'Staff Code of Conduct'.
- 1.2 PACT schools are committed to safeguarding and promoting the welfare of all children and young people in our care. We believe that our school promotes the welfare, health and safety of every pupil through its positive, safe and caring environment. Our PACT Board of Governors and Senior Management Team accept that they are responsible for

ensuring that our school has a safeguarding policy and that appropriate procedures are in place to deal with incidents, consistent with the CSCP guidance.

1.3 Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18. Also see Appendix I for other key definitions.

1.4 There are three main elements to our policy:

- a) Prevention of abuse through the teaching and pastoral support offered to all pupils in our care;
- b) Procedures for identifying and reporting cases or suspected cases of abuse. School staff are well placed through their day-to-day contact with pupils to observe the outward signs of abuse; and
- c) Provision of support for pupils who may have been abused.

Our policy applies to all staff and to every adult who works with or comes into contact with pupils during their day-to-day life at our school.

1.5 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

## 2 **Named persons & Local Safeguarding Partnership: The Cedars School**

The following named persons are primarily responsible for safeguarding in our school:

- Designated Safeguarding Lead (i.e. DSL) who will take the lead responsibility for safeguarding and child protection, including looked after children: **Mr Stephen Davis** (Assistant Headmaster) [sdavis@thecedarsschool.org.uk](mailto:sdavis@thecedarsschool.org.uk)  
Tel: 020-8185-7770, and Deputy DSL, **Mr Chris Ashton** (Director of Sport) [cashton@thecedarsschool.org.uk](mailto:cashton@thecedarsschool.org.uk) Tel: 020-8185-7770.
- Nominated Governor: Dr Tony Newman-Sanders [tonyns@blueyonder.co.uk](mailto:tonyns@blueyonder.co.uk)
- Croydon Safeguarding Children Partnership (CSCP) <http://www.croydonlcsb.gov.uk> (further contact details at end of document)

## 3 **Aims**

3.1 PACT schools aim to create a warm and supportive environment where pupils feel safe and secure. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult provide an essential framework within which our pupils can live increasingly independent lives.

- 3.2 Pupils are actively encouraged to talk and they are listened to sympathetically. Their viewpoints are valued.
- 3.3 Links with parents are very important, and staff are encouraged to respond quickly to requests and concerns received from parents and guardians, either by telephone, e-mail or by personal appointment. Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, consent is not necessarily required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.
- 3.4 One of the aims of the Parent-Tutor meetings is to facilitate this climate of trust and common concern for pupil welfare and academic progress.
- 3.5 We also aim to ensure that all our staff are clear about our school systems which support safeguarding, and what actions are necessary.
- 3.6 Our policy and procedures for dealing with and referring concerns about children in need and/or at risk are in accordance with locally agreed inter-agency procedures. Our arrangements also aim to fulfil other safeguarding and welfare responsibilities.
- 3.7 We aim to meet all regulatory requirements in order to fully safeguard pupils.

#### **4 Procedures for helping to keep children safe**

##### **4.1 Induction:**

All new members of staff, including supply staff, part-time and voluntary staff are provided with induction training that includes:

- Our Child Protection & Safeguarding Policy
- Our staff Code of Conduct (including our Whistle Blowing procedure)
- The identity and role of our DSL and Deputy DSL
- A copy of Part I of KCSIE, including Annexe A for school leaders and staff working directly with children

##### **4.2 Staff Training (including volunteers):**

- PACT school procedures are reviewed and updated annually and our staff are reminded of their responsibilities and our Code of Conduct at the start of every academic year and/or by email or meetings at various times during the year. Staff periodically confirm in writing that they have received, read and understood this policy and will adhere to it.
- Existing staff are informed each time Part I of KCSIE is updated.
- An appropriate senior member of staff is appointed to the role of DSL, who takes lead responsibility for safeguarding and child protection (including online safety). At least one Deputy DSL is appointed to provide cover for this role. DSLs receive updated child protection & safeguarding training at least every two years, to include local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of

radicalisation, record keeping, promoting a culture of listening to children and training in the LSCB's approach to Prevent duties. Whole school staff training is updated every three years, in line with advice from the LSCB. Training in the Prevent strategy (staff briefings and online training) ensures that all our staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further help.

- In addition, all our staff receive regular safeguarding and child protection updates, (e.g. via email or at staff meetings) as required but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively, this includes training on managing a report of child sexual violence. We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis, and our staff are encouraged to contribute to and shape our safeguarding arrangements and policies.
- External club providers and temporary staff who work with children are made aware of our safeguarding arrangements. A proportional risk based approach is taken as to the level of information provided to temporary staff and volunteers.
- Key documents are also available for our staff to access at any time on noticeboards and our school server (e.g. KCSIE, Staff Handbook & Code of Conduct).
- Our DSLs meet periodically (including with our Head) to review our Safeguarding Audit and to discuss any relevant incidents or concerns. Our staff are kept informed about any issues at termly INSETS and meetings during the year.
- Our Compliance Officer keeps up to date with any new safeguarding legislation and guidance, and our staff are provided with periodic updates as and when needed.
- All professionals working with children are encouraged to regularly review their own practices, and opportunities are provided for them to discuss any concerns they may have about welfare and safeguarding matters. This includes their personal and professional duty to report such concerns to one of our DSLs, or in the absence of action, directly to the CSCB.
- Staff with mobile phones keep them switched off during lesson time, and they do not have children's mobile numbers on their phones. Due to safeguarding considerations, our staff do not use their mobile phones when children are present. If personal cameras or mobile phones are used to take photographs of the children (for example during a school trip), these images are downloaded onto a school computer as soon as possible and then deleted from the personal device. Photographs taken using one of our school cameras are for school use only. Parents are not permitted to take any personal photographs if helping on a school trip.
- As a rule, mobile phones should not be brought into school by pupils. However if there is an exceptional case then parents should make a request to our school office or class teacher for consideration. The phone will then be stored in the office or with the class teacher throughout the day. Pupils do not have access to our wifi network.

- Wherever possible, staff should ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition or tutorials, sports coaching, conveying a single pupil by car, engaging in inappropriate electronic communication with a pupil, showing excessive one-to-one attention beyond the requirements of their usual role and responsibilities etc.).
- Volunteers and visitors are made aware of our safeguarding procedures, including contact details, via a notice in the sign in book and posters on display around our school (e.g. staffroom & other noticeboards).

#### **4.3 Educating children and parents about key issues:**

- Our teaching of SMSC (Spiritual, Moral, Social and Cultural Education) of which our Character Development & PSHE Programmes and Relationships Education are a part, helps to develop appropriate attitudes in our pupils, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them. This includes the safe use of electronic equipment and access to the internet, mostly via the ICT/Computing curriculum.
- Pupils are informed about issues regarding e-safety in a variety of ways in addition to lessons in the classroom (for example via the Acceptable Use Guidelines which is part of the E-Safety Policy and safer internet day training).
- Parents are kept informed about key issues via internet safety guidance on the school Website, regular digital safety articles and periodic workshops.

#### **4.4 What to do if you are concerned about a child's welfare:**

- Discuss your concerns with our DSL or Deputy DSL in his absence.
- Put your concerns in writing with dates and details of these suspicions and pass to our DSL or Deputy DSL.

#### **4.5 What to do if a child makes a disclosure:**

- Remember that a disclosure can happen at any time.
- Do not panic and think things have to happen instantly. It is more important that the right decision is made and therefore immediate referral to our DSLs is essential.
- It is important to remind the child that you will have to pass on their concern.
- Confidentiality should not be promised; make clear that staff have a responsibility to share relevant information with our DSLs.
- If you talk to a child, do so with tact and sympathy. Listen, but do not offer an opinion.
- Do not ask leading questions.
- When asking questions, always ask open questions using the TED principle of Tell me, Explain to me, Describe to me.
- Do not let the child take the blame. A child cannot be held responsible for abuse received at the hands of an adult or older sibling or carer.

- Make careful and detailed legible notes – they may be needed later. Use our ROC (record of concern) form to provide certain information including the date, event, observation, disclosure and action taken. A template of this form is available by email, on the server (in the Staff folder) and hard copies are on our staffroom noticeboard.
- Pass the ROC form to our DSLs immediately (either in person or by email).
- Our DSLs may confer with each other and will decide on the best procedure and course of action (seeking guidance from the LSCB if needed).
- Our DSLs will decide whether it is appropriate to contact parents. Do not contact parents yourself.
- Our DSLs will ensure that any paperwork is kept in the central Incidents File.

#### **4.6 General principles of confidentiality:**

- All staff should be aware that personal information about a child and their family is confidential and should only be given to an appropriate person.
- If abuse is suspected, accurate information will be given to our DSLs immediately.
- Other teachers need only know enough to prepare them to act with sensitivity to a distressed child.
- If a child makes a disclosure, the child should be kept informed of who knows and why.
- Promises of confidentiality must not be given, as a teacher has a duty to protect a child from abuse; all abuse must be reported.
- Teachers should not, in any circumstances, remove a child's clothing. They should only note those marks which they have noticed or which are brought to attention by the child.
- No further examination should be carried out.
- Teachers should not photograph the injury.
- All staff should be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

**If staff (teaching or support) hear worrying information about children from other parents, neighbours or even other children, this should be passed on to our DSLs immediately.**

## **5 Role of school and staff**

- 5.1 Everyone who comes into contact with children and their families has a role to play in safeguarding children. Staff at our school are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.
- 5.2 Members of both the teaching and support staff constantly strive to ensure that our pupils are happy, that they feel supported and are safe. The health, safety and well-being of our pupils are of paramount importance to everyone who works in our school. All staff have a responsibility to provide a safe environment in which children can learn.

We also all have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. We are all responsible for taking appropriate action, including promoting the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. We maintain the attitude of 'it could happen here' where safeguarding is concerned, and we always act in the interests of the child.

- 5.3 Staff aim to ensure that children receive the right help at the right time to address risks and prevent issues escalating, act on and refer the early signs of abuse and neglect, keep clear records, listen to views of the child, reassess concerns when situations do not improve, share information quickly and challenge inaction.
- 5.4 All staff are responsible for working together with the local safeguarding partnership and other services to promote the welfare of children and protect them from harm. We also have a legal duty to report certain attendance issues to our local authority, including ten continuous days of unauthorised absence (other than for reasons of sickness or leave of absence), failure to attend regularly and deletion from the school register when the next school is not known. See 6.1 viii) for further information.

## **6 Types of abuse and neglect**

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

### **i) Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child or young person. It may also be caused by the parent/carer fabricating or inducing illness in a child.

- Possible signs: Bruising without satisfactory explanation, burns (often recurrent), bite marks, parent/carers frequently alleging illness in a child, inappropriately or excessively clothed particularly in hot weather, reluctance to do PE or shower, self-harm.
- Impact of physical abuse: It can lead to neurological damage, physical injuries, disability and occasionally death. Harm may be caused directly by the abuse itself or by the abuse taking place in a wider family context of conflict. Physical abuse has been linked to aggressive behaviour, emotional and behavioural problems and educational difficulties.

### **ii) Neglect**

Neglect is the persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent/carer failing to provide adequate food, shelter and

clothing, access to medical care, failure to protect a child from physical harm, as well as excluding a child from home or abandonment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- Possible signs of neglect: Constant hunger, poor personal hygiene, poor state of clothing, frequent lateness or non-attendance at school, untreated medical problems. A child going missing from an education setting is also a potential indicator, particularly on repeated occasions.
- Impact of neglect: Severe neglect of young children is associated with major impairment of growth and intellectual development. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress.

### **iii) Emotional Abuse**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless, unloved or inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may be when an adult constantly behaves in an uncaring or hostile way towards a child or young person, perhaps by bullying, rejecting, frightening or criticising them. It may involve serious bullying (including homophobic and cyberbullying).

- Possible signs of emotional abuse: Physical, mental and emotional development lags, over-reaction to mistakes, extremes of passivity or aggression, continual self-deprecation, self-harm, inappropriate emotional response to painful situations.
- Impact of emotional abuse: Emotional abuse has an important impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. Some level of emotional abuse is involved in all types of mistreatment of a young person, though it may occur alone.

### **iv) Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities (e.g. exposure to pornographic material, watching sexual activities or encouraging children and young people to behave in sexually inappropriate ways, or grooming a child in preparation for abuse, including via the Internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

- Impact of sexual abuse: Self-harm, inappropriate sexualised behaviour, depression, loss of or poor self-esteem, aggressive behaviour, lack of trust, running away from home.

**v) Child sexual exploitation (CSE)** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

**vi) Radicalisation and Extremism:** in the case of pupils identified as being at risk of radicalisation, the school will consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example. Also see separate Preventing Extremism and Radicalisation policy.

**vii) Children missing education:** a child going missing from education is a potential indicator of abuse or neglect. Office staff are aware of the requirement to notify the local authority when they are about to remove a pupil's name from the school admissions register under any of the fifteen grounds listed in the regulations (see DfE guidance 'Children missing education' September 2016). We will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. This includes if children are being educated outside the school system, e.g. home education, followed up with the Monitoring and Support Teacher Elective Home Education department ([elaine.grant@croydon.gov.uk](mailto:elaine.grant@croydon.gov.uk)). We will also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point.

**Other specific forms of abuse include the following:**

Children missing from home or care, bullying (including homophobic and cyberbullying), domestic violence, drugs, fabricated or induced illness, faith abuse, forced marriage, gangs and youth violence, gender-based violence, violence against women and girls, hate,

mental health, private fostering, sexting, relationship abuse, trafficking, 'honour based' violence, and serious violence. Contextual Safeguarding seeks to understand child protection risks from beyond the family. This becomes of increasing importance for adolescents who naturally begin to spend more time out of their home and under the influence of their peers.

Each PACT school understands its responsibility to report children missing education as outlined above. Guidance and practical support on these specific safeguarding issues can be found on the NSPCC website and via the GOV.UK website (see end of document for further details).

## **6.2 In making professional judgements about any form of abuse, take into account:**

The frequency of bruising/injury, context of injury, explanation from child and adult, parent response. The signs mentioned above are not evidence themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. Other sources of advice on the signs of abuse and neglect can be obtained from our LCSB and the NSPCC website. "Non-Accidental Injuries" may need to be followed up too. If injuries keep occurring, issues of neglect and level of supervision need to be discussed with appropriate agencies.

If a member of staff has a concern about a child they should raise these immediately with our DSLs. This also includes situations of abuse which may involve staff members (including volunteers) or other pupils. Knowing what to look for is vital to the early identification of abuse and neglect. If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. Anybody can make a referral.

## **7. Responsibilities**

### **Our PACT Board of Governors accepts their responsibility to:**

- Follow the KCSIE guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times. They should allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of the KCSIE guidance.
- Have regard to the KCSIE guidance when recruiting staff (also see separate Safer Recruitment Policy).
- Ensure that our school contributes to inter-agency working in line with WTSC guidance through effective communication and good co-operation with local agencies. The Chair is responsible for liaising with the local authority and/or partner agencies on issues of child protection.
- Draw on the expertise of staff, including our DSLs, in shaping our safeguarding arrangements and policies.

- Ensure that the safeguarding arrangements take into account the procedures and practice of the relevant local authority.
- Ensure that an effective child protection policy is in place together with a staff behaviour policy (code of conduct), both of which are provided to all staff – including temporary staff and volunteers – on induction.
- Ensure that there are procedures in place to handle allegations against members of staff and volunteers, as well as allegations against other children. Procedures must also be in place to make a referral to the DBS and TRA if a person in regulated activity (i.e. where work is carried out frequently by the same person) has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned (also see 14.6). This is a legal duty and failure to refer when the criteria are met is a criminal offence.
- Review the policies and procedures for child protection annually at a PACT Board of Governors' meeting to satisfy themselves that the duties outlined have been appropriately and efficiently discharged, to include a review of the effectiveness of procedures and their implementation. Minutes should be sufficiently detailed to demonstrate the depth of the review.
- Ensure that our nominated Governor with responsibility for safeguarding works together with our DSLs when updating and reviewing procedures and their implementation, and they are familiar with the school's ROC form.
- Ensure that our child protection policy is available publicly on our school website (and on request from our school office).
- Ensure the appointment of a senior member of staff to the role of designated safeguarding lead, which is explicitly in the role-holder's job description. The named person should have the status and authority within the school to carry out the duties of the post, including committing resources and, where appropriate, supporting and directing other staff.
- Appoint a designated member of staff to promote the educational achievement of children who are looked after (i.e. under the care of the local authority) and to ensure that this person has appropriate training.
- Ensure appropriate safeguarding responses to those children who go missing from education settings, particularly on repeat occasions, to help identify any risk of abuse and neglect and to help prevent the risks of their going missing in future.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum (for example through PSHE). Particular attention is paid to school practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet.
- Remedy any deficiencies or weaknesses in regard to our safeguarding arrangements that are brought to its attention without delay.

## **Our DSLs accept their responsibility to:**

- Undertake appropriate training every two years in order to understand the assessment process for providing early help and intervention; have a working knowledge of how the local authority conducts a child protection case conference or review; ensure each member of staff has access to and understands the school's policy and procedures, especially new and part time staff (including volunteers).
- In addition to formal training, to keep their knowledge and skills updated at regular intervals (at least annually) so that they are aware of any developments relevant to their role.
- Liaise with the local authority and work with other agencies in line with WTSC guidance. Informal advice may be sought on borderline cases.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals (including ensuring that such records are kept confidentially and securely and are separate from pupil records).
- Obtain access to resources and attend any relevant or refresher training courses (including making sure that staff are aware of training opportunities).
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- Refer all cases of suspected abuse to the local authority children's social care, as well as the local authority designated officer (LADO, or team of officers) for child protection concerns – in all cases which concern a staff member; the DBS & TRA – in cases where a person is dismissed or left due to risk/harm to a child; and/or the police – in cases where a crime may have been committed. Cases are referred to the Channel programme where there is a radicalisation concern.
- Ensure that cover for the safeguarding role is available in the absence of our main DSL (via a named deputy, who is trained to the same standard as our main DSL).
- Be available during term time during school hours (or if necessary by mobile phone during holiday periods).
- Whilst activities of our main DSL can be delegated to appropriately trained deputies, the lead responsibility should not be delegated.
- Where our DSL is not our Head, to liaise with our Head to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Also to provide support for staff who make referrals.
- Where children leave our school to ensure that their child protection file is copied for any new school as soon as possible, but transferred separately from the main pupil file and addressed 'Confidential – for the attention of the Designated Safeguarding Lead'.

- Follow up on any child protection or safeguarding concerns highlighted for any new pupils via the Pupil Reference request from their previous school.
- Generally raise awareness of safeguarding within our school.
- Monitor the attendance of any pupil currently deemed to be at risk and refer concerns, when appropriate, to social services in the first instance.
- Follow up on any pupil deemed to be missing from school, if necessary liaising with the Governing Body.
- Ensure that our Head and all members of staff who routinely have contact with pupils are trained and receive regular refresher training (every three years) about their responsibilities with regard to safeguarding, in line with advice from the LSCB.

#### **Our Head accepts their responsibility to:**

- Ensure that our policies and procedures, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensure that our DSLs have sufficient time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings and/or to support other staff to do so.

### **8 Monitoring and Record Keeping**

- 8.1 Our school plays a vital role in helping children and those who are suspected of being abused, by monitoring and recording certain aspects of the child's progress and behaviour in school. This responsibility falls on all staff, but mainly on our DSLs and Head.
- 8.2 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.
- 8.3 If staff have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take - refer to the separate flowchart within KCSIE entitled 'Actions where there are concerns about a child'. Where possible, there should be a conversation with our DSLs to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services, and should be made in accordance with the referral threshold set by the CSCB.
- 8.4 Evidence from reports and reviews into the deaths of children indicate the vital importance of record keeping. The CAF (Common Assessment Framework) and our Record of Concern (ROC) form are used to provide a written, chronological record of child protection activities and concerns.
- 8.5 All staff are responsible for passing the following information to the DSLs:
- Patterns of attendance, including non-attendance
  - Behaviour
  - Injuries/marks - past and present

- Changes in mood
- Statements made by the child, comments, stories, “news”, drawings.
- General demeanour and appearance
- Changes in classroom functioning
- Response to PE/Sport
- Relationships (with peers and adults)
- Changes in eating habits or changed behaviour during lunchtimes

Our DSLs will decide when to start and finish monitoring the child and decide upon further action to be taken.

## **9 Referrals to children’s Social Services**

9.1 When our DSLs are considering making a referral, thought must be given to the type of referral - child in need or child in need of protection.

- Child in Need - use CAF (Common Assessment Form). Alternatively contact the Croydon Early Help team on 020 8726 6000, or for advice call the MASH consultation number on 020 8726 6464. The out of hour’s number is 020 8726 6400.
- Child Protection – for an urgent safeguarding response call 020 8255 2888.
- When referring, anything said by the child should be written down as a verbatim report.
- Information will be recorded in factual, non-emotive, non-judgemental terms; reference will be made on the child’s file.
- The file will be kept centrally and confidentiality will be respected. Child Protection records will be kept securely locked. A reference should be made on a child’s school file that a Child Protection File exists. When the child transfers to a new school, the Child Protection File will be forwarded to the receiving school separately from the main pupil file and addressed ‘Confidential – for the attention of the Designated Safeguarding Lead’.

9.2 In those cases where children have suffered or are at risk of suffering serious harm, they should be reported to children’s social care immediately; for those children who are in need of additional support from one or more agencies should lead to inter-agency assessment using local borough processes. Where there has been a substantiated allegation against a member of staff, our school will work with the LADO, or team of officers, to determine whether there are any improvements to be made to our procedures or practice to help prevent similar events in the future.

## **10 Child Protection Records and the Data Protection Act**

10.1 Child Protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 2018. For manual records the Education (School Records) Regulation 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the court may require our school to provide its Child Protection records.

## **11 Supporting pupils**

- 11.1 If abuse is suspected, accurate information will be given only to our DSLs. Our school accepts that other staff need know only enough to prepare them to act with sensitivity to a distressed child.
- 11.2 We recognise that children who are abused or who witness violence may find it difficult to develop a sense of worth. They may experience feelings of helplessness, humiliation or self-blame.
- 11.3 We will endeavour to support the pupil through the provision of a positive, supportive and secure environment.
- 11.4 Children with special educational needs (SEN) and disabilities have particular vulnerabilities and can face additional safeguarding challenges. Staff are aware of the extra barriers which can exist when recognising abuse and neglect in this group of children. They include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children can be disproportionately impacted by things such as bullying – without outwardly showing any signs; communication barriers and difficulties in overcoming these barriers).

## **12 Supporting staff**

- 12.1 We accept that staff working in our school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with our DSLs and to seek further support.

## **13 Procedures for acting when abuse by one or more pupils against another is alleged**

- 13.1 Our Behaviour and Discipline Policy makes clear the expectations on pupils of acceptable behaviour towards other pupils. Where a pupil (or a member of staff or volunteer) makes an allegation about the behaviour of a pupil or pupils against another pupil, and this is deemed to be or could be deemed to be a form of abuse, the allegation must be reported to our DSLs. When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, this will be referred to the LSCB. In the event of disclosures about pupil on pupil abuse, all children involved (whether perpetrator or victim) are treated as being 'at risk'.
- 13.2 Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and the same procedures should be used. Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- 13.3 If a child causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if there is a large difference in power (for example age, size, ability,

development) between the young people concerned; or the perpetrator has repeatedly tried to harm one or more other children; or there are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. Different gender issues can also be prevalent when dealing with peer on peer abuse.

13.4 In order to minimise the risk of peer on peer abuse, we will strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it. Various areas of study help to develop pupils' understanding of acceptable behaviour and keeping themselves safe. Our systems enable pupils to raise concerns with staff, knowing that they will be listened to, believed and valued.

13.5 Peer on peer abuse can take many different forms, including physical abuse (e.g. violence), emotional abuse (e.g. blackmail or extortion, threats and intimidation), sexual abuse (e.g. indecent exposure, indecent touching or serious sexual assaults, forcing others to take part in sexting), and sexual exploitation (e.g. encouraging other children to engage in inappropriate sexual behaviour). This type of abuse should never be tolerated or passed off as 'banter' or 'part of growing up'.

13.6 Any allegations of peer on peer abuse will be investigated by our DSLs, and advice may be sought from other agencies such as children's social services. Victims of peer on peer abuse will be supported through strategy discussions with external agencies.

#### **14 Procedures for acting when abuse by a member of staff or volunteer is alleged**

14.1 If an allegation is made against anyone working with children, all unnecessary delays will be avoided. We will not undertake our own investigations of allegations without prior consultation with the LADO, or team of officers, or in the most serious cases the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO, or team of officers, can be held informally and without naming our school or individual.

14.2 The procedures detailed below are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

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

14.3 A member of staff or volunteer who has a concern of possible abuse should report this immediately to the Headmaster. The Acting Chair of the Board of Governors should be contacted in all cases and kept fully informed ([chairman@pactschools.org.uk](mailto:chairman@pactschools.org.uk)).

14.4 Immediate action should be taken to protect the child and any other children present, and advice should be sought from the Local Authority Designated Officer (LADO), or

team of officers within one working day. The nature, content and context of the allegation will be considered and a course of action including any involvement of the police will be agreed. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. Due weight will be given to the views of the LADO, or team of officers, and to the policy when making a decision about suspension. The procedures for dealing with allegations should be applied with common sense and judgement. It is in everyone's interest to resolve cases as quickly as possible, consistent with a fair and thorough investigation.

- 14.5 Careful consideration should be given as to whether the member of staff should be suspended from their duties while an investigation is carried out, or whether alternative arrangements should be put in place.
- 14.6 All action must be carefully recorded. In case of serious harm, the police should be notified from the outset.
- 14.7 The Disclosure & Barring Service (DBS) will be notified within one month of any person leaving our school whether employed, contracted, a volunteer or pupil whose services are no longer used because he or she is considered unsuitable to work with children. Such reports should contain as much evidence as possible. We recognise that failure to make a report constitutes an offence. We have a legal duty to refer to the DBS and the TRA on behalf of the Secretary of State, anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Our school will consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had they not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct, 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. The DBS can be contacted on 01325 953795 or 03000 200 190 (helpline). The TRA (Teaching Regulation Agency) can be contacted on 020 7593 5393 or [misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk)
- 14.8 Where qualified teachers are registered with the Teaching Agency (previously the General Teaching Council), any misconduct referrals (that is those which are not child-protection related) must be reported.
- 14.9 Allegations found to be malicious are removed from personnel records; records are kept of all other allegations but those unsubstantiated, unfounded or malicious are not referred to in employer references. However, for all other allegations, a clear and comprehensive summary of the allegation is kept on the employee's confidential personnel file, including details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached. A copy is also provided to the accused.

14.10 In line with restrictions on the reporting or publishing of allegations against teachers, our school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

## **15 Procedures for acting when abuse by our Head is alleged**

15.1 Procedures follow those specified in the section above, except that the abuse should be reported to our Acting Chair of the Board of Governors and DSLs. They will also contact the LADO, or team of officers. If our Head is the subject of an allegation, he will not be informed until action has been agreed with our Chair or other members of our Governing Body and the LADO, or team of officers.

## **16 Preventing Extremism and Radicalisation**

16.1 Protecting children from the risk of radicalisation is part of our wider safeguarding duties, and is similar in nature to protection children from other forms of abuse. All adults working at PACT schools are required to report instances where they believe a child may be at risk of harm or neglect to our DSLs immediately. Also see 'Preventing Extremism & Radicalisation Policy'.

## **17 Documentation/Useful Information**

17.1 The following documents can be obtained via our school, or by clicking on the relevant links below:

- [School's Child Protection & Safeguarding Policy](#) (copy on school website and in office)
- [Keeping Children Safe in Education \(KCSIE\) Sept 2019 inc. Annexe A](#) (copy in school office and available to staff on server)
- [Working Together to Safeguard Children \(WTSC\) July 2018](#) (copy in school office)
- [Prevent Duty \(June 2015\)](#) copy in school office
- [Children missing education \(Sept 2016\)](#) copy in school office
- [Preventing and Tacking Bullying \(July 2017\)](#) copy in school office
- [Sexual harassment between children in schools and colleges \(May 2018\)](#) copy in school office
- [What to do if you're worried a child is being abused \(March 2015\)](#) copy in school office
- [Information Sharing \(July 2018\)](#) copy in school office
- [Use of reasonable force \(July 2013\)](#) copy in school office
- [Staff Code of Conduct](#) (available to staff on school server)
- [Childcare \(Disqualification\) Regulations \(June 2016\)](#) (copy in school office)

Available on request from school office: Use of social media for on-line radicalisation July 2015; Mental health and behaviour in schools March 2016; Counselling in schools: a blue print for the future February 2016.

## 18 Contacts (also see paragraph 2)

- National Society for the Prevention of Cruelty to Children – Tel 0808 800 5000
- ChildLine Tel 0800 1111. ‘Say Something’ (reporting sexual exploitation) Call or text 116000. Further information is available from the following websites: [www.gov.uk/dfc](http://www.gov.uk/dfc); [www.ofsted.gov.uk](http://www.ofsted.gov.uk); [www.nspcc.org.uk](http://www.nspcc.org.uk); [www.stop-cse.org/saysomething](http://www.stop-cse.org/saysomething)
- NSPCC whistleblowing helpline 0800 0280285 (Monday to Friday, 8am – 8pm) or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- For enquiries and referrals relating to children and young people at risk of harm or whether a safeguarding or early help response is needed, Croydon’s Single Point of Contact should be used. This is made up of staff from the Multi-Agency Safeguarding Hub (MASH) and Early Help. In an emergency, or if you believe a child is at immediate risk of harm call the police on **999**. If you have an urgent need for a safeguarding response call **020 8255 2888** (Monday to Friday 9am-5pm). For advice, professionals should call the consultation number on 020 8726 6464. The emergency social work service for urgent child protection matters out of hours is **020 8726 6400**. The referrals unit can be emailed on [childreferrals@croydon.gov.uk](mailto:childreferrals@croydon.gov.uk). Or to make a written referral go to [www.croydon.gov.uk](http://www.croydon.gov.uk) – select ‘Report it’ and then ‘Child Safeguarding Referral’.
- The telephone number for the Croydon Safeguarding Children Partnership (CSCP) is **020 8604 7275**. The website is <http://croydonlscb.org.uk> and the email is [SafeguardingChildrenBoard@croydon.gov.uk](mailto:SafeguardingChildrenBoard@croydon.gov.uk). CSCP is led by the three Safeguarding Partners as defined by Working Together 2018. These are:
  - Croydon Council
  - NHS Croydon Clinical Commissioning Group
  - Metropolitan Police Service – South Area Basic Command Unit
  - The Local Authority Designated Officer (LADO) for Croydon is Steve Hall and he deals with allegations against staff. His direct line is **020 8239 4322** or he can be contacted via the LSCB number above on Ext. 84322. His email is [steve.hall@croydon.gov.uk](mailto:steve.hall@croydon.gov.uk) (or his secure email is [steve.hall@croydon.cjsm](mailto:steve.hall@croydon.cjsm)).
  - If the concern is regarding radicalisation or extremism, the Prevent Co-ordinator for Croydon is Carl Parker and he can be contacted on **020 8726 6000** Ext. 88974 or by email on [carl.parker@croydon.gov.uk](mailto:carl.parker@croydon.gov.uk). The Met Police Prevent Engagement Officer is Harvey Teague and he can be contacted on **020 8649 0142** or [Harvey.B.Teague@met.pnn.police.uk](mailto:Harvey.B.Teague@met.pnn.police.uk). Alternatively, in non-emergency situations dial **101** or contact the DfE (Department for Education) on **020 7340 7264** or by email on [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Our local police force can also be contacted on **020 8721 2467**.

## 19 Monitoring and review

- 19.1 Our PACT governing body regularly monitors and reviews any recorded incidents, including the efficiency with which the related duties have been discharged.

- 19.2 This policy is reviewed on an annual basis (or more frequently if legislation changes) by our governing body, and this is minuted accordingly at PACT Board and PACT Health, Safety and Compliance committee meetings. Minutes are sufficiently detailed to demonstrate both breadth and depth of the review.
- 19.3 Any required/agreed changes to the policy are circulated to our Head, DSLs and nominated safeguarding Governor prior to publishing on the website and adopting at the next full Board meeting. Our Acting Chair of Governors has approved this policy, acting on behalf of PACT Educational Trust Ltd.
- 19.4 If there has been a substantiated allegation against a member of staff, we will work with the LADO, or team of officers, to determine whether there are any improvements to be made to our procedures or practices to help prevent similar events in the future.

Signed:

R Teague

T Newman-Sanders

P Leonard

**Headmaster**

**Safeguarding governor**

**Acting Chair of Governors**

<b>This policy is reviewed annually</b>	
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Approval/Review required by PACT or sub-committee	Yes
Latest Review (state whether changes were made)	Yes
Next Review Date	Autumn 2020

This policy should be read in conjunction with the following related policies:

Anti-Bullying; Behaviour & Discipline; E-Safety; Staff Code of Conduct; Safer Recruitment; Whistleblowing; Preventing Extremism & Radicalisation.