

Coulsdon C of E Primary School



Child Protection Policy

The ethos of this school is to enable every child to learn and develop in a Christian environment. We ask all parents of whatever faith applying for a place here to recognise and support this ethos and its importance to the school.

Together, growing in mind, body & spirit

Coulsdon Church of England Primary School

Child Protection Policy

(including the Management of Allegations against Staff and Volunteers)

The Designated Person in school for Child Protection is:

Mrs Annie Mitchell (Headteacher)

Tel school office: 01737 554789 Email: office@ccofoe.uk

In his/her absence the Designated Person for Child Protection is

Mrs Karen Newsome (Assistant Headteacher)

The Nominated Governor for Child Protection is:

Trevor Meadowcroft

Local Authority Contacts

Local Authority Designated Officer (LADO):

lado@croydon.gov.uk

LADO: Steve Hall

Email: steve.hall@croydon.gov.uk

Tel: 0208 726 6000 (Ext. 84343)

Assistant LADO: Jane Parr

Email: jane.parr@croydon.gov.uk

Tel: 0208 726 6000 (Ext. 84343)

SPOC (Single Point of Contact):

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

SPOC Professionals Consultation Line Tel: 0208 726 6464

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

Out of hours: 0208 726 6400

Croydon Prevent Co-ordinator Haydar Muntadhar haydar.muntadhar@croydon.gov.uk Tel: 0208 726 6000 ext 62070

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

Email: Jonathan.Lung@croydon.gov.uk

Croydon Safeguarding Children Board (CSCB)

Website: croydonlcsb.org.uk

Safeguarding learning & development

Email: safeguardingchildrenboard@croydon.gov.uk

Tel: 0208 604 7275

Please also note that children will need referring to the borough in which they are living, for example, Surrey.

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INTRODUCTION

All schools are required to have a Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. Coulsdon C of E Primary School takes very seriously its duty towards all its pupils who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to.

At Coulsdon C of E Primary School, we understand that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

We understand the term safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We are aware that mental and physical health are relevant to safeguarding the welfare of children. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

All staff at Coulsdon C of E Primary School believe that a range of other school policies are central to many aspects of the school's Child Protection Policy, and this document should therefore be read in conjunction with our Policies for:

- Anti-Bullying and Anti-Cyber Bullying
- Attendance
- Pupil Behaviour and Discipline
- Physical Intervention and Positive Handling
- Intimate Care
- Confidentiality
- SEND Policy
- Data protection and Information Governance Procedures
- Supporting pupils with medical conditions
- E-safety
- Health and Safety
- Safer Recruitment
- Safe Working Practices for Staff and Volunteers

Our Child Protection Policy is written with due regard to section 175 of the Education Act 2002 to safeguard and promote the welfare of children and the national guidance "Keeping children safe in education" published by the Department for Education in September 2021. Our policy will be reviewed each time any subsequent guidance is issued by the Secretary of State.

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board. Those procedures which have been adopted by the Croydon Local Safeguarding Children Board are available from www.londonscb.gov.uk.

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school.

This policy is available to all parents either in hard copy or from our website: www.coulsdoncofe.co.uk

1. COULSDON C of E PRIMARY SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY STATEMENT OF INTENT

Coulsdon C of E Primary School is committed to Safeguarding and promoting the welfare of all its pupils. The Governors expect all staff (including supply staff) and volunteers to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare.

- 1.1. All staff must be clear about their own role and that of others in providing a caring and safe environment for all pupils and must know how they should respond to any concerns about an individual child that may arise.
- 1.2 To this end Coulsdon C of E Primary School will ensure that all staff, whether permanent or temporary, and volunteers know who is the member of the senior leadership team who has designated overall responsibility for child protection and safeguarding.
- 1.3 The Designated Person for Child Protection details can be found in this policy.
- 1.4 In the absence of the designated person we will ensure that we have a member of staff who has the knowledge, skills and training necessary to deputise.
- 1.5 All staff will receive training during their induction period, and regularly thereafter at a minimum of every 2 years in order that they are equipped with the skills needed to keep children safe. Safeguarding updates will be given regularly.
- 1.6 Staff will be asked to confirm in writing that they have received, read and understood all relevant staff policies, including *“What to do if you are worried a child is being abused”* guidance and *‘Keeping Children Safe in Education 2021 part 1’* or *‘Annex A’ (condensed version of Part 1)*
- 1.7 Coulsdon C of E Primary School will always follow safe recruitment procedures including the completion of risk assessments so that we can be confident that all adults working and volunteering in our school are safe to do so.
- 1.8 At Coulsdon C of E Primary school in our weekly staff meetings ‘child watch’ is a routine agenda item where staff are given the opportunity to share any concerns regarding children who are felt to be in need. For example, low attendance, changes to family circumstances, lack of school uniform. Any children immediately at risk will be reported to the Designated Person as any concerns arise.
- 1.9 Coulsdon CofE Primary will ensure that volunteers are appropriately supervised.

2. KEEPING CHILDREN SAFE

2.1 Child Protection - Responding to concerns about individual children

- 2.1.1 All children at Coulsdon C of E Primary School must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.
- 2.1.2 All staff must:

- Listen to what the child is saying without interruption and without asking leading questions.
- Respect the child's right to privacy but not promise confidentiality (see Confidentiality Policy)
- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. Consider whether children are at risk of abuse or exploitation in situations outside their families.
- Reassure the child that he/she has done the right thing in telling.
- Explain to the child that in order to keep him/her safe from harm the information that has been shared with must be passed on.
- Report what has been disclosed to the Designated Person in the school.
- Record, as soon as is practicable, what was said using the child's actual words
- Sign and date the record.

2.1.3 The Designated Person for Child Protection will:

- The Designated Person will either make a referral to the child's Local Authority Children Services or, if a referral is not considered appropriate at that stage, make full written records of the information that they have received detailing the reasons for the judgement that the matter was not referred to the local authority. This is especially important following a period of lockdown.
- Have the time to provide support to staff and children regarding any new safeguarding and welfare concerns following the period of lockdown.
- Keep the board of governors informed of on-going safeguarding and child protection issues and enquiries;
- Take lead responsibility for Early Help, Safeguarding and Child Protection within the school.
- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.
- Keep written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onwards in accordance with this policy.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions.
- Seek advice if unsure that a child protection referral should be made.
- Liaise with the Council and work with other agencies in line with 'Working Together to Safeguard Children'.

- Be available during school hours for staff in the school to discuss any safeguarding concerns.
- Undergo training to provide them with the knowledge and skills to carry out the role. This training should be updated every two years.
- Be given the opportunity to attend the Designated Safeguarding Lead's Forum and the time to read new and updated research and briefings on Safeguarding developments.
- Notify children's social care if a child with a child protection plan is absent for more than two days without explanation.
- Ensures that when a child with a child protection plan leaves the school their information is passed to their new school and the child's social worker is informed.
- Ensures that all staff sign/give written confirmation to indicate that they have read and understood this policy.
- keep a record of staff attendance at early help and child protection training.
- Refers cases of suspected abuse to the local authority children's social care as required.
- Supports staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required. Supports staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refers cases where a crime may have been committed to the Police as required.
- Act as a source of support, advice and expertise for staff.
- Liaise with and manage referrals to relevant agencies such as CSSW, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS).
- Ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them.
- 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.
- Have an awareness of those children who may be in need, young carers and children who have special educational needs and liaise with the SENCO when considering any safeguarding action for a child with special needs.
- Ensure parents are fully aware of the school/college policies and procedures and that they are kept informed and involved.
- Consider whether children are at risk of abuse or exploitation in situations outside their families. Be aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- Work with other agencies in line with 'Working Together to Safeguard Children'. This provides guidance about when the DSL should consider calling the police and what to expect when they do.

2.1.4 The Board of Governors will ensure the school meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- Safeguarding policies and procedures covering early help and child protection that are consistent with Croydon Safeguarding Children Board procedures and Croydon's internal policies.

- A staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media
- A procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present.
- Ensuring that the school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.
- The Chair of the Governing Board is aware that they are responsible for liaising with the LADO in the event of an allegation against the head teacher.
- A senior member of staff is appointed as the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
- There is a designated teacher nominated to promote the educational achievement of looked after children and previously looked after children and that this person has received appropriate training for the role.
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy.
- Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the school/college and there are robust whistleblowing procedures in place.
- Steps are taken to ensure parents and pupils are aware of the school/college's safeguarding and child protection policies and procedures.
- The school has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
- Governors ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line.
- At least one member of the Governing Board has undertaken accredited safer recruitment training.
- All staff receive safeguarding and child protection training at least every two years and receive regular updates from the designated safeguarding lead to ensure they remain up to date with new legislation.
- The school has procedures in place to deal with allegations made against other pupils.
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.
- They are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- Ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information category personal data.

- Understand that ‘safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

2.1.5 Multi-agency working

The school contributes to multi-agency working as part of its statutory duty.

- The school is aware of and will follow the local safeguarding arrangements.
- The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.
- The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils’ needs and identify any need for early help.
- Staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.
- The school will continue to communicate with school nurses being aware that this is important for safeguarding and supporting wellbeing as they have continued to virtually support pupils who have not been in school.
- The school also recognises the particular importance of multi-agency working in identifying and preventing child sexual exploitation (CSE).

2.2 Child Protection – Recognition and Response to Abuse

2.2.1 Owing to the nature of the day-to-day relationship children at Coulsdon C of E Primary School have with staff all adults working in the school are particularly well placed to notice any physical, emotional, mental or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child’s health and/or development, including that caused as a result of witnessing the ill-treatment of another person.

2.2.2 All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to the Designated Person for Child Protection. All staff at Coulsdon C of E

Primary School must recognise that it is a statutory duty to ensure that children are protected from harm. We recognise that there are four definitions of child abuse, including neglect, as defined in Chapter 4 of the London Child Protection Procedures and as précised in this policy, which should be consulted as a reference document for full details of the definitions and recognition & response.

The four categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse, and
4. Neglect

Physical Abuse

May include: Hitting, shaking, throwing, poisoning, and burning, scalding, drowning, suffocating or otherwise causing physical harm to a child including the deliberate fabrication or causation of illness in a child.

May be recognised by: Physical injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

It is not appropriate for any member of staff to undress, photograph or body map any child in an attempt to see physical injury. This is the role of child protection and investigating agencies.

Emotional Abuse

May Include: The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development, mental health, behaviour and self-esteem. This may be caused by conveying to children that they are worthless, unloved or unvalued or by developmentally inappropriate expectations being made or by causing children to frequently feel frightened or the exploitation or corruption of children.

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

Sexual Abuse

May Include: Involving or forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. Such activities may involve sexual acts (penetrative or non-penetrative) or may include involving children in watching or taking part in pornographic material or to encourage children to behave in sexually inappropriate ways.

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports / PE etc, pain or itching in genital area, blood on underclothes, bruising in genital region and / or inner thighs etc.

Neglect

May include: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development (growth and intellect) such as failing to provide adequate food, shelter (including keeping children safe), clothing, or neglect of or unresponsiveness to a child's basic emotional needs.

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self-esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adult's under the influence of alcohol or drug misuse.

2.3 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:

- o children with disabilities and additional needs, including those with special educational needs
 - o young carers
 - o if the child has a mental health need;
 - o children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
 - o children who frequently go missing from home, school or care;
 - o children who are misusing drugs or alcohol;
 - o children at risk of exploitation through modern slavery and trafficking;
 - o children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
 - o children who have returned home from care;
 - o children who show early signs of abuse or neglect, including where there are concerns about the cumulative effect of low level neglect;
 - o children at risk of radicalisation or exploitation;
 - o is at risk of honour based abuse such as Female Genital Mutilation or forced marriage;
 - o is persistently absent from education;
 - o privately fostered children.
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- Where the child's extra needs require services, consideration will be given to what early help support can be offered a child by the school/college.
 - If the child requires an early help service from another agency, the school/college will make a referral to the Single Point of Contact (SPOC) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
 - Where the child is receiving an Early Help service, the school/college will work as part of the Team Around the Child (TAC) and take up the role of lead professional where this is appropriate.

- Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school/college believes that this is not the case, consideration should be given making a referral for a statutory social work service.

3 FEMALE GENITAL MUTILATION (FGM)

All staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care and the police.

3.1 Potential Indicators

There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

The following indicators are taken from government guidelines regarding FGM:

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from personal, social and health education (PSHE).

Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- Parents who wish to withdraw their children from learning about FGM.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include:
 - Difficulty walking, sitting or standing.
 - Talking about pain or discomfort between her legs.
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating.
 - Frequent urinary, menstrual or stomach problems.

- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

3.2 Raising Concern

If a member of school staff has a concern, they should activate local safeguarding procedures.

As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

4 HONOUR BASED ABUSE

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including **Female Genital Mutilation FGM** (mentioned above), forced marriage, and practices such as breast ironing.

4.1 Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between nine and 15 have hot pestles, stones or other implements rubbed on their developing breasts to stop them growing further. Breast Ironing is usually carried out by mothers or other women to protect girls from men. It is believed that the reason they carry out this procedure is to reduce the risk of sexual harassment, rape, kidnap and forced marriage. Indicators that Breast Ironing has been carried out are chest pains or other discomfort, changes in behaviour and fear of undressing.

4.2 Forced Marriage: If we become aware of a child that may be at risk of a forced marriage we will contact SPOC. If a child is at immediate risk we will contact the police.

All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

5 MENTAL HEALTH

Schools play a key role in supporting the emotional health and wellbeing of pupils. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

5.1 Raising Concern

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and the Designated Safeguarding Lead or a deputy be notified.

6 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (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 can face additional safeguarding challenges because;

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs;
- difficulties may arise in overcoming communication barriers;
- there may be a higher risk of peer group isolation

We work to identify pupils who might need more support to be kept safe or to keep themselves safe.

7 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 but is a 'close relative' for 28 days or more. Schools have a legal duty to notify Croydon of any pupils they know to be privately fostered. We will ensure our Designated safeguarding leads should refer to SPOC any private fostering arrangements that come to their notice.

8 CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

CSE and CCE are forms of abuse. Both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. The abuse can be a one-off occurrence or a series of incidents over time. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases the abuse will be in exchange for something the victims needs or wants, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse. Exploitation can be facilitated and take place online.

8.1 Types of child sexual exploitation

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Inappropriate relationships

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend/Girlfriend

Abuser grooms a victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

8.2 Potential vulnerabilities

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories);
- Sexual identity

8.3 Procedures for handling cases

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Step one – Identifying cases

School staff members are aware of and look for the key indicators of CSE, these are as follows:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Step two – Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Step three – Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

9 Child on child sexual behaviour, sexual violence and harassment

Schools should respond to all concerns of child on child sexual violence and harassment, including those to have happened outside of the school or online.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to college age. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. All of our staff are advised to maintain an attitude of **‘it could happen here’**.

Sexual violence and sexual harassment can occur online and offline (both physical and verbal) and are never acceptable. It is important to note that Children with Special Educational Needs and Disabilities can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers.

Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, we will notify the police. Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. Where an alleged incident took place away from the school or online but involved pupils from the school, the school’s duty to safeguard pupils remains the same.

9.1 The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.

- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

The designated safeguarding lead will ensure they are engaging with children’s social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

9.2 Policy

- We recognise that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated.
- We will follow the statutory guidance *Sexual violence and sexual harassment between pupils* and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils. [Sexual violence and sexual harassment between children in schools and colleges](#)
- We will take all necessary steps to put in place a planned PHSE curriculum to convey the school’s policy for preventing harmful sexual behaviour and to promote respectful behaviour between pupils with regards to sexual conduct. The school will also make close links to the new [Relationships Education Curriculum](#) which is compulsory for all schools from September 2020.
- We will promote an environment where victims feel empowered to raise concerns and report incidents. Any reports of sexual violence or harassment will be taken seriously and thoroughly investigated by the school and appropriate referrals made to the police and children’s social care.
- The school will ensure that staff and governors receive relevant training to help them ensure an effective response to incidents that protects individual victims and safeguards the welfare of all pupils and staff.
- The school will ensure staff are able to provide appropriate support to victims and alleged perpetrators that meets their needs and continues to promote their education.

9.3 Procedures

- Not all children will directly tell a member of staff about their experience and staff need to know how to respond when overhearing a conversation or if they notice a change in the child’s behaviour.
- We will ensure there is a robust response to all incidents and will follow the procedures set out in Part 5 of the *Keeping children safe in education* statutory guidance.
- Our Governing body will ensure that the school contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#).

- Reported incidents will be investigated by the member of staff to whom the young person discloses in partnership with the designated safeguarding lead, who will also carry out a risk assessment to look at any continued risk to the victim or other pupils and staff from the alleged perpetrator within the school. Toolkits that will support the risk assessment process include: Brook: traffic light tool.
- Where the allegation involves material posted online, the school will request that the electronic device is handed over as part of the investigation and will use legal powers to search and confiscate property as set out in the statutory guidance Searching, screening and confiscation guidance and UKCIS Sexting in schools and colleges advice.
- The member of staff and our designated safeguarding lead will write up a record of the investigation that will set out how the school will respond to the incident.
- The designated safeguarding lead may take advice from SPOC Professionals' Consultation Line before making a decision. Possible outcomes include referral to Early Help Services, MASH, Learning Access and/or the police, or managing the matter internally under school/college behaviour policies.
- Where a referral will be made to children social care or the police, the designated safeguarding lead will discuss the issue with the relevant agency and following this discussion a decision will be made on whether and how to inform the alleged perpetrator and their parents.
- KCSIE states that Schools and colleges should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response. Important considerations will include: the wishes of the victim in terms of how they want to proceed. This will however need to be balanced with the school's duty and responsibilities to protect other children; the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour; the ages of the children involved; the developmental stages of the children involved; any power imbalance between the children; if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature); that sexual violence and sexual harassment can take place within intimate personal relationships between peers; are there ongoing risks to the victim, other children, adult students or school or college staff; and other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- Where necessary and appropriate, the school will consider the support needs of the alleged perpetrator and will make referrals to relevant agencies for support on their behalf.
- School/college will consult with **Part 5 KCSIE 2021** when dealing with child on child sexual harassment or sexual violence. School/college will consider the 4 likely scenarios mentioned in **paragraph 451** when managing reports of incidents.

- We will refer to paragraph 454/5 with regards to unsubstantiated, unfounded, false or malicious reports and fully follow the recommendations/guidance of recording information and what to do when the report is found to be unsubstantiated, unfounded, false or malicious.

9.4 **Parent is on the sex offenders register**

In this situation the head teacher will be guided by parole conditions where relevant to keep children safe in school. This information must be treated as strictly confidential and will only be shared with the Designated Safeguarding Lead if appropriate.

10 **SERIOUS VIOLENT CRIME**

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. Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

10.1 **Indicators**

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

10.2 **Risk Factors**

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy
- Peers involved in crime and/or anti-social behaviour

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

10.3 **Weapons**

Schools need to be alert to the possibility of children and young people bringing weapons onto their 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.

11 PEER ON PEER ABUSE

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. The school/college will refer the perpetrator and the victim to children’s social care via SPOC.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. We will pay adherence to the guidance - Sexual Violence and Sexual Harassment in Schools/Colleges between children (December 2017 – updated May 2018) and have a strategy at Coulsdon C of E Primary to identify, report and respond to any issues/incidents raised. We aim to challenge this type of abuse. We also aim to use approaches in the curriculum to address and tackle peer on peer abuse. These include PSHE lessons, internet safety lessons and assemblies.

The definition of peer-on-peer abuse includes:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm (Voyeurism (Offences) Act 2019)
- Gender-based violence
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

12. Child Criminal Exploitation: County lines criminal activity

For the purpose of this policy, “County lines criminal activity” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. Children and young people involved in county lines may be considered as having been trafficked and be victims of criminal exploitation.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;

- can involve force and/or enticement –based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

12.2 Indicators

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

13 Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

If you are concerned that someone may be the victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

14 Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. Attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. It aims to intervene

where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

15 PREVENTING RADICALISATION

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel Panel. The school will work with the LSCB as appropriate.

Where we have 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, we will make a referral to SPOC using the SPOC Safeguarding Referral Form.

15.1 Training

The school's designated safeguarding lead will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

15.2 Risk indicators

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values

- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

15.3 Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?

- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead.

The designated safeguarding lead will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made. However, concerns are most likely to require a police investigation as part of the Channel Panel, in the first instance.

16 SAFEGUARDING – PROVIDING A SAFE ENVIRONMENT

16.1

All parents and carers of pupils attending Coulsdon C of E Primary School must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- Promoting a caring, safe and positive environment in the school
- Ensure safe recruitment practice in checking the suitability of all staff and volunteers to work with children including the completion of risk assessments;
- Ensure staff are appropriately trained.
- Raise awareness of safeguarding/child protection issues amongst all staff and volunteers and of what to do if they have concerns;

- Ensure that volunteers are appropriately supervised.
- Ensure that procedures and expectations for identifying and reporting/recording cases, or suspected cases, of abuse to relevant agencies are robust.
- Ensure that links with relevant agencies are effective including working in partnership regarding child protection matters, including attendance at case conferences and core group meetings;
- Ensure the school environment is safe and is one in which pupils feel secure and are encouraged to talk freely about anything that concerns them.
- Ensure pupils know there are adults in the school who they can approach if they are worried about anything;
- Ensure the curriculum and other provision, including opportunities in the Health and Wellbeing/PSHE curriculum, develop and equip pupils with the skills needed to feel safe and adopt safe practices
- Support for pupils who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensure we respond appropriately to any concern or allegation about a member of staff or volunteer.
- Ensure staff follow accepted “safe practice” principles when working with pupils.
- Ensure pupils are protected from all forms of harm.

17 SAFEGUARDING AND CHILD PROTECTION IN SPECIFIC CIRCUMSTANCES

17.1 Attendance

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

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

17.2 Pupil Behaviour

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil’s poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- (1) No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
- (2) We will always record any occasion when physical intervention has been necessary
- (3) We will always notify parents or carers of any such incident

17.3 Bullying

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

17.4 E-Safety

As part of our duty to provide a safe learning environment we should ensure their pupils know how to remain safe online. We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an e-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

There is considerable risk to children online but they can be categorised within these three areas as stated within KCSIE:

content:

- being exposed to illegal, inappropriate or harmful content; for example: pornography, fake news, racist, misogynistic, self-harm, suicide, anti-Semitic, radical and extremist;

contact:

- being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults for the purposes of grooming children; and

conduct:

- personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, sharing others explicit images and online bullying.

commerce:

- risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We refer to the DfE document 'Teaching Online Safety in Schools' to support us with teaching e safety. Our Governing body work to do all they can to reasonably limit children's exposure to the above risks from the school's IT system.

We ensure our pupils are just as clear about what is expected of them online as offline.

We are 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 keep them safe online

Educating children and young people to stay safe online is crucial in the modern world.

17.5 Remote learning

It is important that all staff who interact with children, including online, continue to look for a sign a child may be at risk. Any such concerns should be dealt with via the Designated Safeguarding Lead.

Coulsdon CofE Primary will ensure any use of online learning tools and systems is in line with privacy and data protection / GDPR requirements. We are delivering live lessons to children via Google Meet.

Below are some things our staff consider:

- Wearing suitable clothing
- Any computers should be in appropriate areas and the background should be blurred
- Language should be professional and appropriate including any family members in the background.

Our Governing body work to do all they can to reasonably limit children's exposure to the above risks from the school's IT system.

Where children are being asked to learn online at home the Department has provided advice to support schools and colleges do so safely: safeguarding in schools colleges and other providers and safeguarding and remote education. The NSPCC and PSHE Association also provide helpful advice:

NSPCC Learning - Undertaking remote teaching safely during school closures

PSHE - PSHE Association coronavirus hub Filters and monitoring

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

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

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place, in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, broader guidance on cyber security including considerations for governors and trustees can be found at [NCSC.GOV.UK](https://www.ncsc.gov.uk).

18 HEALTH AND SAFETY & RISK ASSESSMENTS

We, alongside our Governing Board will ensure that there is a robust health and safety policy in place to meet the statutory responsibility for the safety of pupils and staff within the school environment. The policy is based on the Government guidance and seeks to balance risk avoidance against providing pupils with opportunities to take part in activities that help them to learn to manage risk themselves. We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

Day-to-day responsibility for health and safety issues in the school will be dealt with by the Senior Leadership Team. The named governor responsible for health and safety is Trevor Meadowcroft.

18.1 Risk assessments

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

- on an annual basis for the school environment as a whole;
- for all school trips;
- for 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.

Risk Assessments are also carried out by our 'Friends Committee' when carrying out parent led activities.

19 WORKING TOGETHER WITH PARENTS / CARERS

19.1 Pupil Information

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

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

19.2 Confidentiality

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant and information only a

“need to know” basis in order to support the child if that is necessary and appropriate. Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

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, we 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, we will 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.

In the event that a child makes a disclosure of neglect or abuse, staff must explain that we cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school’s duty to share information.

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

19.3 Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child’s parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children’s Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

We will work in partnership with relevant agencies in order to meet our obligations under section 11 of the Children Act 2004 and *Working together to safeguard children* 2018.

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

19.4 Parents

We recognise the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

We will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by having a safeguarding statement on the home page of their website and making all school/college policies available on the school/college 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 school 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.

19.5 Working with aggressive and violent parents

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

If social care feel 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. We would always be part of this process.

19.6 Site security and visitors

- Our 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.
- Our 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, we will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:
 - informed to report to reception on arrival;
 - given a copy of our safeguarding and health and safety leaflet
 - expected to provide proof of identity
 - expected to wear a name-badge all times when on the school/college premises;
 - suitably supervised by school staff at all times;

- o made aware of school health and safety procedures
- The head teacher 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.

19.7 Non-collection of children from school

Parents are aware of the 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 services 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 will 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.

20 ADULTS WORKING WITH CHILDREN

20.1 Safer Recruitment

All staff and volunteers working with children in our school will be recruited safely. We recognise that safer recruitment practices are an essential part of creating a safe environment for children. We will follow Keeping Children Safe in Education guidance DfE 2021 and Working Together to Safeguard Children when recruiting staff:

Preparation

We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.

We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

Advertising

The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.

The advertisement will state that the post is subject to an enhanced DBS check.

Applications

We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions.

We will scrutinise all completed application forms and supporting statement linked to personal specification.

References

We will not accept open references or testimonials.

Applicants will be asked to provide a full employment history

We will ask for the names of at least two referees including previous and recent employers who should be a senior member of staff with the authority to provide references. References from colleagues will not be accepted.

References will be taken up prior to the interview.

We will follow up any ambiguous statements.

We will follow up on gaps in employment.

References will be taken up from current employers only; if the applicant is not currently employed, verification will be sought from their previous school/college as to the dates the applicant was employed and the reasons for leaving the post.

Any information provided by applicants as part of an application process will be verified with independent sources and any reference received electronically will be checked to verify the originating source.

Interviews

We will always conduct a face to face interview even when there is only one candidate.

Our interview panel will always contain at least one member trained in safer recruitment practice.

Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.

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.

Appointments

No staff member, volunteer, governor or anyone involved in the management of the school will be allowed to take up the post until all checks and enquiries required for that position have been satisfactorily completed, including section 128 checks relating to the recruitment of governors. Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.

Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidates role in the school.

We will refer to the Independent Safeguarding Authority any person whose checks reveal that they have sought work when barred from working with children. Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children.

The Head Teacher will be responsible for keeping a single central record of all staff and volunteers (including governors) who work at the school. The single record should include details of all checks carried out and the outcome of these checks or any certificates obtained.

Where staff are recruited via third parties such as employment agencies, the Head Teacher 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 the person against whom the checks were taken out.

We will verify the following information for all new staff and record on the single central register:

- The applicant's identity will be verified from their passport or other photographic ID and proof of address must be provided. Where possible, the use of a birth certificate will be sought.
- The applicant's right to work in the UK will be evidenced through documentation. Only original documentation will be accepted and its validity checked in the presence of the applicant.
- Since 1st September 2018, schools are no longer have to ask staff questions about cautions or convictions of someone living or working in their household.
- All staff should complete a self-declaration stating that they are not disqualified under the Childcare Act 2006 as amended in 2018. By reading and signing this policy they are making this self-declaration.
- 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.

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, we will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

Where a DBS check indicates previous concerns, the Head will conduct a risk assessment as to the suitability of the applicant to the post. This risk assessment will take account of the level of offending, when the offences occurred and the circumstances around the offences. The assessment should be recorded and placed upon the personnel record of the applicant

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. The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children. Full DBS checks with barred list checks will also be carried out on permanent staff members working at the school/college or unpaid volunteers who regularly work unsupervised at the school/college and whose work means they have an opportunity for regular contact with children. Other staff, contractors and supervised volunteers who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but **not** barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by the Headteacher.

We have 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.

We ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure.

Appointments of individuals who have lived or worked outside the EU

Individuals who lived or working outside the EU will be required to undergo the same checks as all other staff in school. This includes obtaining (via the applicant) an enhanced DBS certificate including barred list information, even if the individual has never been to the UK. In addition we will make further checks by:

Obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked and carrying out criminal records checks for overseas applicants.

This information alongside pre-appointment checks will help us assess the candidates suitability.

We are 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

Disqualification by Association

DBS and Filtering

Induction

We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

Continuing Professional Development

We will ensure that all staff receive training in Child Protection annually.

Allegations

We will always follow the procedure for the management of allegations against staff as outlined in "Keeping children safe in education – Statutory guidance for schools and colleges" September 2021.

Dismissal

We will always refer to the Independent Safeguarding Authority any member of staff who is dismissed because of misconduct relating to a child.

Volunteers / Supply Teachers

We will obtain written confirmation from the agency or third-party organisation that they have carried out the relevant checks (enhanced DBS). Where there is need for a Barred-List check, we will make sure the check had been completed by the agency and check the details relate to the person presenting themselves for work.

We will ensure that the following is 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, we 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.
- We 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.

Trainee / Student Teachers

We will carry out the necessary checks on all student teachers who are employed by us. If the student is fee funded, it is the responsibility of the training provider to carry out necessary checks. We will obtain written confirmation of the checks.

We have the legal duty to refer anyone to the DBS who has harmed, poses a risk of harm to a child or vulnerable adult. (Full details can be found in KCSIE 2021)

Alternative Provision

We remain responsible for the safeguarding of any children we place in alternative provision.

We 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.

We will ensure we visit all pupils' placed in Alternative Provision regularly.

20.2 Safe Practice

We understand that all adults working in or on behalf of our school have a duty to safeguard children and promote their welfare. We aim to provide a safe and supportive environment for our children through the relationship we have with them and their parents or carers and will always seek to ensure that all adults working in our school behave in a manner that fosters this relationship.

We will ensure that all staff is clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

20.3 Allegations against staff

Conduct and safe teaching practices

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

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable that your work with individual children or meetings with parents are conducted in view of other adults.

We will ensure staff is aware of the school's behaviour/discipline policy and the staff code of conduct, with reference to professional boundaries. Governors will have their own code of conduct.

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 and/or their families. All staff and volunteers will sign an acceptable use agreement before being given access to the school's computer system.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head or the most senior teacher if the Head is not present.

The Head/senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer.

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff will therefore be made aware of their duty to raise concerns about the attitude or actions of colleagues.

If an allegation is made to a member of staff concerning the behaviour of the Head the person receiving the allegation will immediately inform the Chair of Governors who will consult the Local Authority Designated Officer.

20.4 Providing intimate or personal care to pupils

Some of our staff may need to provide intimate or personal care to younger pupils. Staff should follow our intimate care policy when providing 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.

20.5 Behaviour management, physical intervention and reasonable force

We have 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.

There are occasions where it may be appropriate for staff in school to use reasonable force in order to safeguard students. The term 'reasonable force' is used to define an action where staff will need to intervene in order to prevent injury or violence. It is believed by the department that a 'no-contact' policy leaves staff at risk of being unable to fully safeguard pupils in extreme circumstances.

Physically handling children with SEND or medical needs requires further consideration as their additional needs make them more vulnerable. Where appropriate, individual behaviour plans are produced as a way of planning ahead and allow parents to work with staff in constructing a plan that meets the individual needs of the pupils and provides a plan for staff to be familiar with. Records are kept of incidents when reasonable force has been used.

20.6 Music teachers

We recognise 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. We will ensure they behave in an appropriate manner and maintain professional boundaries at all times.

If we are using a music teacher for 1:1 lessons we will carry out a risk assessment. This will 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
- Recording 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.

20.7 Allegations against staff

In the event that an allegation is made against a member of staff or volunteer, we will follow Croydon's procedures for managing allegations against a member of staff.
The Management of Allegations against Staff who work with Children and Young People

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

All allegations in relation to staff members will be referred to the head teacher; allegations against the head teacher will be referred to the Chair of the Governing Board.

Allegations that meet the harms threshold

An allegation is any information which indicates that a member of staff/volunteer may have:

- *Behaved in a way that has, or may have harmed a child*
- *Possibly committed a criminal offence against/related to a child*
- *Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children*
- *Behaved or may have behaved in a way that indicates they may not be suitable to work with children*

If an allegation is made we will make an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the head teacher. If the concerns are about the head teacher/principal, the Chair of the Governing Board should be contacted.

We will always consult the Local Authority Designated Officer (LADO) immediately the school is aware of an allegation.

Following consultation, the head teacher in agreement with the LADO will decide on appropriate action and consider:

- immediate referral to the Police
- consideration of disciplinary proceedings
- consideration of a senior strategy meeting

Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of this guidance.

Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

It is important to bear in mind that although the concern may relate to an individual pupil/student, we need to be aware that other pupils/students may also be at risk. The procedures in "Safeguarding Children and Safer Recruitment in Education" (DfE, 2006 – Updated 2011), Working Together to Safeguard Children (July 2018) and Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools" (DfE 2011) will be followed in such cases.

When appropriate, consideration will be given to referral of a member of staff to the DBS for consideration of the case. If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.

All procedures set out in Part 4 of KCSIE 2021 will be adhered to alongside previously mentioned documents and used as guidance when managing allegations of any kind.

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, we will consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Concerns that do not meet the harm threshold

All concerns regarding the conduct of staff working with children should be referred to the LADO to consider whether the threshold for LADO involvement is met.

We have a complaints policy to deal with concerns (including allegations) which do not meet the harm threshold. This ensures that appropriate action is taken to safeguard children.

Low level concerns

We ensure that as part of our whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) can be raised and dealt with promptly and appropriately. This is critical. This allows us to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries.

Whistleblowing

The school fosters a culture of openness in line with the "Freedom to speak up" review and has 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. Please refer to our whistle blowing policy.

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/college, staff and volunteers may report concerns to the following;

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

The head teacher will ensure that these numbers are advertised on the school premises and made available to staff and pupils.

21 SAFEGUARDING IN EYFS

We will ensure that children taught in our reception class 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.

21.1 Safeguarding and child protection

All safeguarding and child protection policies listed in 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;
- the staff will adhere to the E-Safety Policy at all times;
- photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy. Where photographs and videos will involve LAC pupils, adopted pupils or pupils for whom there are security concerns, a member of the Senior Leadership Team will liaise with the Designated Safeguarding Lead to determine the steps involved. The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with a pupil;
- staff will report any concerns about another staff member's use of mobile phones to the Designated Safeguarding Lead; and
- 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.

21.2 Suitable people and Safer Recruitment

The school will follow the safer recruitment policy set out in 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 this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive appropriate 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.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher.

21.3 **Staff training, skills and supervision**

- 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;
- a record is kept of staff training – type of training and dates which is recorded on the single central register (SCR)

21.4 **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;

For reception classes:

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

21.5 **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.

21.6 **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.

22. MONITORING AND REVIEWING OUR POLICY AND PRACTICE

- 22.1. Our Designated Person for Child Protection will continually monitor our child protection and safeguarding practices and bring to the notice of the Head Teacher and governors any weaknesses or deficiencies.
- 22.2. The Governing Body has a duty to remedy any weaknesses that are identified.
- 22.3 An annual report will be submitted to the Governors which will outline the child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:
- The names of members of staff with designated child protection responsibilities
 - Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
 - The training that has been undertaken by the designated staff
 - The training that has been undertaken by all other staff and volunteers
 - Details of any incidents when physical restraint of pupils has been used
 - Details of information and guidance that has been given to staff
 - Details of safeguarding and child protection issues included in the curriculum
 - Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school
 - Details of safeguarding and child protection information given to parents
 - Details of the safety of the school site and the access given to visitors
 - Confirmation that all school lettings have been agreed with consideration given to the safeguarding of children
 - Numbers of child protection referrals made to Children's Services
 - Details of child protection conferences or meetings attended regarding children (names of children are not shared)
 - Numbers of children who are, or have been, subject to a Child Protection Plan
- 22.4 The Governors, Head Teacher and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year having completed an annual safeguarding audit for the Local Authority.
- 22.5 Our Policy will be reviewed annually with Governors. The policy is available to all parents and parents of prospective pupils.

Date: September 2021

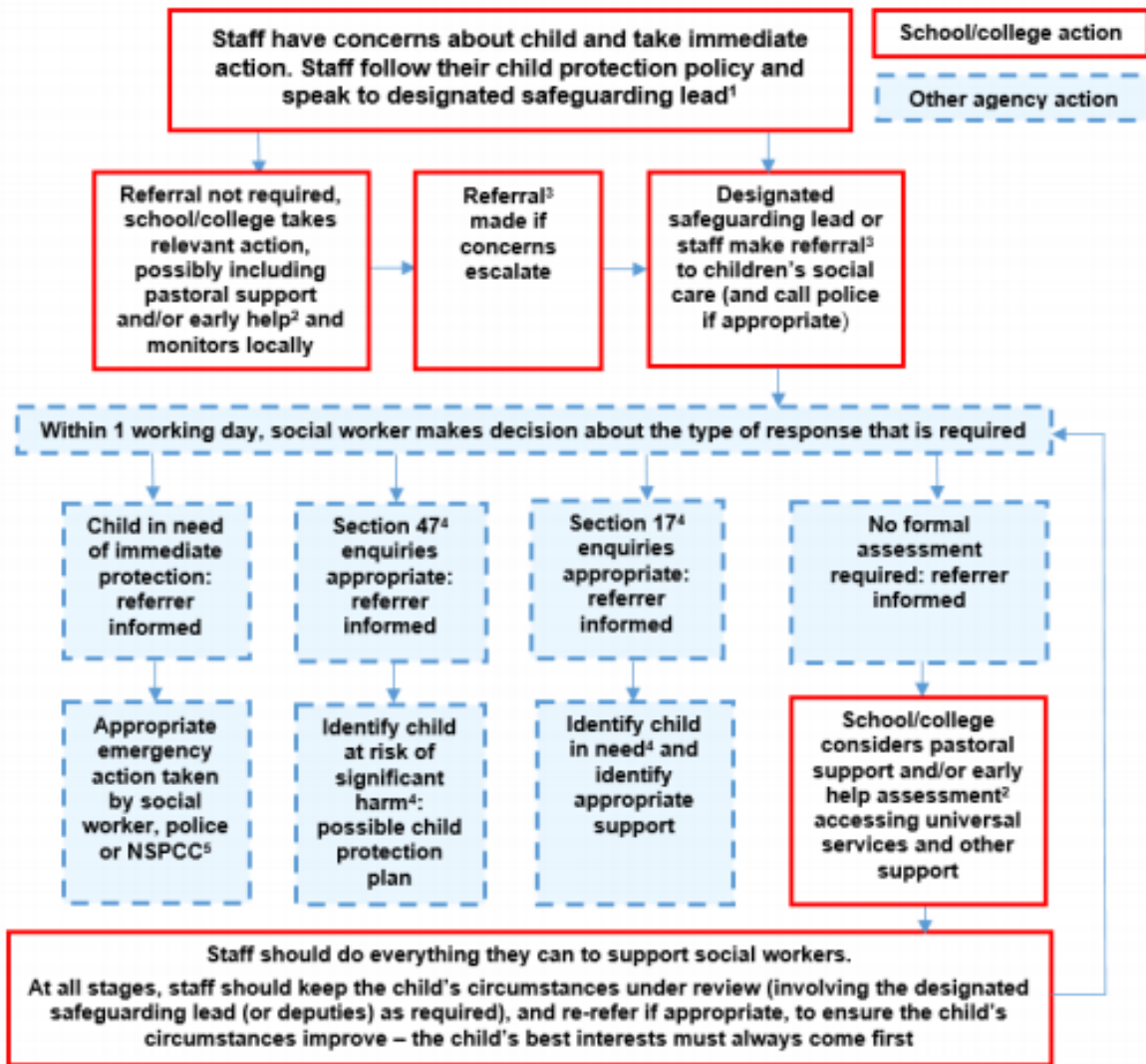
Signed:
Head teacher

Signed:
Chair of Governors

Review date: September 2022

Appendix 1

Actions where there are concerns about a child



Appendix 2 – The Common Assessment Framework

Common Assessment Framework can only be completed with the consent and involvement of the parent/carer (or child /young person where appropriate).

It provides a standard method of assessment used across all children's services. It facilitates **early identification of needs**, leading to co-ordinated provision of services, involving a lead professional where appropriate, and sharing information to avoid the duplication of assessments.

NB. Child protection concerns should be referred without delay to Children's Social Care duty team using the locally agreed child protection procedures.

If a CAF has previously been completed it will be helpful to pass on the information already gathered, but do not wait to complete a CAF.

The common assessment is designed for when:

- ❖ There are concerns about how well a child is progressing in terms of their health, welfare, behaviour, progress in learning or any other aspect of their well-being;
- ❖ There is signed consent from a parent/carer;
- ❖ The child's needs are unclear or broader than a single service can address.

A common assessment should be completed when a professional in any agency (all health, childcare, early years settings, schools, education, Connexions, adult social care, crime reduction and the voluntary sector) has concerns that a child will not progress towards the five *Every Child Matters* priority outcomes (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being), without additional services.

Completing a common assessment should:

- ❖ Enable the professional to identify the child's needs;
- ❖ Provide a structure for systematic gathering and recording of information;
- ❖ Record evidence of concerns and a base-line for measuring progress in addressing them;
- ❖ Provide an evidence base for a decision to refer to another agency if necessary, or to children's social care for an initial or core assessment or to another service for a specialist assessment.

Appendix 3

Key documents, which inform this policy, are:

- 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 2021*)
- Croydon Safeguarding Board local policies and procedures
- HM Government (2014) Multi-agency practice guidelines: Handling cases of Forced Marriage
- DfE The Prevent Duty - 2015 (last updated 2021)
- DfE Disqualification under the Childcare Act - 2006 (last updated 2018)
- DfE Information Sharing - 2015 (Last updated 2018)
- DfE Child Sexual Exploitation - 2017 (Last updated 2021)
- DfE Sexual violence and sexual harassment between children in schools and colleges – 2018

- DfE Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools - 2017

Related policies

Behaviour, Discipline, Anti bullying and Anti-cyber bullying policy

E safety policy

Safer Recruitment policy

Health & safety including First Aid Procedures

First Aid includes a section on meeting the needs of children with medical conditions. 🎬

PSHE Policy

Attendance Policy

SEND policy

Supporting Pupils with Medical Conditions

Confidentiality Policy

Data Protection and Information Governance Procedures

DEFINITIONS

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

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