



L A L E H A M L E A

A Catholic Independent Primary School for boys and girls aged 3 to 11

Head Teacher: Ms K Barry

LALEHAM LEA SCHOOL & NURSERY CHILD PROTECTION/SAFEGUARDING POLICY

This is a whole school policy which applies to all sections of the school, including Early Years Foundation Stage, Out of School Care and Clubs.

Person responsible for this policy:

Karen Barry
Head teacher

Date of Policy Review:

August 2018

Next Review Due:

August 2019



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Child Protection Policy

Laleham Lea is committed to providing a safe and secure environment for pupils, Staff and visitors and promoting a climate where pupils and adults feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. 'Schools and Colleges and their Staff form part of the wider safeguarding system for children.'

Laleham Lea's Child Protection Policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, the Education and Inspections Act 2006 and the guidance contained in 'Working Together to Safeguard Children' (2016), the DfE's statutory guidance 'Keeping Children Safe in Education' (2016 – updated Sept 2018), Ofsted Guidance and the procedures produced by the London Safeguarding Children Board (LSCB) and the Croydon Safeguarding Children Board (CSCB). The school is also guided by the standards for Independent Schools as set out in The Education (Independent Schools Standards) (England) Regulations 2015 (ISSRs). We also have regard to the advice contained in DfE's "What to do if you're worried a child is being abused" and "Information Sharing – Advice for practitioners". The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

Everyone at Laleham Lea who comes into contact with children and their families has a role and responsibility in safeguarding children and has a responsibility to provide a safe environment in which children can learn. All adults working in this school (including visiting Staff, volunteers) must ensure they are aware of the system in place to support safeguarding and if they have any concerns, they must raise them with the Designated Safeguarding Lead.

'No single professional can have a full picture of a child's needs and circumstances.' If children and families are to receive the right help at the right time everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. All professionals should make sure their

approach is child centred and consider, at all times, what is in the best interests of the child.

All school Staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to teenage years. In the first instance Staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

All school Staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases multiple issues overlap with one another.

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

All Staff should have awareness of safeguarding issues and of the behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting as they put children in danger.

All Staff need to be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying, (including cyber bullying), gender based violence/sexual assaults and sexting.

Staff should read the annexes which contain additional information about specific forms of abuse.

All Staff need to be aware of the early help process. 'This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment, in some cases, acting as the lead professional in undertaking an early help assessment.' 'If early help is appropriate the designated safeguarding lead should support the Staff member in liaising with other agencies and setting up inter-agency assessment as appropriate.'



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'If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.'

All Staff are required to attend safeguarding and child protection training which is regularly updated and also receive updates via email, Staff meetings or e-bulletins to keep their skills and knowledge up to date (at least annually).

Our Governing Body ensures that all Staff members undergo safeguarding and child protection training at induction. The training is regularly updated. Our training and induction is in line with advice from the LSCB. Our Governing Body recognises the expertise Staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is provided for Staff to contribute to and shape safeguarding arrangements and child protection policy.

If a member of Staff has a concern about a child they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any Staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

'If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and /or the police immediately. Anyone can make a referral; the designated safeguarding lead should be informed as soon as possible.

Croydon LEA Safeguarding Children Policy and Procedures.

Our school procedures for safeguarding children will be in line with the Croydon Safeguarding Children Board (CSCB) child protection procedures which are based on the London Child Protection Procedures.

Inter-agency working - our school should work with other agencies in a coordinated way to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help.



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As part of meeting a child's needs it is important that our Governing Body and Proprietors recognise the importance of information sharing between professionals and local agencies.

'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and safety of children.'

'Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.'

Information sharing is vital in identifying and tackling all forms of abuse. As part of meeting a child's needs, it is important for our Governing body to recognize the importance of information sharing between professionals and local agencies.

Where children leave the school, the DSL should ensure their Child protection file is transferred to the new school asap, ensuring secure transit and confirmation of receipt should be obtained. This should be transferred separately from the main pupil file.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Croydon Safeguarding Children Board.
www.croydon.gov.uk/lscb

CP: Social Services telephone contact: 020 8239 4494

Croydon Police 020 8721 2906: in a real emergency dial 999.

MASH Safeguarding Hub 020 8726 60400: email earlyhelp@croydon.gov.uk.

Local Authority Designated Officer (LADO): 020 8255 2889



Email: LADO@croydon.gov.uk Address Line: 4th Floor, Zone F, Bernard Weatherill House, 8 Mint Walk, Croydon, CR0 1EA.

Other agencies:

Designated Personnel responsible for Child Protection at Laleham Lea School:

Designated Safeguarding Lead (DSL)

Mrs Andrea Morbin 020 8660 3351

Deputy DSL (DDSL)

Ms K Barry 020 8660 3351

Mrs Ruth Saville

Designated Practitioner for EYFS

Mrs Ruth Saville 020 8660 3351

Nominated Governor

Mrs Mary Ryan via school office: 020 8660 3351

Chair of Governors

Ms Yvonne Epale via school office: 020 8660 3351

Safeguarding Co-ordinator

Ms Karen Barry

Social Care, Child referrals

childreferrals@croydon.gov.uk Telephone: 020 8726 6400

The Responsibilities of the Governors

While the ultimate responsibility for compliance with statutory requirements and regulations for safeguarding children falls on the Governors of the school, the day to day operational responsibility rests with the Head Teacher, the DSL and (in her/his absence) the DDSL.

The school follows the recommendation of KCSIE Sept 2018 to contact The Teaching Regulation Agency (TRA) Teacher Services to check if a person the school proposes to recruit as a Governor is barred as a result of being subject to a Section 128 Direction.

The Governing Body will ensure that with regards to safe recruitment, all appropriate checks will be made (to include a check that a person to be appointed is not subject to an interim prohibition order/prohibition order made under section 141B of the Education Act 2002 and will not employ or engage a person who is subject to a prohibition order in a role in teaching work in relation to children).
(as outlined in KSCIE Sept 2018, the level of DBS certificate required, and whether a check for any prohibition, direction, sanction or restriction is required will depend on the role being offered and duties required.)

The Governing Body will ensure that:

- a) We have a designated senior member of the management team for child protection - the DSL (Designated Safeguarding Lead). During term time the designated safeguarding lead and or a Deputy should be available during school hours for Staff to discuss any safeguarding concerns. Appropriate cover will be provided where required. The DSL should take **lead** responsibility for safeguarding and child protection.
- b) The Designated Person will attend appropriate training in line with requirements every two years and take lead responsibility for safeguarding and child protection. In addition to formal training, their knowledge and skills are updated via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments at regular intervals, but at least annually, to keep up with any developments relevant to the role. The designated safeguarding lead (and any deputies) must have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
- c) We have a member of Staff who will act in the Designated Person's absence (Deputy DSL), who has also received the appropriate training every two years. The ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead.
- d) We identify and train a nominated Governor for child protection, who will liaise with the Designated Person on safeguarding matters and scrutinize a range of practices termly, including checking the School's Single Central Register for new entries and speaking with the Staff on safeguarding matters.



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This person takes leadership responsibility for the school's safeguarding arrangements.

- e) All members of Staff will receive appropriate training in line with requirements of the CSCB to develop their:
 - i. understanding of signs and indicators of abuse (appendix 1)
 - ii. understanding of how to respond to a pupil who discloses abuse (appendix 2)
 - iii. Understanding of the procedures to be followed in sharing a concern of possible abuse or a disclosure of abuse (appendix 3).
- f) All Staff will receive annual training based upon their reading of KCSIE document (2018 and updates of Sept 2018). In the light of recent developments all Staff are required to read Part 1 of KCSIE. New Staff will be issued with copies. Time is allocated during INSET/Staff meetings to read and digest Part 1; following this Staff sign to say that they have complied with this request. New Staff, supply Staff and volunteers will be advised of the school's child protection arrangements as part of their induction into the school.
- g) The school has a written recruitment policy that includes safe recruitment procedures in accordance with current statutory requirements and regulations (KCSIE 2014; with supplementary advice – October 2014, July 2015, May 2016, Sept 2018) and ISSR (September 2015) to be used for every appointment.

Our Governing body must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence, including Criminal Record checks (DBS checks, Barred lists and prohibition checks), together with references and interview information as advised in KCSIE Sept 2018.
- h) The school's policy and procedures for child protection will be monitored and updated in accordance with any changes in legislation by the Head Teacher and the DSL. It will be rigorously reviewed before being ratified by the full Board of Governors annually to ensure that practice is efficient and in line with policy. The nominated Governor for child protection and the DSL will liaise and formulate a report to be presented to Governors at this meeting. The ratified policy will be countersigned and dated by the Chair of Governors.
- i) All Governors will read the policy and procedures (as they must) together with KCSIE 2015/2016/2018 and the supplementary advice of October 2014, July 2015, May 2016 and Sept 2018.



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- j) In the case of an allegation against the DSL or volunteers. Please contact the Head teacher, Ms Karen Barry on: 0208 660 3351 who will meet with the Governor with responsibility for Child Protection and the LADO.

Safe Recruitment of Staff (see the school's Safe Recruitment Policy)

Preventing unsuitable people from working with children and young people is essential for keeping children safe. Rigorous selection and recruitment of Staff and volunteers is therefore a key responsibility of the Head Teacher and Governing Body. We will ensure that the following areas are addressed and adhere to the KCSIE updates of September 2018:

- ❖ All recruitment advertisements will include a child protection statement, namely: "Laleham Lea is committed to safeguarding and promoting the welfare of children and young people and expects all Staff to share this commitment. Enhanced Disclosure and Barring (DBS) list checks will be carried out."
- ❖ All appointments are subject to checks in accordance with DfE and ISSR current guidance and regulations including: enhanced Disclosure and Barring Service (DBS) list checks, Teaching prohibition Orders/Interim Prohibition Orders; identity and qualification checks; right to work in the UK; receipt of at least two satisfactory references, one to be obtained from the candidates current employer. Where electronic references are received, the school will ensure they originate from a legitimate source. Comparison of consistency with the information provided by the candidate on their application form will be made and any discrepancies will be taken up with the candidate.
The school will check that written information about previous employment history is not contradictory or incomplete. The school will check that no prohibition from teaching order is in place. The school will also check for Historic GTCE sanctions and restrictions (prior to its abolition in 2012) and EEA (European Economic Area) Regulation Authority Teacher Sanctions imposed on or after 18th Jan 2016, which have been notified to the TRA. Checks for Prohibitions, Sanctions and Restriction are carried out by logging on to the SAP via the Teacher Services Webpage to ensure all 'Teacher status checks' including verification of QTS and the completion of Teacher induction or Teacher probation at GOV.UK are in place. *(See flowchart of disclosure and barring service criminal record checks and barred list checks- KCSIE Sept 2018 page 38)*
- ❖ Applicants are required to declare in writing:-
 - o Any convictions received; their mental and physical capability to do the job they are applying for;
 - o In the case of teachers, particularly if they would be involved with



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- ❖ All necessary checks should be in place and recorded prior to the applicant receiving confirmation of the appointment and starting work in the school.
- ❖ The Head Teacher and nominated Governor will receive training in Safer Recruitment and ensure that safe recruitment procedures are followed.
- ❖ Those in management roles are required to have an additional check as well as DBS. 'In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those in management roles an additional check is required to ensure they are not prohibited under section 128 provisions. Checks will also be made for interim Prohibition Orders. The school will not knowingly employ an individual who is barred under a Teacher Prohibition Order to a role that involves teaching work, a management position or a Governor. Prohibition checks are carried out using the Prohibition orders as described in the TRA (TEACHING REGULATION AGENCY) publication using the Teacher Services' system.
- ❖ Where the school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. Eg. obtaining written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on the individuals working at the school.
- ❖ KCSIE Sept 2018 - The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child or vulnerable adult (as clarified on page 43 KCSIE Sept 2018).

A Single Central Register (SCR) of appointments records is maintained to complete all necessary checks as required by ISSR September 2015 and KCSIE Sept 2018; this includes checks for ITT Trainees. This register will be maintained by the Business Manager and reviewed regularly by the Head Teacher and nominated Governor.



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Laleham Lea School – APPOINTMENT CHECKLIST

Name		
		Initials
Post and Date of Appointment	Post: Date:	
Nationality	Citizen of:	
Date of Birth		
Identity Checked	Date:	
Medical Declaration Mental & physical ability to carry out role	Date:	
Right to Work in UK Checked	Date:	
Previous Employment Checked	Date:	
References Requested	Date:	
References Checked	Date:	
Qualifications Checked	Date:	
DBS Disclosure Barred list	Number: Date:	
Prohibited from Teaching?	Date:	



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Contract Issued	Date:	
Payroll Set Up	Date:	
P45/P46		
Pension Set Up	Date:	

A judgment is taken on the necessity or otherwise of foreign police checks on Staff coming from abroad based upon perceived risk.

Responsibilities of the Head Teacher

The Head Teacher, who is the school's safeguarding coordinator, will:

- Ensure that the safeguarding policies and procedures are fully implemented and followed by all Staff.
- Ensure that resources are allocated to enable the Designated Safeguarding Lead (DSL) and other Staff, as needed, to attend strategy discussion, inter-agency meetings and contribute to assessments etc.
- Ensure that appropriate training in Child Protection takes place for DSL at least every two years in accordance with the requirements of the Local Safeguarding Children's Board.
- Ensure that there is an identified Deputy Designated Safeguarding Lead (DDSL) to take on the above responsibilities in the absence of the DSL, who will receive appropriate training every two years.
- Ensure that all Staff receive suitable training in line with the focus and guidance of the Local Safeguarding Children Board at least every three years (usually annually).
- Ensure that all Staff feel able to raise concerns about poor or unsafe practice regarding children in the school and that their concerns are addressed in a timely manner. Staff can challenge any inaction and can refer concerns to children's Social Care directly (KCSIE 2014/2015/2016/Sept 2018) if there is the risk of escalation as a result



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of inaction.

- g) Establish a Staff Code of Conduct and Safe Working Practice with which all Staff and volunteers must comply.
- h) Ensure that parents and prospective parents can obtain the Child Protection Policy and Procedures on the school's website or from the office on request.
- i) Be responsible with the DSL for receiving allegations against Staff and volunteers. If absent, the DDSL will work with the DSL. **If the Head Teacher is the subject of an allegation, the Chair of Governors must be contacted immediately. In all cases the Local Authority Designated Officer (LADO) should be contacted within one working day. School personnel must not investigate in any way.** All interviews will be conducted by the LADO or the Police. In borderline cases, discussions with the LADO can be held informally for advice without naming the school or individual.
- j) Ensure that all Staff know that information is confidential and must only be shared on a "need to know" basis.
- k) Ensure that any person whether employed, contracted a volunteer or student who is found unsuitable to work with children will be reported to the Disclosure and Barring Service and to OFSTED for EYFS children within one month of that person leaving the school. Compromise agreements cannot apply in these cases.
- l) Give consideration to a referral being made to the TRA where a teacher has been dismissed or would have been dismissed had she/he not resigned for "unacceptable professional conduct" or "conduct that may bring the profession into disrepute" or a conviction for a relevant offence.
- m) Ensure that Staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority, if there are such children in the school. This would include appointing a designated member of Staff with the responsibility for their welfare and progress and receive up to date assessment information from the relevant authority i.e. the most recent care plan and relevant contact arrangements. The appointed teacher in Laleham Lea School is Mrs Andrea Morbin, who will contribute when necessary to "in care reviews" and/or case conferences for children who are subject of a child protection plan and to the Personal Educational plan.
- n) Ensure that Child Protection is an agenda item for all Staff and



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Governors' meetings. Any weaknesses or deficiencies noted in the school's policy or procedures will be remedied without delay.

- o) Prepare a report covering the school's action in protecting children for the Governors' annual review of the child Protection Policy and Procedures, its use and effectiveness.
- p) The Headteacher ensures adherence to changes of KCSIE Sept 2018.
- q) Duties as an employer and employee are clarified in KCSIE Sept 2018 Part 4: Allegations of abuse made against Teachers and other Staff.

Responsibilities of the Designated Safeguarding Lead (DSL) Mrs Andrea Morbin is the DSL

The DSL should:-

- a) Manage referrals – all cases of suspected abuse must be referred to the Local Authority Children's Social Care promptly. For those cases which involve a member of Staff or volunteer in the school, the Head Teacher should be informed and there should be a discussion with the Local Authority Designated Officer (LADO) for child protection. For those cases where a person is dismissed or has left due to risk or harm to a child the DBS should be informed or in cases where a crime may have been committed the police should be informed. The police will also be contacted in case of serious harm. The LADO (Local Authority Designated Officer) is our point of reference at Croydon Young People and Families Service. They will coordinate, advise and help with completion of CAF and referral forms to appropriate agencies. See appendices for contact details.
- b) Inform the Head Teacher of all issues and referrals unless there is an allegation against the Head Teacher, when the DSL should inform the Chair of Governors or the nominated Governor who will contact the LADO within one working day.
- c) Ensure that accurate records of concerns about a child are kept, even if there is no need to make an immediate referral.
- d) Ensure that all child protection records are kept confidentially, securely and are separate from pupil records. The file will contain a front sheet listing dates and brief entry to provide a chronology. Ensure that Staff realise that child protection information must only be shared on a "need to know" basis.
- e) Ensure that an indication of further record-keeping is marked on the pupil records.
- f) Act as a source of support, advice and expertise to Staff on matters of



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safeguarding and when it is necessary to make a referral by liaising with relevant agencies.

- g) Encourage a culture amongst the Staff of listening to children and taking account of their wishes and feelings, and in any measure the school may put in place to protect them.
- h) Ensure that child protection, safer recruitment and associated policies and procedures are updated in line with current legislation, disseminated to and known by all Staff and volunteers who work with children in the school.
- i) Ensure that Staff are updated regularly on current child protection issues such as Sexually Active Children, Female Genital Mutilation (updates to KCSIE Sept 2018), Forced Marriage of a Child, Radicalization and to provide a forum for the development of good practice.
- j) Ensure that Staff know how to recognize, interview, record and follow through an issue of child protection by telling the DSL or making a referral without delay if a child is at risk.
- k) Ensure that either the designated personnel or another appropriately informed member of Staff attend case conferences, family support meetings, core groups or other multi-agency planning meetings, contributing to the Framework for Assessments process and providing a report which has been shared with the parents.
- l) Attend appropriate training as required by the Croydon Safeguarding Board in order to keep up to date with current knowledge in fulfilling the role.
- m) Attend training provided specifically for the designated persons at least once every two years.
- n) Ensure that all Staff receive appropriate training in line with the focus and guidance of the LSCB at least once every three years.
- o) Ensure that any weaknesses or deficiencies found in the school's child protection policy and procedures are remedied without delay.
- p) Provide an annual report for the Governing Body, together with the Head Teacher and nominated Governor. detailing
 - a. any changes to the policy and procedures;
 - b. training undertaken by the designated person, and by all Staff and Governors; and
 - c. the number of children who have a 'Child Protection Plan'.



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Responsibilities of the teaching and non-teaching Staff and volunteers in the school: All Staff and volunteers (*a supervised volunteer who regularly teachers or looks after children is not in regulated activity*) should be aware of systems within our school which support safeguarding and these are explained to them as part of Staff induction. All Staff are made clear with regards to the role of the DSL, the identity of the DSL and any deputies. This should include:

- a) read the child protection policy and procedures each September, on commencing role in school and when it is updated in accordance with current regulations and legislation. In addition read KCSIE Part One and any supplementary guidance (including July 2015/May 2016/Sept 2018).
- b) undertake appropriate training in relation to safeguarding and promoting the welfare of children at least once every three year and apply in practice.
- c) attend induction meetings and training sessions in order to know, understand and be able to implement the School's child protection policy and procedures correctly and efficiently.
- d) know the names of the Designated Personnel for child protection in the School.
- e) be alert to signs of abuse and report immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL.
- f) know how to respond to allegations of abuse against adults in the School-share your concerns about actions and attitudes of colleagues with the Head Teacher and in her absence DSL. If the allegations involve the Head Teacher then they must be shared with the Chair of Governors and in her absence the nominated Governor.
- g) read and comply with the school policies and procedures on the pupil behavior policy and the Staff behaviour policy (Code of Conduct) to comply with all policies in the Staff Handbook including for EYFS the restrictions we place on the use of mobile phones. Also read the, the Staff Code of Conduct and Use of Electronic Communication Policy.
- h) know that it is neither your responsibility nor your role to assess, diagnose or investigate your concerns but that it is essential to report to the DSL and record them.
- i) know that they can raise concerns about poor or unsafe practice regarding the safety of children in the School and if those concerns are not addressed then you can refer to the children's social care directly and before escalation of the situation occurs. (KCSIE Part 1)
- j) know that information is confidential and should be shared only on a 'need to know basis'.



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- k) be aware of the School's safe working practices and be sure to comply with the Staff Code of Conduct.
- l) do their best to help establish a culture, where safeguarding and welfare of children is of paramount importance, where children will be listened to and all statutory requirements and regulations are complied with effectively.
- m) create an atmosphere in which children are listened to. Ensure this openness to listening is accompanied by a clear readiness to involve safeguarding agencies when necessary.
- n) No Staff members now need to complete the Disqualification Disclosure form annually in line with the *Keeping Children safe in Education: childcare disqualification requirements – supplementary advice (KCSIE Sept 2018)*.

Records

Well-kept records are essential to good child protection practice. Our School is clear about the need to record any concern held about a child within our school, the need to keep child protection records separate from the main school file and in a locked cabinet and when they should be [passed on to other agencies.

If a pupil is withdrawn from Laleham Lea School before the end of Year 6 for any reason, all efforts will be made to identify any new home address and the school to which they are being admitted, so that their educational records can be sent without delay to the child's new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Education Welfare Team of the Local Authority in order that they might make further enquiries. If Laleham Lea School receives educational records concerning a child who is not registered with us, the records must be returned promptly to the sending school accompanied with a letter advising them to refer to their LA's Children's Services Department. A pupil's name will only be removed from the School's Admission Register in accordance with the Pupil Registration Regulations or with the authorisation of the Local Authority.

All additions to or deletions from the school register will trigger the completion of a Common Transfer File (CTF) or equivalent. Where an onward destination cannot be determined and the pupil is of compulsory school age, the CTF will be downloaded to the Lost Pupils' Database or equivalent.

Laleham Lea School will require documentary proof as to the identity of pupils



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presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies as appropriate. We will maintain accurate and up to date records of those with Parental Responsibility and emergency contacts. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their consent.

Pupils

The Staff of the School are well placed, through their day to day contact and knowledge of their pupils to identify if anyone is displaying changes in behaviour and may be a victim of abuse or neglect. All Staff must be alert to the potential needs of early help for children in need.

Any child may benefit from early help, but all Staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child
- is at risk of peer on peer abuse; child on child sexual violence and/or sexual harassment.

This may include the use of Common Assessment Framework (CAF) and Team Around the Child (TAC) approaches. See appendix 5.

We recognize that some children have suffered or are likely to suffer significant harm and others who are in need of additional support from one or more agencies.



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The former should be reported to Children's Social Care immediately; the latter should lead to inter agency assessment using local processes, including CAF and TAC approaches. Although decisions to seek support for a child in need would normally involve consultation with parents, if there are reasonable grounds to believe that a child is at risk of harm then consent will not be sought for a referral.

Pupils are encouraged to talk to whomever they feel comfortable with and should know who the Designated Safeguarding Lead person for child protection is. They will be helped to feel that School is a safe, supportive place for them and that they will be listened to.

The law requires that Croydon Children's Services are notified of private fostering arrangements. Any privately fostered children, i.e. children under the age of 16 (under 18 if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to children's Services. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

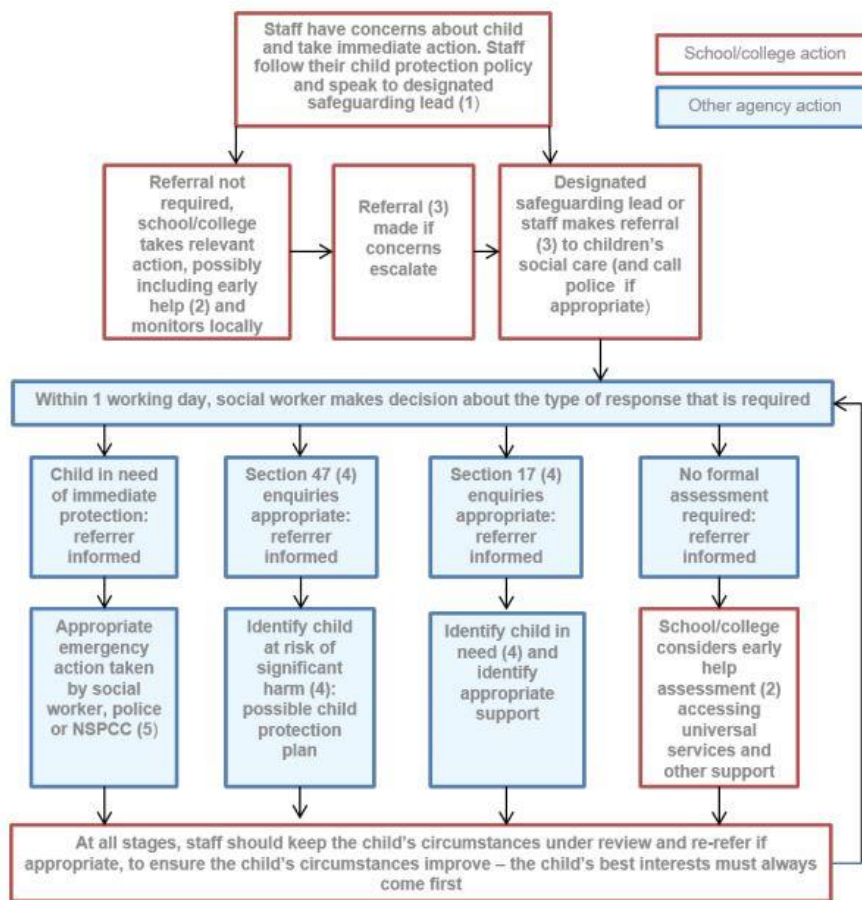
If Staff have any concerns about a child's welfare, they should act on them immediately. They should follow our own Child Protection Policy and speak to the DSL (or deputy). See chart below:



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(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).



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Options will then include:

- Managing any support for the child internally via the school's own Pastoral support processes.
- An early help assessment; or
- A referral for statutory services: For example as the child might be in need, is in need or suffering or likely to suffer harm.

The DSL or deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL or deputy is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the SMT and/or take advice from local children's' social care. In these circumstances any action taken should be shared with the DSL or deputy as soon as possible.

All Staff need to be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate services provision.

If early help is appropriate the DSL or deputy will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to Children's Social Care (and if appropriate, the Police) is made immediately. Referral should follow the local authority's referral process.

Sexual Violence and Sexual Harassment; Child on child sexual violence and sexual harassment.

All Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse (cross refer to new Part 5 KCSIE 2018). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse and the updates of KCSIE Part 5 Sept 2018).

All Staff should recognise that children are capable of abusing their peers. All Staff should be clear about our school policy and procedures with regard to peer on peer abuse and how it can be recognised:

- The procedures to minimise the risk of peer on peer abuse;
- allegations of peer on peer abuse will be recorded, investigated and dealt with;
- Our clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:
 - sexual violence and sexual harassment. (Part 5 of the KCSIE Sept 2018 guidance sets out how schools and colleges should respond to reports of sexual violence and sexual harassment);
 - Can include physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexting (also known as youth produced sexual imagery. (The department provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has published advice for schools and colleges on responding to sexting incidents); and
 - initiation/hazing type violence and rituals.

The School follows the guidance in KCSIE Sept 2018 Part 5 on how to respond to reports of Child on Child Sexual violence and Sexual Harassment.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school or college. All Staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors so it is important that schools provides as much information as possible as part of the referral process. This will allow any assessment to

consider all the available evidence and the full context of any abuse. (Additional advice and support available in KSCIE Sept 2018 Annex A)

Curriculum

Lessons on keeping safe are taught in PSHE sessions and this subject is also addressed in a variety of assemblies using visiting speakers throughout the school year. E safety is highlighted in IT lessons. Posters on safe use of the internet are displayed in the IT room. It is embedded in our planning to ensure that children are aware of these issues.

The School will raise pupil's awareness of child protection issues and the potential dangers of the internet and social media use through the curriculum, PSHE, ICT, assemblies and visiting speakers. Parents are helped to appreciate these dangers through specialist training in school from time to time. In School pupils will be encouraged to adjust their ideas and behaviours to reduce risks when using electronic equipment and accessing the internet. The latest resources promoted by the DfE can be found at: The UK safer internet Centre: www.saferinternet.org.uk and CEOPs Thinkuknow website: www.thinkuknow.co.uk

Action if a pupil is missing or absent

Laleham Lea has an attendance policy which should be followed in the event of a child's absence from school. We endeavor to hold more than one emergency contact number for each pupil.

All Staff must be aware of the Missing Child Policy and of the Safeguarding response to children who go missing from education. The school adheres to the department's statutory guidance Children Missing in Education.

Parents, Guardians and Carers

The School values its partnership with parents and is committed to working openly with them to safeguard their children and promote their welfare.

We respect parents' rights to privacy and confidentiality and will not share sensitive information without their permission unless it is necessary to do so in order to protect a child. Our first priority is the child's welfare and, therefore, there may be occasions when we have to consult other agencies before consulting parents.

A copy of our child protection policy and procedures is available to parents, guardians and carers on the School's website and from the office on request.

Visitors to the School

All visitors must report to reception, show identification (preferably photographic),



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sign in and receive a visitor badge, which must be worn whilst on the school premises and surrendered on exit.

Parents and visitors are not allowed to wander freely in School. They must be accompanied by a member of Staff unless, at the Head Teacher's discretion and professional judgement, an exception can be made. For example- members of a school inspection team.

No child must be handed over to anyone unknown to the school during or at the end of the day unless prior information, including the identity of the person collecting has been given to the School, preferably in writing by parents. The person collecting should have some form of identification.

Mobile Devices / Cameras-

Effective guidance is in place to avoid the use of mobile devices / cameras causing unnecessary disruption and distraction to ensure that the School's safeguarding practice is implemented to protect against misuse. To promote safety, the guidance applies to any individual who has a mobile device / camera on site, including parents, Staff, volunteers and visitors.

No personal mobile devices / cameras can be taken into the EYFS/ Reception classes / areas under any circumstances.

Staff are only permitted to take photographs of the children using school cameras.

Staff should only use their personal telephones or tablets during break times and away from areas used by pupils.

All parents, guardians, carers and visitors are strongly requested not to use their mobile devices on the school premises at any time in order to protect pupils. Outdoor areas that are free from pupils can be used if necessary.

Extended School and lettings - the use of school premises by other organisations:

Where service, facilities or activities are provided separately by another body using the school premises the School Business Manager on behalf of the Governing Body will seek written assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection. These lettings will take place out of school hours.



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Monitoring and Review

This policy and the following procedures will be monitored termly by the Head Teacher and DSL and updated in accordance with current regulatory requirements. In addition, the use, efficiency and effectiveness will be discussed with Staff in Staff and SMT meetings. The nominated Governor will undertake a range of checks with Staff termly and oversee the Single Central Register regularly. A written record of these checks will be kept.

The nominated Governor will liaise with the Head Teacher and DSL and their reports will be presented at the Governors' annual review of the policy, procedures and implementation during the year. This includes training records, brief referral information, maintaining confidentiality at all times, contact with outside agencies together with the School's contribution to multi-agency working in individual cases, the School's Single Central Register and the use of the policy- its usefulness and effectiveness in practice.

Any weaknesses or deficiencies noted will be remedied without delay.

The Minutes will record this review and any subsequent action in detail.

The Policy and Procedures, when ratified will be countersigned by the Chair of Governors and dated.

PROCEDURES, GUIDANCE AND APPENDICES

Procedures - if child abuse is suspected:

If a member of Staff suspects that a child may be at risk of harm or discloses something that indicates this, it is the responsibility of the person concerned to report this immediately and record their concerns in writing as soon as possible and before leaving the School site, to the DSL responsible for Child Protection.

Although reference to the DSL is our normal policy, it is open to any member of Staff to make a DIRECT REFERRAL to Social Services. Abuse can be of a sexual, emotional or physical nature; it can also be the result of neglect or a combination and / or accumulation of these factors. The DSL will take action in line with the requirements of the London Child Protection Committee.

If a child alleges abuse by an adult, the DSL, in her absence the Deputy, Head or Chair of Governors will contact the LADO within one working day for advice. If a crime has been committed the matter should be reported to the police (see Appendix 7 and Appendix 6 Allegations of abuse against Staff)

NB: Children in need should be reported to Children's Social Care.



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Children at risk should be reported to Children's Social Care immediately.
Allegations against anyone working at the School must be referred to the LADO within one working day.
If a crime has been committed, the matter should be reported to the Police.

It may be suspected that abuse is taking place by one or more pupils against another pupil and there is the likelihood that a child is suffering significant harm. These concerns should be referred to the DSL as soon as possible. A bullying incident will be treated as a child protection concern where there is reasonable cause for concern that the victim is suffering or likely to suffer significant harm. In this case there should be a Child Protection response rather than an anti-bullying procedure. The school will take advice from Social Services as to the right action to take. Parents will be informed as soon as possible unless it is in the child's best interest not to do so.

If a child protection referral is made, a case conference is held within eight working days of the decision. The case conference offers the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings held under the Local Authority guidelines.

Any member of Staff receiving a disclosure of abuse from a child, or noticing signs or symptoms of possible abuse will make notes as soon as possible, writing down as exactly as possible, what was said or seen, putting the scene into context and giving the time and location. Dates and times of events should be recorded as accurately as possible. When completed the document will be signed, dated and timed and given to the DSL the same day before leaving school. See how to deal with disclosure: Appendix 2.

Working with Other Agencies:

The School fully recognizes that it is an agent of referral and not of investigation. It fully accepts that the investigation of child abuse is the responsibility of the Social Services Department and the Police and will do everything possible to support and assist them.

The School will also endeavour to build relationships with other agencies so that understanding, trust and confidence can be built to help secure effective co-operation in cases of actual or suspected abuse.

Request for information from the School by approved agencies will be dealt with in a timely manner.

Supporting Staff

We recognise that Staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such Staff by providing an opportunity to talk through their anxieties with the designated senior person and to seek further support. This could be provided for all Staff by, for example, the Head Teacher, by Occupational Health and/or a Teacher/Trade Union representative as appropriate.

Staff Code of Conduct

All Staff (paid/voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions, or rewards are allowed outside those detailed in the school's **Behaviour Policy, Rewards and Sanctions Procedures**. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, Staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the DSL, Head teacher and parents. Any physical restraint used will comply with Laleham Lea School Policy, DfE and LA guidance.

Except in cases of emergency or minor cuts / scrapes in the playground, first aid will only be administered by qualified First Aiders. If it necessary for the child to remove clothing for First aid treatment there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be close by. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.



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Children requiring regular medication or therapies for long term medical conditions will be seen by the Staff in the school office and appropriate care plans will be devised in agreement with the parents/carers.

For their own safety and protection, Staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations, musical instrument tuition for example, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of Staff should be close by and a record kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

School Staff should also be alert to the possible risks that might arise from social contact with pupils outside the School. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Head teacher. Visits/telephone calls by pupils to the homes of Staff should only occur in exceptional circumstances and with the prior knowledge and approval of the Head teacher. Any unplanned contact of this nature or suspected infatuations will be reported to the Head teacher. Staff supervising off site activities or school trips will be provided with a school mobile telephone as a point of contact for parents/carers.

Staff will only use the School's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head teacher and Governing Body. Staff will only use the approved school email, school Learning Platform or other school approved communication systems with pupils or parents/carers and will not disclose their personal telephone numbers and email addresses to pupils. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or Staff without permission and will not store images at home.

Staff should be aware of the School's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of Staff with the Head teacher or with the Designated Safeguarding Lead if the Head teacher is not available. Nothing should be said to the colleague involved. Any disclosures or concerns about the Head teacher should be shared with the Chair of Governors or with the Safeguarding Governor if she is not available.

Physical Intervention/Positive Handling

Our policy on physical intervention/positive handling by Staff is set out separately, as part of our Behaviour Policy. It complies with the DfE non-statutory guidance 'Use of Force to Control or Restrain Pupils' (2007)

Such events will be recorded and signed by a witness.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under LA child protection or disciplinary procedures.

There are circumstances when it is appropriate for Staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by Staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

- (Advice for colleges is available on the AOC website).
- We expect to be able to link the joint DH/DfE Restraint and restrictive intervention advice (for special schools) in the September 3 2018 KCSIE.

The department believes that the adoption of a 'no contact' policy at a school or college can leave Staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their Staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the Staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, our Staff should

consider the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 201036 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where Staff fail to do so. All Staff will be made aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Head Teacher or the Chair of Governors.

In the event of allegations of abuse being made against the Head teacher, where the head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them.

Where a Staff member feels unable to raise an issue with their employer or feels their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

General guidance can be found on Advice on whistleblowing.

The NSPCC whistleblowing helpline is available for all Staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 - line is available from 8.00am to 8.00pm Monday to Friday and Email: help@nspcc.org.uk

Looked After Children

The Head Teacher will ensure that a member of Staff is appointed as a designated teacher for LAC.

The education Staff will contribute when necessary to the 'in care reviews' and/or case conferences of children who are subject of a child protection plan and to the Personal Education Plan.

The designated person for looked after children in the school is: Mrs Andrea Morbin

Cyber-bullying

The school's procedures to prevent and manage cyber-bullying are cross referenced to our Anti-bullying Policy. Refer also to Internet Acceptable Use Policy.

Racist Incidents

Our procedures on dealing with racist incidents are set out in our anti bullying policy.

Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a



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position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the London Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

Substance misuse

Pupils who are identified to be at risk will be referred to Children's Social Care within CSCB child protection procedures.

Health & Safety

The policy on this subject is set out in a separate document.

Female Genital Mutilation (FGM)

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. It is practiced by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practiced in 28 African countries as well as in parts of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their countries of origin so that FGM can be carried out during the summer



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holidays, allowing them time to "heal" before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

We will ensure that all of the school Staff are aware of the indicators of the possibility that a child is undergoing or has undergone FGM and of their responsibility to advise the designated person of any concerns. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those guidelines focuses on the role of schools and colleges.

'Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is under 18, there will be a statutory duty upon that individual to report it to the police' (KCSIE July 2015/16). Those failing to report such cases will face disciplinary sanctions. The Mandatory reporting duty commences in October 2015.

If there is an imminent threat of a child/young person being taken out of the country, the police and the Government's Forced Marriage Unit (www.fco.gov.uk or 020 7008 0230) will be contacted.

FGM mandatory reporting duty for Teachers

Whilst all Staff should speak to the DSL or deputy with regard to any concerns about FGM, there is a specific **legal** duty on teachers. If a **Teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the Teacher **MUST** report this to the Police.

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

<https://www.gov.uk/government/collections/female-genital-mutilation>

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from



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extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Protecting children from the risk of radicalisation is seen as part of our schools'

wider safeguarding duty and is similar in nature to protecting children from other forms of harm and abuse. We recognize that 'during the process of radicalization it is possible to intervene to prevent vulnerable people being radicalised.'

'Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism' (extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs' (KCSIE 2015 – where further information can be found on page 12)

Prevent

Since July 2015 we as a school are subject to a duty under section 26 of the Counter-terrorism and Security Act 2015 (the CTSA 2015) in the exercise of our functions, to have 'due regards to the need to prevent people from being drawn into terrorism.'

This duty is known as the Prevent Duty. We have regard to statutory guidance issued under section 29 of the CTSA 2015 ('The Prevent Guidance', especially paragraphs 57-76.).

Risk Assessment – we are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. If a member of Staff believes a child is at risk they must inform the DLS immediately who will inform the Head teacher and Chair of Governors and take appropriate action including monitoring the perceived risk.

Working in Partnership – The Prevent duty builds on local partnership arrangements and we take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

Staff Training – We are committed to Prevent online awareness training to equip Staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The DSL will undertake Prevent awareness training and provide advice and support to other members of Staff on protecting children from the risk of radicalization.

IT use /policy – we ensure that children are safe from terrorist and extremist material when accessing the internet in school with appropriate filters and

monitoring in place to ensure that children are safeguarded from potentially harmful and inappropriate online material. We also teach our pupils about online safety; online safety is included in ICT/Computing lessons, as well as PSHCE (e.g. NSPCC assemblies and workshops with our students).

Although appropriate blocking is essential, there should not be so much that it restricts children's learning.

Further advice is available for our Staff on the DFE (published advice for schools on the Prevent Duty; this also signposts other sources of advice and support).

Channel

Our Staff should understand when it is appropriate to make a referral to the Channel programme.

Self-Harming & Suicidal Behaviour

Self-harm and suicide threats and gestures by a child put the child at risk of significant harm, and should always be taken seriously. They may also be indicative of psychological or emotional disturbance triggered by physical, sexual and/or emotional abuse or chronic neglect which may also constitute significant harm. Any member of Staff with concerns in this regard must report them to the Head Teacher.

Sexually Active Children

Children under 13 years

A child under 13 is not legally capable of consenting to sexual activity. Any offence under the Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving children under 13 should always be discussed with the child protection designated person.

Under the Sexual Offences Act penetrative sex with a child under 13 is classed as rape. Where a member of Staff is concerned that a child is involved with penetrative sex or other intimate sexual activity there will always be reasonable cause to suspect that a child, whether girl or boy, is suffering or is likely to suffer significant

harm. Such cases will be referred to LA children's social care followed by a strategy meeting/discussion to discuss appropriate next steps.

Young Carers

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative (usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness or disability.

Many young carers may experience:

- Social isolation;
- A low level of school attendance;
- Some educational difficulties;
- Impaired development of their identity and potential;
- Low self-esteem;
- Emotional and physical neglect;
- Conflict between loyalty to their family and their wish to have their own needs met.

Supporting Vulnerable Pupils including Children who fall into 'Child in Need' category

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. We will try to ensure that this school provides a stable and secure place for all pupils through the development of policies and procedures that encourage self-esteem, self-motivation and good behaviour.

With regard to Young Carers causing concern and other vulnerable pupils the school community will therefore:

Establish and maintain an ethos, which is understood by all Staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.

Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

Provide across the curriculum opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

Inform the Head Teacher if concern is high, so that appropriate support is provided.

Use of other outside agencies as deemed appropriate.

Parental Involvement

It is important that parents/carers understand the school's responsibility to:

- Safeguard and promote the welfare of children
- Share information and work in partnership with other agencies when there are concerns about a child's welfare.

In general Staff will seek to discuss any concerns about a child's welfare with the family and, where possible, seek their agreement to making referral to children's social care. However this should only be done where it will not place a child at increased risk of significant harm.

APPENDICES

Appendix 1 – Types of abuse and their symptoms

1.1. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Physical Abuse - Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ▪ Unexplained injuries – bruises / abrasions / lacerations ▪ The account of the accident may be vague or may vary from one telling to another. ▪ Unexplained burns ▪ Regular occurrence of unexplained injuries <p>Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.</p>	<ul style="list-style-type: none"> ▪ Withdrawn or aggressive behavioural extremes ▪ Uncomfortable with physical contact ▪ Seems afraid to go home ▪ Complains of soreness or moves uncomfortably ▪ Wears clothing inappropriate for the weather, in order to cover body. ▪ The interaction between the child and its carer

1.2. Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may involve a parent failing to:

- ❖ Provide adequate food, clothing and shelter
- ❖ Protect a child from physical and emotional harm or danger;
- ❖ Ensure adequate supervision (including the use of inadequate care-givers);
- ❖ Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect - Indicators	
Physical Indicators	Behavioural Indicators



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<ul style="list-style-type: none">▪ Unattended medical need▪ Underweight or obesity▪ Recurrent infection▪ Unkempt dirty appearance▪ Smelly▪ Inadequate / unwashed clothes▪ Consistent lack of supervision▪ Consistent hunger▪ Inappropriately dressed	<ul style="list-style-type: none">▪ Poor social relationships▪ Indiscriminate friendliness▪ Poor concentration▪ Low self-esteem▪ Regularly displays fatigue or lethargic▪ Frequently falls asleep in class▪ Frequent unexplained absences
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1.3. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- ❖ Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- ❖ Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- ❖ Seeing or hearing the ill-treatment of another;



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- ❖ Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;
- ❖ Exploiting and corrupting children.

Emotional Abuse - Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none">▪ Poor attachment relationship▪ Unresponsive / neglectful behaviour towards the child's emotional needs▪ Persistent negative comments about the child▪ Inappropriate or inconsistent expectations▪ Self-harm	<ul style="list-style-type: none">▪ Low self-esteem▪ Unhappiness, anxiety▪ Withdrawn, insecure▪ Attention seeking▪ Passive or aggressive behavioural extremes

1.4. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts.

Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Sexual Abuse - Indicators



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Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none">▪ Sign of blood / discharge on the child's underclothing▪ Awkwardness in walking / sitting▪ Pain or itching – genital area▪ Bruising, scratching, bites on the inner thighs / external genitalia▪ Self harm▪ Eating disorders▪ Enuresis / encopresis▪ Sudden weight loss or gain	<ul style="list-style-type: none">▪ Sexually proactive behaviour or knowledge that is incompatible with the child's age & understanding▪ Drawings & or written work that is sexually explicit▪ Self-harm / Suicide attempts▪ Running away▪ Substance abuse▪ Significant devaluing of self▪ Loss of concentration

Statutory definition of Child Sexual Exploitation:

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



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Specific Safeguarding Issues: KCSIE Sept 2018

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. The NSPCC's website www.nspcc.org.uk and GOV.UK website offer broad guidance, information and help on the following:

- Child sexual exploitation
- Peer on Peer abuse – child on child sexual violence and sexual harassment (Part 5 KCSIE Sept 2018)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Honour based violence
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- trafficking

Appendix 2 – GUIDANCE – Dealing with Disclosures

RECEIVE

Listen to what is being said.

Accept what is being said.

Make a note of what has been said as soon as possible.

REASSURE

Reassure the pupils, but only in so far as is honest and reliable – do not make promises you may not be able to keep.



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Reassure to alleviate guilt. If the pupil refers to this, you might say:-

I believe you.

I'm glad you came to tell me.

I am sorry this has happened.

You are not to blame. You are not alone. You are not the only person this kind of thing has happened to.

We are going to do something to help.

Never promise to keep the matter secret as your professional responsibilities may require you to report the matter. If you make a promise and you do not keep it, you confirm to the child, yet again, that adults are not to be trusted.

REACT

Do your best to establish whether or not you need to refer this matter but do not interrogate for full details.

Do not ask "leading questions" e.g. What did the person/he do next? Or: Did the person/he touch your private parts? These questions invalidate your evidence and the child's in court.

Do not criticise the alleged perpetrator as the child may care about him/her and reconciliation may be possible.

Do not ask the child to repeat the disclosure to another member of Staff. Explain what you have to do next and to whom you have to talk.

Reassure the pupil that you will talk to the Head Teacher.

Keep in contact with the pupil and give as much support as you can, especially if a Social Services interview takes place when the pupil will need a support person and may wish that person to be you.

RECORD

Make brief notes at the time on any paper that comes to hand – write them up as soon as possible.

Keep original notes as they may be required by a court.

Record the date, time, place, persons present and noticeable, non-verbal behaviour and the words used by the child. If the child uses sexual words, record the actual words used rather than translating them into "proper" language words.

Record statements and observable things, rather than your own interpretation or assumptions.



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REMEMBER

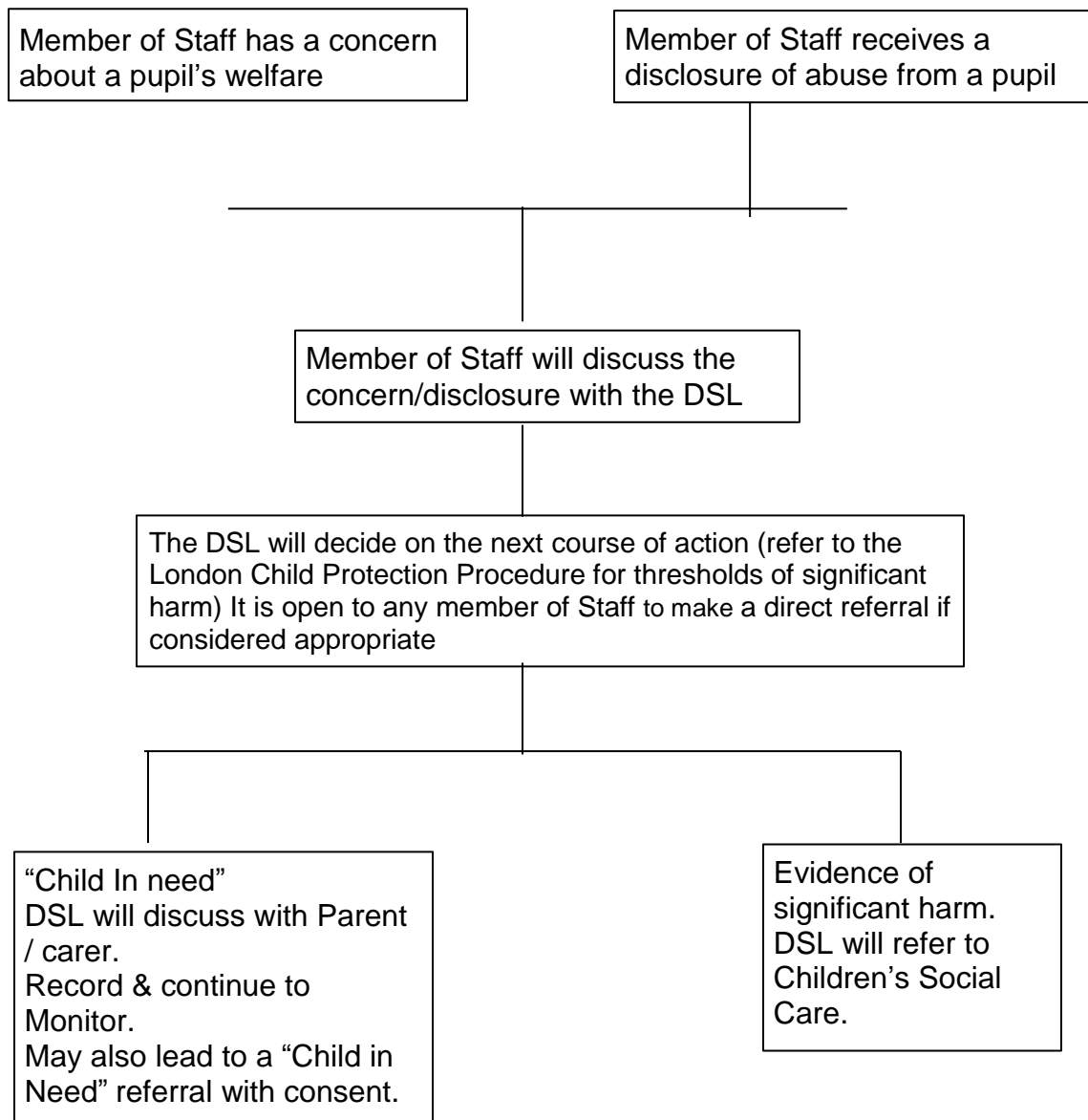
To follow your school's Child Protection Policy and Procedure and share your concerns with the DSL and in her absence with the Deputy DSL.

Your designated personnel in school will refer to Social Care or another appropriate agency.

Support the child – listen, comfort and be available.

Remember that complete confidentiality is essential. Share your knowledge only with the appropriate professional colleagues on a “need to know” basis. Try to get support for yourself – the school will always support its Staff in these circumstances.

Appendix 3 – Procedures to be followed if you have a concern about a child’s welfare



Appendix 4 – Assessment of Risk (Sexually active children)

In order to determine whether a relationship presents a risk of harm to a child, the following indicators should be considered:

- ❖ Whether the child is competent to understand, and consent to, the sexual activity they are involved in (children under 13 are not legally capable of consenting to sexual activity);
- ❖ What the child/children in the relationship's living circumstances are, whether they are attending school, whether they or their siblings are receiving services from LA children's social care or another social care agency etc.;
- ❖ The nature of the relationship between those involved, particularly if there are age or power imbalances;
- ❖ Whether overt aggression, coercion or bribery was or is involved, including misuse of alcohol or other substances as a disinhibitor;
- ❖ Whether the child's own behaviour (e.g. through misuse of alcohol or other substances) places them in a position where they are unable to make an informed choice about the activity;
- ❖ Any attempts to secure secrecy by the sexual partner beyond what would be considered usual in a teenage relationship;
- ❖ Whether methods used to secure a child's compliance, trust and / or secrecy by the sexual partner are consistent with grooming for sexual exploitation. Grooming is likely to involve efforts by a sexual predator (usually older than the child) to befriend a child by indulging or coercing them with gifts / treats (i.e. money or drugs), developing a trusting relationship with the child's family, developing a relationship with the child through the internet etc. in order to abuse the child;
- ❖ Whether the child denies, minimises or accepts the concerns held by professionals.

Appendix 5 – The Common Assessment Framework

Where Common Assessment Framework can be completed with the consent and involvement of the parent/carer or child this will be done. However, where there are reasonable grounds to believe that a child is at risk of significant harm the CAF will be completed without seeking consent.

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 6 – Allegations against Staff

Allegations against a member of Staff, see KCSIE Sept 3rd 2018

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

All Staff are made aware of the school's behaviour/discipline policy and the school's expectations of all Staff with reference to professional boundaries.

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 Teacher or the most senior teacher if the Head is not present.

The Head Teacher/senior teacher on all such occasions will discuss the content of the allegation with the Governors/LA Allegations Manager (LADO) before discussing the details with the member of Staff concerned.

If an allegation made to a member of Staff concerns the behaviour of the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the Governors/LA Allegation Manager (LADO) without notifying the Head Teacher.

Procedural Points:-

- Consideration will be given in consultation with LADO to the appropriateness of suspension of the member of Staff concerned.
- Confidentiality will be maintained throughout, up to the point where the Staff member is charged with an offence or the DFE/TRA (TEACHING



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REGULATION AGENCY) publishes information about the investigation.

- If it is necessary to dispense with the Staff members services because she / he caused harm or risk of harm to a child a full and prompt report will be made to DBS.
- We will consider making a referral to TRA (TEACHING REGULATION AGENCY) when a teacher is dismissed or would have been dismissed is he/she had not resigned on the grounds of;
 - o Unacceptable professional conduct
 - o Conduct that may bring the profession into disrepute
 - o Conviction for a relevant offense.

Appendix 7 – **Contacts**

Contacts for use in supporting the safeguarding of children

- **Croydon LADO** – 020 8726 6000
- **Safeguarding training** – 020 8241 5460
- **Allegations against Staff** – Tel. no. 020 8656 6551
- **Social Duty Care Team (MASH)** Bernard Wetherill House 020 8225 2888/ 0208 726 6400
(ask for duty social Worker, Children's Services)
- **Social Services CP Croydon:** 020 8239 4494
- **Croydon Police** 020 8721 2906
- **MASH Safeguarding hub** 020 8726 60400
Email: childreferrals@croydon.gcsx.gov.uk
- **Last training for designated teachers and Governors** – June 2017
- **Last training for all Staff** – September 2018
- **Safer recruitment Training** – 2016/2017/2018

Further information can be found at:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Any member of Staff may make a referral to The Croydon Team. Don't forget in a real emergency call 999



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Chair of Governors

Ms Yvonne Epale

Signature

Date 1st September 2018

The Government issued a standard definition of Child Sexual Exploitation: