

# CACFO UK EDUCATION CENTRE



## **CHILD PROTECTION POLICY & PROCEDURES**

**Approved by:** Governing Body

**Date:** 19 December 2019

**Signature:**

A handwritten signature in blue ink, appearing to read 'Alan Jones', is placed over a grey rectangular background.

**Last reviewed on:** December 2019

**Next review due by:** December 2020

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**The Designated Safeguarding Lead in school for Child Protection is:**

Name: Patricia Oliver (Interim Headteacher)

Contact details: 020 8771 6222

Email: [headteacher@cacfo.org.uk](mailto:headteacher@cacfo.org.uk)

**The Designated Safeguarding deputy Lead in school for Child Protection is:**

Name: Nigel Dayes

Contact details: 02087716222

Email: [behavioursupport2@cacfoed.org.uk](mailto:behavioursupport2@cacfoed.org.uk)

**The Nominated Governor for Child Protection is:**

Name: Kehinde Omotayo

Contact details: 02081274550

**Local Authority Contacts**

**Local Authority Designated Officer:** The Local Authority Designated Officer (LADO) is the contact person for Heads or Chair of Governors when there is a concern or allegation that a staff member or volunteer has: Behaved in a way that has harmed a child, or may have harmed a child, or possibly committed a criminal offence against or related to a child or behaved towards a child in a way that indicates they are unsuitable to work with children.

**Steve Hall, LADO: 0208 726 6400 Ext: 52889**

**Direct line: 0208 255 2899**

**The LADO sits within the Children's Quality Assurance and Safeguarding Service. Telephone: 020 8726 6000 Ext: 63237.**

**For Safeguarding Advice contact the MASH Consultation Line on: 02087266464.**

**For information about a MASH referral contact the MASH Education Officer: [MASH.education@croydon.gov.uk](mailto:MASH.education@croydon.gov.uk) 0208 604 7370 ext. 47370**

**Urgent safeguarding response -0208255 2888**

**Safeguarding Consultation line -02087266464**

**Out of hours Duty team- 02087266400**

**For general child protection, safeguarding advice or to check if a child has a Child Protection Plan:** The Children's Quality Assurance and Safeguarding Service (CQASS) offers child protection advice in relation to practice and policy within Croydon and in respect of the London Child Protection Procedures. The CQASS is also responsible for the reviewing of

children subject to Child Protection Plans and children looked after. Requests for information about these children can be made to the CQASS.

**Telephone: 020 8726 6000 Ext: 63237 and ask to speak with one of the Managers.**

**Emergency Duty Team:** A social work service for emergencies only is available between 5pm and 8.30am Monday to Friday and during the weekend hours on: **020 8726 6000**

## **INTRODUCTION**

The Governors and staff at CACFO UK Education Centre fully recognise the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all pupils at the school. We recognise that all staff, including volunteers, has a full and active part to play in protecting pupils from harm.

We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and the environment promotes the social, physical and emotional wellbeing of each individual pupil.

The school recognises their responsibilities and duties to report Child Protection concerns to the Social Services Department and to assist Social Services in Child Protection enquiries and in supporting Children in Need.

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

The school will raise Child Protection concerns with parents / carers at the earliest appropriate opportunity.

The School is committed to safeguarding students and aims to create a culture of vigilance.

The school will ensure that all staff are given the opportunity to attend appropriate training in Child Protection issues, as recommended in the guidance.

## **LEGISLATION AND STATUTORY GUIDANCE**

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) and [2004 amendment](#)
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Statutory guidance on 'Dealing with allegations of abuse against teachers and other staff', 2011 and seeks to promote effective multi-agency working in light of the document 'Safeguarding children and Safer Recruitment in Education'

## **AIMS**

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- There is good communication between all members of staff in matters relating to child protection
- There is a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- There is a systematic means of monitoring pupils known or thought to be at risk of significant harm
- We work openly and in partnership with parents in relation to child protection concerns
- We support all pupils' development in ways that will foster security, confidence and independence
- We promote safe practice and challenge poor and unsafe practice
- We develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children
- We ensure that all adults working within the schools have been checked as to their suitability to work with children

- We integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse. Through our PSHE lessons we address Healthy Living, Living in the World and Healthy Relationships and within those topics safeguarding issues are covered.
- We take account of and inform policy in related areas, such as anti-bullying; discipline and behaviour; health and safety; restraint procedures; procedures for dealing with allegations against staff and recruitment practice.

## **DEFINITION**

**Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

- Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm
- Abuse is broadly divided into four categories: Neglect, Physical Injury, Sexual Abuse and Emotional Abuse.
- **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. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.
- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously Munchausen's Syndrome by Proxy).

- **Sexual abuse** involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways. Upskirting is also a form of peer-on-peer abuse. Upskirting is typically when photograph is taken under a person's clothing without them knowing, for sexual gratification or cause the victim humiliation, distress or alarm.
- **Emotional abuse** is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child although it may occur alone.

## **EQUALITY STATEMENT**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers



## **KEY PRINCIPLES**

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

## **PROCEDURES**

Our school procedures are in line with guidance issued by the Local Safeguarding Children Board, the LA and the Secretary of State (related documents are listed in Appendix 1).

We will therefore ensure that:

- We have a designated member of staff who has received appropriate training and support for this role. See page 1.
- A member of staff who will act in the absence of the DSL. See page 1.
- Every member of staff, volunteer and governor knows the name of the designated teachers and their role.
- All staff should develop their understanding of signs and indicators of abuse and understand their responsibilities in passing concerns to the designated teacher.
- Staff must complete a Cause for Concern form and hand this to the DSL, after a disclosure or following a child protection concern.

- All staff members are trained to respond correctly to a child who discloses abuse.
- All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures.
- We will refer any child believed to have suffered or to be likely to suffer significant harm to the Social Services Dept. on the same day of the disclosure, and will follow up any such referral in writing within 24 hours.
- The duty of care and all child protection procedures and policy issues extend to pupils on individualised timetables and induction programmes.
- We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of urgency
- We will contribute to multi – agency assessments of children’s needs where appropriate.
- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, these records are kept securely, separate from the main pupil file and in locked locations. This is coordinated by the Designated Safeguarding Lead
- Social Services are notified of any pupil on the Child Protection Register who is absent from school without explanation for more than 2 days.
- Any new concern or relevant information about a child on the Child Protection Register will be passed to the child’s allocated social worker without delay
- If a child on the Child Protection Register leaves the school, records will be transferred to the new school without delay and the child’s social worker informed of the change
- If school staff is unsure how to proceed in a potential Child Protection situation, or require advice, this will be sought via MASH consultation line: 02087266464.
- Allegations Manager/Safeguarding Children coordinator: (**LADO**)
  - Steve Hall
  - Telephone: 0208 726 6400; Ext 52889
  - email: [steve.hall@croydon.gov.uk](mailto:steve.hall@croydon.gov.uk)
  - Safeguarding Education Lead: Mark Malcolm
  - Email: [mark.malcolm@croydon.gov.uk](mailto:mark.malcolm@croydon.gov.uk)

## **STAFF**

All staff will read and understand part 1 of the Department for Education’s statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including the staff code of conduct and the role of the designated safeguarding lead (DSL)
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

All staff should:

- Listen to what the child is saying without interruption and without asking leading questions
- Stay calm and do not show that they are shocked or upset
- Respect the child's right to privacy but not promise confidentiality
- Reassure the child that he/she has done the right thing in telling
- Explain to the child that in order to keep him safe from harm the information that has been shared must be passed on
- Report what has been disclosed to the designated person within the school
- Record, as soon as is practicable, what has been said using the child's actual words
- Sign and date the record.

## **Training**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

**Are you concerned about a child/young person's welfare, or concerned about the behaviour of a member of staff?**

**Complete a cause for concern incident referral form (Appendix 3), noting dates, times, facts, and observations.  
If you are concerned about the behavior of the Headteacher then please contact the safeguarding representative on the Governing body Ms. Kehinde Omotayo**

**Report the concerns, allegations or incident to the designated Child Protection Officer – either Headteacher (see P3),  
In the absence of designated Child Protection Officer please report concerns to Nigel Dayes (Deputy designated lead)**

**The designated Child Protection Officer will assess the concerns and if necessary, seek guidance from the Local Area Designated Officer (LADO) or Children Services.  
All allegations / Pupil Concerns will be reported to the LADO / Social Care on the same day**

**Still have concerns**

**No longer have concerns**

**Matter is referred to Local Authority / Social Services by the designated Child Protection Officer and to Head of Service and HR Manager if it involves an allegation against a member of staff**

**No further action. Ensure that all documentation is completed and filed appropriately**

**Social Services acknowledge receipt of Referral and decide on next course of action within one working day**

## **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEBD, Autism and Challenging Behaviour).**

We recognise that children with SEN may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.

- We will provide a school environment in which all pupils, including those with SEN, can feel confident and able to discuss their concerns. We will encourage self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what is acceptable behaviour.
- We will display appropriate posters that detail contact numbers for child protection help-lines.
- The designated officer will work with all staff to ensure that all pupils and students with autism and communication difficulties are responded to appropriately in the area of child protection and personal safety.
- Students with autism are also vulnerable because of their:
  - Dependence on others for basic and social needs
  - Lack of control over their own life
  - Compliance and obedience 'instilled' as good behaviour
  - Inability to retain knowledge about social and sexual relationships and misunderstanding these areas
  - Inability to communicate experiences

## **ATTENDANCE**

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

- We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day
- We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
- If the student has been placed by the LEA then we will report a continued absence about which we have not been notified by the parent or carer to the Education Welfare Service.
- If the student is on respite from another School or provision then we will report a continued absence about which we have not been notified by the parent or carer to the school or provision the student was placed by so that they can use their Welfare Officer Service.
- We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day
- We will always report to the Education Welfare Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.
- We will ensure that more than one emergency contact detail is held for each student.

## **PUPIL INFORMATION**

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

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

## **COMMUNICATION WITH PARENTS / CARERS**

- We will ensure that all parents are informed that the school has a child protection policy and is required to follow London Child Protection Procedures in respect of reporting suspected abuse to the Social Services Department.
- Pupils and parents will be made aware of how the school's child protection system works and with whom they can discuss any concerns.
- Information will also be made available about any local and national telephone Helplines.
- In individual cases, parents will be notified of the schools concerns at the earliest appropriate opportunity.

## **CONFIDENTIALITY**

- We recognise that matters related to Child Protection are of a confidential nature. The Designated Safeguarding Lead and / or the deputy safeguarding Lead will therefore share detailed information about a pupil with other staff members on a need to know basis.
- All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.
- All staff must be aware that they cannot promise a child that they will keep certain information secret.
- All safeguarding concerns, discussions, decisions made and the reason for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

- Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
- Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.
- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, these records are kept securely, separate from the main pupil file and in locked locations.
- Digital records are kept on the school server where only the DSLs have access to the files and are backed up by the school server and data management system.
- The school retains the records for as long as the pupil remains at the school. If the pupil transfers to another school, the child protection file will be transferred to the next school. This is coordinated by the Designated Safeguarding Lead

### **SUPPORT FOR STAFF**

- We recognise that staff working in the schools who have been dealing with child protection issues may find the situation stressful or upsetting.
- We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have.
- Students who have been through trauma or have autism may display challenging behaviour and may not have the usual social or sexual inhibitions. This may result in complex situations for staff. Staff will follow school policy on Physical Interventions and Behaviour Management and will record all incidents in the usual manner which will result in Senior Members of Staff following up any difficult situations which may put pupils or staff at risk. Staff will also adhere to the Code of Conduct within the Staff Handbook, with reference to the way they should behave when working with children.

### **ALLEGATIONS AGAINST STAFF**

- We recognise that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff
- If there are concerns about any staff member or volunteer this can be discussed with the DSL or DDSL
- In this event the Headteacher or Chair of Governors must be informed and the Procedures for Dealing with Allegations against Staff followed. This will always involve a discussion with LA officers.
- If the allegation is made against the Headteacher then the matter will be referred to the member of the Governing Body with responsibility for CP, (Ms. Kehinde Omotayo).



## **ALLEGATIONS OF ABUSE MADE AGAINST OTHER PUPILS**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by reminding them who the designated safeguarding leads are and their role and ensure that students feel that they are taken seriously.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## **SAFER RECRUITMENT**

All staff and volunteers working with children in our school will be recruited safely:

### **Preparation**

- We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.
- We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

### **Advertising**

- We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.
- The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.
- The advertisement will state that the post is subject to a DBS.

### **Applications**

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

### **References**

- We will not accept open references or testimonials.
- We will ask for the names of at least two referees.
- We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.
- We will follow up any vague or ambiguous statements.
- We will obtain a list 99 for each person.

### **Interviews**

- We will always conduct a face to face interview even when there is only one candidate.
- Our interview panel will always contain at least one member trained in safer recruitment practice.
- Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.
- All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

### **Appointments**

- Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.
- We will refer to the Disclosure and Barring Service any person whose checks reveal that they have sought work when barred from working with children or a member of staff that leaves mid investigation.

### **Induction**

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

### **Continuing Professional Development**

We will ensure that all staff receives regular training in Child Protection. We will always supervise staff and act on any concerns that relate to the safeguarding of children.

### **Allegations**

We will always follow the procedure for the management of allegations against staff as outlined in the London Child Protection Procedures.

### **Dismissal**

We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child.

## **GOVERNING BODY RESPONSIBILITIES**

- The Governors will ensure that the Safeguarding Policy is reviewed on an annual basis, and that the LEA is informed that this has been done.
- A member of the Governing Body (usually the Chair) has been nominated to liaise with the LA and/or partner agencies in the event of an allegation being made against the Principal.
- The Governors will remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to its attention without delay

## **PHYSICAL INTERVENTION AND RESTRAINT**

- Our policy on physical intervention by staff is set out in the Behaviour Policy and acknowledges that staff should only use physical intervention in particular circumstances, and that the minimum force should be used to prevent harm to the child or another child or adult.
- Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

## **OTHER RELATED POLICIES**

This policy has clear links to other policies in our school:

- Anti-bullying
- Ethos and behaviour
- Complaints policy
- Health and safety
- Safe code of Conduct
- E-Safety
- First Aid
- Whistle Blowing

Each of these policies is also concerned with the protection of all children in the school from various kinds of harm.

## **Appendix 1**

### **London Child Protection Procedures 5<sup>th</sup> version (March 2017)**

#### **What to Do If You Are Worried a Child Is Being Abused**

Advice for practitioners March 2015

#### **Working Together to Safeguard Children (March 2018)**

<http://www.workingtogetheronline.co.uk/index.html>

#### **Safeguarding children and Safer Recruitment in Education, 2007**

#### **Guidance for Safer Working Practice for those working with children and young people in education settings** October 2015

#### **Dealing with allegations of abuse against teachers and other staff,** DFE, 2011

#### **Keeping Children Safe in Education, DFE,** September 2019

#### **The Prevent duty: Departmental advice for schools and childcare providers** (June 2015)

#### **Children missing education: statutory guidance for local authorities** – September 2016

#### **The use of social media for on-line radicalisation** (July 2015)

#### **Counter-terrorism and security act 2015 (The Prevent Duty)**

#### **Information Sharing: advice for practitioners providing safeguarding services (DfE 2015)**

#### **Sexual Violence and sexual harassment between children (May 2018)**



Charity No: 1153669

CACFO UK EDUCATION CENTRE  
SAFEGUARDING CAUSE FOR CONCERN FORM

Name of pupil:	
Year:	Date:
Name of staff	
<u>Nature of Concern</u>	
Facts:	
Observations:	
Action/Advice Taken: <i>(incl. Persons liaised with)</i>	
Further action recommended:	
Child Protection YES/ NO	
Staff signature:	
SDP signature:	
Date:	

Please use to record conversations

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## Appendix 3: specific safeguarding issues

### **Children missing from education**

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

### **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.



Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- 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 or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

## **FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE

- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological and can lead to 'Honour-based' violence.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### **Preventing radicalisation**

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, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section on page 9 (Procedures) of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including behaviour policy and e-safety policy.

#### **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge. All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

### **Non-collection of children**

If a child is not collected at the end of the session/day refer to the Attendance Policy.

### **Missing pupils**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, refer to section on attendance.

### **Child Criminal Exploitation**

We understand that when a child goes missing for a period of time from both home and school that there is a strong possibility that they might be exploited for criminal purposes including county lines.

We will check on the attendance pattern and raise concerns with the single point of contact (Croydon Local Authority) within the children's social care service and make a referral

### **Mobile phones and cameras**

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or desk drawers during contact time with pupils.
- Staff will not take pictures or recordings of pupils on their personal phones or cameras
- We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.
- On entering school, pupils are required to hand in and sign for their mobile phones and other mobile technology to be kept securely by the behaviour team throughout the school day. These will be returned at the end of the school day.
- Pupils will be reminded that outside of school online safety should still be taken into consideration as we encourage responsible use of these devices in our everyday practise.