

Purley Partnership Federation



Purley Nursery School

Achieving and growing together



Christ Church Primary School

Nurturing lifelong learners with God's guidance

Safeguarding Policy

Updated Sept 2019, to be reviewed September 2020

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Aims

This policy aims to provide all members of staff, volunteers, children and young people, and their families with a clear and secure framework to safeguard and promote the welfare of children

Safeguarding and promoting the welfare of children, as defined in Working Together to Safeguard Children, March 2015, is:

- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

Purley Partnership Federation schools believe that safeguarding and promoting the welfare of children is everyone's responsibility. Every member of staff who comes into contact with children and their families has a role to play in safeguarding children. In order to fulfil this responsibility, every member of staff is instructed to take a "Child Centered" approach, considering at all times what is in the **best interests of the child**.

Purley Partnership Federation schools will ensure that all children are safeguarded by actively encouraging members of staff to work together proactively with children and families who may need help, and for this to happen as soon as possible so that children are protected from any further emotional and physical harm.

This policy has been written with reference to the following local and statutory guidance:

- Keeping Children Safe in Education (September 2016)
- Working Together to Safeguard Children (March 2015)
- London Child Protection Procedures (March 2016)
- Croydon Early Help Pathways: Operational Guidance (June 2014)
- Information Sharing (March 2015)

To ensure our Purley Partnership Federation safeguards and promotes the welfare of all children, we are committed to the following:

- To provide all staff with the necessary professional development opportunities to enable them to identify children who may benefit from early help, to work with children and their families to bring about positive change, and how to take appropriate action to safeguard children when necessary;
- To ensure all our policies, procedures and practices are designed with regard to this Early Help and Child Protection Policy, ensuring compliance and consistency across the school environment;
- To seek opportunities to work together with those voluntary and statutory services who share our commitment to providing early help for children and families;
- To ensure that all children are made aware of the risks they may face both inside and outside of school, and what they can do to keep themselves and others safe.
- To provide parent/carers with access to information that helps them be aware of the risks their children may face both inside and outside of school, and what they can do to help them keep their children safe.

Key Contacts

School Contacts

Position	Name	Contact Details (email/phone)
Executive Head Teacher and Head of Christ Church School	Mrs Mary Pike	head@christchurch.croydon.sch.uk 020 8660 7500
Christ Church School Designated Safeguarding Lead	Mrs Mary Pike	head@christchurch.croydon.sch.uk 020 8660 7500
Christ Church School Deputy Designated Safeguarding Lead	Mrs Anne Hudson - Deputy Head Teacher	ahudson@christchurch.croydon.sch.uk 020 8660 7500
Designated Teacher for Looked After Children	Mrs Anne Hudson	ahudson@christchurch.croydon.sch.uk 020 8660 7500
Christ Church School Deputy Designated Safeguarding Lead	Mrs Jo Porter - SENCO	jporter@christchurch.croydon.sch.uk 020 8660 7500

Christ Church School Locality Early Help Advisor	Natasha Kelly	childreferrals@croydon.gov.uk Natasha.Kelly@croydon.gov.uk
Purley Nursery Designated Safeguarding Lead	Mrs Sue Jarrett	sjarrett3.306@lgflmail.org 020 8660 5639
Purley Nursery Deputy Designated Safeguarding Lead	Mrs Maria Reeve	mreeve7.306@lgflmail.org 020 8660 5639
Purley Nursery Deputy Designated Safeguarding Lead	Jade Easton	020 8660 5639
Purley Nursery Locality Early Help Advisor	Monica Drysdale Early Help Co-ordinator	Earlyhelp@croydon.gov.uk
Designated Governor for Safeguarding	Sam Harper Allen	sharperallen@christchurch.croydon.sch.uk

London Borough of Croydon Contacts

Role/organisation		Contact Details (email/phone)
SPOC (Single Point of Contact)	For urgent matters requiring immediate attention	020 8255 2888
SPOC (Single Point of Contact)	Professionals consultation line	020 8726 6464
SPOC referrals		childreferrals@croydon.gov.uk
SPOC online referral form		SPOC online referral
SPOC Manager	Jenny Houghton (Service Leader, Children & families)	jennifer.houghton@croydon.gov.uk
Croydon Safeguarding Children Board (CSCB)	website	croydonlcsb.org.uk
Croydon Safeguarding Children Board (CSCB)	Professionals Learning and development	www.croydonlcsb.org.uk/professionals/learning-development/
Croydon Safeguarding Children Board (CSCB)		safeguardingchildrenboard@croydon.gov.uk 020 8604 7275

LADO		lado@croydon.gov.uk
LADO	Steve Hall	steve.hall@croydon.gov.uk 020 8255 2889 Mob: 07825 830 328
Assistant LADO	Jane Parr	jane.parr@croydon.gov.uk 020 8727 6000 (Ext. 84343) 07895 590 505
Early Help Adviser for Croydon South	Natasha Kelly	natasha.kelly@croydon.gov.uk Birdhurst (Glazier House) 53 Birdhurst Road South Croydon CR2 7BB
Early Help Manager	Debbie MacCormack	DebbieMacCormack@croydon.gov.uk 07927 929 729

Roles and Responsibilities

All members of staff within our schools have a role to play in safeguarding and promoting the welfare of children. Specific members of staff also have additional roles and responsibilities too. This section outlines our school's expectations of our staff. Users of this policy must consult all relevant appendices.

All Members of Staff...

- have a responsibility to provide a safe environment in which children can learn
- should be prepared to identify children who may benefit from early help
- who become concerned about a child's welfare should follow the processes set out on page. Staff may be required to support social workers & other agencies following any referral
- must adhere to the Teachers' Standards 2012, which state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- should be aware of systems within the school which support safeguarding and these should be explained to them as part of staff induction. This includes:
 - this safeguarding policy
 - the whistle blowing policy
 - the code of conduct (staff behaviour)
 - the role of the designated safeguarding lead
- will be given copies of the above policies as well as part one of ***Keeping Children Safe in Education*** as part of their induction process, as well as ensuring these policies can be accessed easily in school
- should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive early help and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment
- should know what to do if a child tells them he/she is being abused or neglected; Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child
- should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in appendices 1 and 2
- are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best interests of the child**
- should always speak to the designated safeguarding lead if they are unsure about identifying abuse and neglect
- should maintain records about any concerns they have about a child. More information on record keeping is provided on page 11.

The Designated Safeguarding Lead (DSL)...

- is an appropriate senior member of staff from the school's leadership team
- is supported by a Deputy Safeguarding Lead(s)
- **takes lead responsibility** for Early Help, Safeguarding and Child Protection within the school
- liaises with Croydon Council and works with other agencies such as Croydon Children's Services, the LADO, the Channel Panel, the Police Disclosure and Barring Service, in line with *Working Together to Safeguard Children*
- (and or the deputy) should always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns
- undergoes training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years
- will be given the opportunity to attend the Designated Safeguarding Lead's Forum, and time to read new and updated research and briefings on safeguarding developments
- has an understanding of Croydon/London Safeguarding Children Board procedures
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a child with a child protection plan or record of safeguarding concerns leaves the school, their information is passed to their new school and if applicable the child's social worker is informed
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the safeguarding policy is updated annually
- keeps a record of staff attendance at early help and child protection training
- makes this policy available to parents

The deputy designated safeguarding leads are appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The Executive Headteacher and Head of Purley Nursery...

- ensure that, through induction and regular training, the Safeguarding Policy, including identifying signs of abuse, making referrals and the use Early Help procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- ensure that children have opportunities within the curriculum to learn about how to keep themselves safe.
- ensure that safer recruitment practice is followed
- ensure that safeguarding issues are brought to the attention of the governing body

The Governing Body

(through the Designated Governor for Safeguarding) ensures that each school has...

- The school/college has the following policies in place and that these are regularly monitored, reviewed and updated where necessary;
 - safeguarding policies and procedures covering early help and child protection that are consistent with Croydon Safeguarding Children Board procedures
 - a staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media
 - a procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present.
- a senior member of staff is appointed as the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient training, time and resources to carry out their responsibilities and that another member of staff is appointed and has the training to deputise in their absence.
- a designated teacher nominated to promote the educational achievement of looked after children and previously looked after children and that this person has received appropriate training for the role.
- procedures in place for dealing with allegations of abuse made against members of staff including the Chair of Governors being aware that they are responsible for liaising with the LADO in the event of an allegation against the Executive Head Teacher or Head of Purley Nursery school.
- staff that are confident to raise issues with leaders where there are concerns and that there are robust whistleblowing procedures in place.
- procedures in place to deal with allegations made against other pupils
- safer recruitment procedures that include the requirement for appropriate checks in line with national guidance – see Keeping Children Safe in Education 2019 and appendix 9.
- at least one governor trained in safer recruitment
- a training strategy that ensures all staff, including the Executive Head Teacher and Head of Purley Nursery School, receive safeguarding guidance and documents on induction, safeguarding training, with refresher training at regular intervals. The DSL should receive refresher training at two yearly intervals
- children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.
- opportunities within the curriculum for children to learn how to keep themselves safe
- arrangements to ensure that parents and all temporary staff and volunteers are made aware of the school's arrangements for safeguarding
- completed the Annual Section 11 Audit of School Safeguarding Practice provided by the CSCB Education Sub-Group. This audit will be discussed and signed off by the governing body before submission to the CSCB. Any weaknesses or areas of concern will be rectified without delay.

Child Protection Procedures

Taking Action

If staff members have any concerns about a child (as opposed to a child being in immediate danger) they have a responsibility to act immediately by seeking the advice of the designated safeguarding lead or deputy designated safeguarding lead. 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 the Single Point of Contact (SPOC). Where required, advice can be obtained from the SPOC Professionals Consultation Line on a no-names basis.

Staff members should encourage children to speak to them about any changes in the child's behaviour or about any other inconclusive signs that may indicate abuse or harm. The signs the staff member has noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if they can help in any way.

If a child discloses information to a member of staff

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have made threats to kill or injure should they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault. If a child talks to a member of staff about any risks to their safety or wellbeing they will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise. See Appendix 5 - Handling disclosures of abuse.

Notifying Parents and Gaining Consent

Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made

Referral to Croydon Single Point of Contact (SPOC)

The DSL (or another member of staff) will make a SPOC referral if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

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

If the child already has an allocated social worker, the referral should be made directly to them.

If anyone other than the designated safeguarding lead makes the SPOC referral they should inform the designated safeguarding lead, as soon as possible. Where the referral raises concern that the child is at risk of significant harm, the case will be passed on to Croydon's Multi Agency Safeguarding Hub (MASH) team. The MASH team should make a decision within one working day of a referral being made about what course of action they are taking and should let the

referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

If a child is in immediate danger or is at risk of harm a referral should be made verbally immediately to SPOC via contacts provided on page 6 of this policy and/or the police via 999. Any verbal SPOC referrals or referrals that do not require an immediate response should be made via the [Online Referral form](#).

Record Keeping

All concerns should be recorded on CPOMs (Christ Church School only) or a record of concern form (Appendix 6). For staff completing an entry on CPOMs, any concerns that may seem minor but still begin to raise questions about possible abuse, should be categorised as child protection concerns.

All child protection concerns should be included in the child protection file (including those where a decision has been made not to make a formal referral to SPOC). All other information gathered unrelated to child protection will be held in the child's pupil file.

Record keeping is an essential part of child protection in our schools; it is vital that it is done accurately as soon after the event as possible and managed carefully and securely.

- Evidence has played an important part in inspections and legislation requires the maintenance of certain statutory records - we have to evidence what we say. Increasingly when managing early help and child protection concerns, accurate and timed records are invaluable.
- We will forget details – every aspect of the incident or concern might be crystal clear at the time but we can't guarantee this will be the same in a few days.
- All records should be objective and accurate, be clear about names, dates, places etc. and also distinguish between fact and opinion, hearsay and direct information. Remember that informal notes can be requested as evidence and whatever you write should be done objectively and with professionalism.
- Child Protection files are kept either a separate locked cabinet, within CPOMs or on a separate Network Drive with access restricted to the Designated Safeguarding Lead (and their deputy), executive head teacher, head of Purley Nursery school and Nominated Governor.
- Child protection files are only removed by the DSL, deputy DSL or, when a pupil changes school, by the administrator to send by registered post to the next school.
- Confidentiality – while staff may need the general contextual information to support a child's welfare, private and individual circumstances should only be discussed with the Designated Safeguarding Lead, who will inform others on a 'need to know' basis
- The records of concerns, kept in password protected software or files in each school, are reviewed regularly by the DSL to identify numbers and any patterns of concerns.

Transfer of information

When a child moves to another school or educational establishment, all child protection records will be hand-delivered or emailed securely via Egress or other password protected means (if not possible, sent securely) to the receiving Designated Safeguarding Lead (DSL), separate from their general records and marked as strictly confidential; this should be done within 15 working days and we will always obtain written confirmation of receipt of these records. Where the destination of a child is unknown, the child protection records will be kept for DOB + 25 years in line with the guidance in the Document Retention Policy.

Summary of child protection procedures

- We will hold/store files separately, securely and confidentially
- We will note every child protection concern without delay
- We will keep copies on file of all relevant referral forms, conference reports, strategy minutes etc.
- We will keep on file informal child protection information including dated notes of contacts, telephone conversations with parents/carers and other agencies
- All staff must be aware of the need to make an immediate and accurate record of concerns – using the child's own words where possible; this should be passed to the Designated Safeguarding Lead (DSL) without delay
- The DSL should refer child protection concerns to SPOC without delay and if unsure it is child protection, discuss the situation via the SPOC Consultation Line. Agree who will inform the parent/carer if this 'in principle' discussion progresses to a referral and the parent or carer is unaware of your contact with SPOC.

Confidentiality and sharing information

All members of staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, executive head teacher, head of Purley Nursery school or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. *Please see the Purley Partnership Federation General Data Protection Regulation and Freedom of Information Policy .*

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the executive head teacher or head of Purley Nursery school.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. The school's policy on confidentiality and information sharing is available to parents and children on request.

Allegations of abuse against staff

All school staff should take care not to place themselves in a vulnerable position with a child.

Allegations against staff are dealt with by following the London Child Protection Procedures 2007. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All staff should be made aware of the school's behaviour/discipline policy and the staff code of conduct, with reference to professional boundaries (including use of mobile phones, texting, out of hours activities and internet use).

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

- Ensure that the child or young person is safe
- Make a written note of the concerns ensuring names and times are clearly recorded. Do not speak to the child, young person or the member of staff in respect of the allegation.
- Talk immediately to the Designated Safeguarding Lead and decide who is going to discuss the matter with the LADO
- If the concern relates to the Designated Manager or Designated Safeguarding Lead, the person receiving the allegation will immediately inform the Chair of Governors who will consult the Local Authority Designated Officer without notifying the executive head teacher or head of Purley Nursery school.
- Where a staff member feels unable to raise an issue with their employer or feels their genuine concerns are not being addressed, they should refer to the school's whistleblowing policy found on the school website. Alternatively they may contact the NSPCC whistle blowing helpline number 0800 028 0285
- Where a member of staff has obviously assaulted a child or young person the Police should be informed

See Appendix 14 - Allegations of abuse made against teachers and other staff - for further details of procedures to follow if there are allegations of abuse.

An allegation against a member of staff should be made if you believe they have

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they are unsuitable to work with children

This applies whether the child is someone with whom the member of staff is acquainted through their work, is a family member, friend, or stranger. As well as the safety and wellbeing of the subject child and other involved children, it is important to consider the staff member's long term attitude, access and level of risk to children.

This part of the guidance applies to all staff whether the member of staff is paid, a volunteer, a permanent, or an agency member of staff. It includes anyone who has access to children, or data about them.

Allegations of abuse made against other children

- Staff should recognise that children are capable of abusing their peers.
- In our schools there is a culture of listening to children. All concerns are investigated.
- Children know where to go if they are concerned.
- Peer on peer abuse, including online abuse, sexting and gender based bullying is not tolerated and is dealt with in line with the behaviour and anti-bullying policy.

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

Please see the Purley Partnership Federation e-safety policy for further details.

Appendix 1 - Related policies

Purley Partnership Federation Policies

Behaviour, Discipline and Anti bullying policy

Health & safety policy

Educational Visits Policy

General Data Protection Regulation & FOI

Document Retention Policy

SEND policy

Equality Policy

Child Looked After Policy

Code of Conduct

Volunteer pack

E-safety Policy

Positive Handling Policy

Complaints Policy

Christ Church School Policies	Purley Nursery School Policies
Medical Needs policy	
PSHE (including Drugs Education & Confidentiality) policy	
Attendance policy	Register and Attendance Policy
Whistleblowing policy	Whistleblowing Policy
Induction policy	Induction and Probation Policy
Staff Handbook	
	Safer Recruitment - part of the Staffing Policy

Appendix 2 - Identification of vulnerable children

There are circumstances which are damaging to children and where, in some instances, children may be at heightened risk of abuse. The school is careful to identify and support such vulnerable children.

Identification of vulnerable children occurs as a result of:

- Listening to children.
- Information supplied by the family regarding health, disability, home circumstances or special educational need.
- Information from previous setting – the Christ Church School liaises closely with Purley Nursery as the main feeder nursery.
- Monitoring progress of children by teachers and in conjunction with the senior staff through regular progress reviews.
- Monitoring of attendance.
- Requesting birth certificates and proof of address on entry to school.

Children with attendance issues

These often indicate underlying problems within a child's home situation which can impact on the child's health, well-being and academic attainment.

- Attendance is monitored carefully and the Education Welfare Officer is notified of children whose attendance falls below the threshold level in line with the school attendance policy
- Office staff alert the executive head teacher or head of Purley Nursery school to the absence of particular families where there are concerns that are being monitored such as those families where there is a history of substance misuse.
- Office staff work hard to build positive relationships with parents who find it difficult to engage with the school. This can be because of fears arising from their own experience of the school system, disability or substance misuse.
- Executive Head Teacher and Deputy Head Teacher go out to Christ Church School playground most days and note any groups that appear to be marginalised to engage them in conversation on a regular basis.

Appendix 3 - Types of Abuse and Neglect

All members of staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that members of staff report concerns – they do not need 'absolute proof' that the child is at risk.

Abuse

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

Physical Abuse

Physical abuse is a form of abuse which 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Bumps and bruises don't necessarily mean a child is being physically abused – all children have accidents, trips and falls.

There's isn't one sign or symptom to look out for that will say a child is definitely being physically abused. But if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated.

Bruises

- commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
- defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- clusters of bruises on the upper arm, outside of the thigh or on the body
- bruises with dots of blood under the skin
- a bruised scalp and swollen eyes from hair being pulled violently
- bruises in the shape of a hand or object

Burns or Scalds

- can be from hot liquids, hot objects, flames, chemicals or electricity
- on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
- a clear edge to the burn or scald
- sometimes in the shape of an implement for example, a circular cigarette burn
- multiple burns or scalds

Bite Marks

- usually oval or circular in shape
- visible wounds, indentations or bruising from individual teeth

Fractures or Broken Bones

- fractures to the ribs or the leg bones in babies
- multiple fractures or breaks at different stages of healing

Other Injuries & Health Problems

- scarring
- effects of poisoning such as vomiting, drowsiness or seizures
- respiratory problems from drowning, suffocation or poisoning

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 maltreatment of a child, although it may occur alone.

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions.

Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Young children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from school etc.
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

Sexual Abuse

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

Children who are sexually abused may:

Stay away from certain people

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them

Show sexual behaviour that's inappropriate for their age

- a child might become sexually active at a young age
- they might be promiscuous
- they could use sexual language or know information that you wouldn't expect them to

Have physical symptoms

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- pregnancy

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 occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect can be really difficult to identify, making it hard for professionals to take early action to protect a child. Having one of the signs or symptoms below doesn't necessarily mean that a child is being neglected. But if you notice multiple, or persistent, signs then it could indicate there's a serious problem.

Children who are neglected may have:

Poor Appearance and Hygiene Issues

- be smelly or dirty
- have unwashed clothes
- have inadequate clothing, e.g. not having a winter coat
- seem hungry or turn up to school without having breakfast or any lunch money
- have frequent and untreated nappy rash in infants

Housing and Family Issues

- living in an unsuitable home environment for example dog mess being left or not having any heating
- left alone for a long time
- taking on the role of carer for other family members

Health and Development Problems

- untreated injuries, medical and dental issues
- repeated accidental injuries caused by lack of supervision
- recurring illnesses or infections
- not been given appropriate medicines

- missed medical appointments such as vaccinations
- poor muscle tone or prominent joints
- skin sores, rashes, flea bites, scabies or ringworm
- thin or swollen tummy
- anaemia
- tiredness
- faltering weight or growth and not reaching developmental milestones (known as failure to thrive)
- poor language, communication or social skills

Appendix 4 - Specific Safeguarding Issues

Children are also impacted by specific safeguarding issues, which are events which encompass all of the above types of abuse. These issues are further compounded by children exhibiting behaviours such as drug taking, alcohol abuse, absence from school, and sexting. Peer on Peer abuse is also an indicator that children may be exposed to bullying (including online bullying), gender based violence/sexual abuse and sexting. Members of staff will challenge peer on peer abuse in conjunction with the DSL, Local Authority, Police and Parent/Carers.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

There are strong links between exploitation and serious violence. All staff should be aware of the associated risks and understand the measures (Serious Violence Strategy) in place to manage these. Early intervention is about recognising and responding to the indicators of potential vulnerability. We should intervene as early as possible to help reduce the risk factors and increase protective factors.

What is serious violence?

The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime. The impact of serious violent crime on individuals and the community is significant. Tackling serious violence is not a law enforcement issue alone; it requires a multiple-strand approach involving a range of partners across different sectors.

The main areas that the Serious Violence Strategy focuses on are:

- tackling county lines
- early intervention and prevention
- supporting communities and local partnerships
- effective law enforcement and the criminal justice response

Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children Missing from Education

A Child Missing from Education (CME) is defined by the Department for Education (DfE) as "a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)."

A child going missing from education is a potential indicator of abuse or neglect. Members of staff will follow the school's attendance policy, early help and safeguarding policy and Croydon's Children Missing from Education policy, particularly when children are absent without reason on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is also essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage. Croydon's Children Missing from Education policy provides information on what to consider when a school is informed that a family is going abroad (page 9).

For schools in Croydon, referrals for CME are accepted after 10 working days of reasonable checks being carried out by the school and the Designated Safeguarding Lead. All schools are legally required to provide this information, as well as the details of any child joining or leaving the school during the year. Croydon's policy on Children Missing from Education can be found online <https://www.croydon.gov.uk/education/schoolnew/attendance/child-missing-education>.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and

- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

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

Referrals in relation to concerns of CSE can be discussed via the MASH Consultation Line, but must be made via the online MASH Referral Form as per any normal safeguarding referral. Croydon's CSE protocol can be found via the Croydon Safeguarding Children's Board website: <http://croydonlcsb.org.uk/professionals/missing-child-sexual-exploitation/>

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

The schools are signed up to Operation Encompass. This allows the police to report to the school, when a child or young person has been exposed to, or involved in, any domestic incident. The information that has been shared, in confidence, enables us to ensure that we can make provision for possible difficulties experienced by children, or their families, who have been involved in, or exposed to, a domestic abuse incident.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse signs symptoms effects

Refuge what is domestic violence/effects of domestic violence on children

Safelives: young people and domestic abuse

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets.

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [here](#).

So called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as

such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** (this means a person employed to carry out teaching work at the schools) that requires a different approach (see following section).

Female Genital Mutilation (FGM)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers (persons employed or engaged to carry out teaching work at schools and other institutions in England). 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. See Annex A for further details.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information

'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003

In addition to complying with the duty, professionals should continue to have regard to their wider safeguarding responsibilities, which require consideration and action to be taken whenever there is any identified or known risk to a child, whether in relation to FGM or another matter.

It is a legal requirement to report known cases of FGM (visually identified or verbally disclosed) to the police under the FGM Mandatory Reporting Duty. Any such disclosures will be referred to the police by contacting them on the 101 number. If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must *personally* report this to the police. (Teacher = person employed to carry out teaching work in a school – Serious Crime act 2015 section 74)

This duty does not apply in relation to "at risk" or suspected cases. In these cases the Designated Safeguarding Lead will make appropriate and timely referrals to

MASH if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to MASH even if it is against the pupil's wishes.

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Referrals in relation to concerns of CSE can be discussed via the MASH Consultation Line, but must be made via the online MASH Referral Form as per any normal safeguarding referral.

- Multi agency statutory guidance on FGM:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf
- Multi-agency guidelines: Handling case of forced marriage:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf
- The following is a useful summary of the FGM mandatory reporting duty:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Our Schools can play an important role in safeguarding children from forced marriage.

- Multi-agency practice guidelines: Handling cases of Forced Marriage:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf
- Members of Staff can contact the Forced Marriage Unit if they need advice or information: Telephone: 0207 008 0151 or Email: fmu@fco.gov.uk

Bullying (Including Online Bullying)

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year. All incidences of bullying should be reported and will be managed through our behaviour and anti-bullying procedures. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the executive head teacher and the DSP will consider implementing child protection procedures.

A child may be experiencing abuse online if they:

- spend lots, much more or much less time online, texting, gaming or using social media

- are withdrawn, upset or outraged after using the internet or texting
- are secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

Preventing Radicalisation

Protecting children from the risk of radicalisation should be part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation 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. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Some examples of signs that a child may be at risk of radicalisation are:

- Being overly secretive about their online viewing – for example this is one of the core ways in which ISIS is known to communicate and recruit.
- Displaying feelings of isolation or expressions of an 'us and them' mentality – a sign of the sense of social isolation.
- Becoming more argumentative or domineering in their viewpoints, being quick to condemn those who disagree and ignoring views that contradict their own.
- Questioning their faith or identity
- Downloading or promoting extremist content.
- Social isolation – losing interest in activities they used to enjoy, distancing themselves from friends and social groups
- Altered appearance – change in style of dress and/or personal appearance. Abnormal routines, travel patterns or aspirations

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to **prevent** people from being drawn into terrorism". The statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes. We will meet our requirements by:

- Assessing the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;
- Ensuring our early help and safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Promoting active engagement with parent/carers as they are in a key position to spot signs of radicalisation. We will assist and advise families who raise concerns and point them to the right support mechanisms. We will also discuss any concerns about possible radicalisation with a child's parents in line with this policy unless we have specific reason to believe that to do so would put the child at risk.

- Ensuring that as many members of staff as possible undertake preventing radicalisation training, with priority given to the Designated Safeguarding Lead.
- Ensuring children are safe from terrorist and extremist material when access the internet in school.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

The MASH Consultation Line can be contacted for advice on making a referral to Channel, but any safeguarding referral must be made via the online MASH Referral Form.

- The Prevent duty: Department for Education advice for schools and childcare providers: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people <http://educateagainsthate.com/>
- Raising Awareness of the Prevent Duty – Free E-Learning accessed via: <https://www.elearning.prevent.homeoffice.gov.uk/>
- Channel General Awareness – Free E-Learning accessed via: http://course.ncalt.com/Channel_General_Awareness/01/index.html

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). 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, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁰⁵ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

Upskirting

'Upskirting' is a form of sexual harassment that typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy). Our Designated Safeguarding Lead can seek advice from the SPOC Consultation Line, or the Family Justice Centre on 020 8688 0100 or fjc@croydon.gov.uk . Any concerns that a child may be at risk of significant harm must be reported immediately via SPOC on 020 8225 2888 and via the SPOC online referral form.

- Links to information and advice for families and professionals in relation to all types of abuse or safeguarding issue can be found on Page 89-91 of Keeping children safe in education September 2019

Appendix 5 - Handling disclosures of abuse

- Always stop & listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Remain calm and do not overreact – the child may stop talking if they feel they are upsetting you
- Take the child seriously. Always assume that he/she is telling the truth.
- Allow them to speak freely
- Do not be afraid of silences – remember how hard this must be for the child
- Do not promise confidentiality; you have a duty to refer to the designated senior person for child protection if 'child in need'.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do reassure and alleviate guilt. For example, you could say;
 - "You are not to blame."
 - "You have done the right thing to tell someone."
 - "I'm so sorry this has happened"
 - "I want to help"
 - "This isn't your fault"
 - "You are doing the right thing in talking to me"
- Do listen, possibly confirm details but do not ask leading questions. For example, "What did she do next?" (this assumes that she did), or "did he touch your private part". The child may well have to tell the story again, and to do so repeatedly will cause undue stress. In cases where criminal proceedings occur, such questioning can invalidate evidence.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Do not ask the child to repeat the incident for another member of staff.
- End by summarising what has been said and what action has been agreed.
- Tell the child about what you intend to do next.
- Record carefully what has been said on the record of concern form or for Christ Church School, once CPOMS (Safeguarding and Child Protection online management system) is available, log the incident on CPOMS. The following information should be included:
 - Child clearly identified
 - Name, designation and signature of person completing the record
 - Date and time of written record
 - Distinguish between fact, opinion and hearsay.
 - Make brief notes using the person's own words. Do not interpret what has been said or make assumptions.
 - Record free of jargon?
 - Written in a professional manner without stereotyping or discrimination?
- Discuss your concern/disclosure with the designated child protection person at the school and hand in or submit on CPOMS your record of the account.
- Seek support if you feel distressed
- Make sure you check back with the DSL regarding the actions and outcome.
- Complete another record of concern if you remain concerned.

Appendix 6 – Record of Concern Report Form

Strictly confidential

Purley Partnership Federation schools

RECORD of CONCERN REPORT FORM

Name of child _____ Class _____

Date _____ Name of reporting adult _____

Please tick what you are reporting:

☐ Disclosure

☐ Observation

☐ Suspicion

NB. If reporting an observation of physical injury, please fill in an injury report form.

Write your concerns here. Please be as factual as possible.

Signed:

Date:

Please give this form to the Designation Child Protection Officer

DESIGNATED CHILD PROTECTION OFFICER REPORT:

Action to be taken:

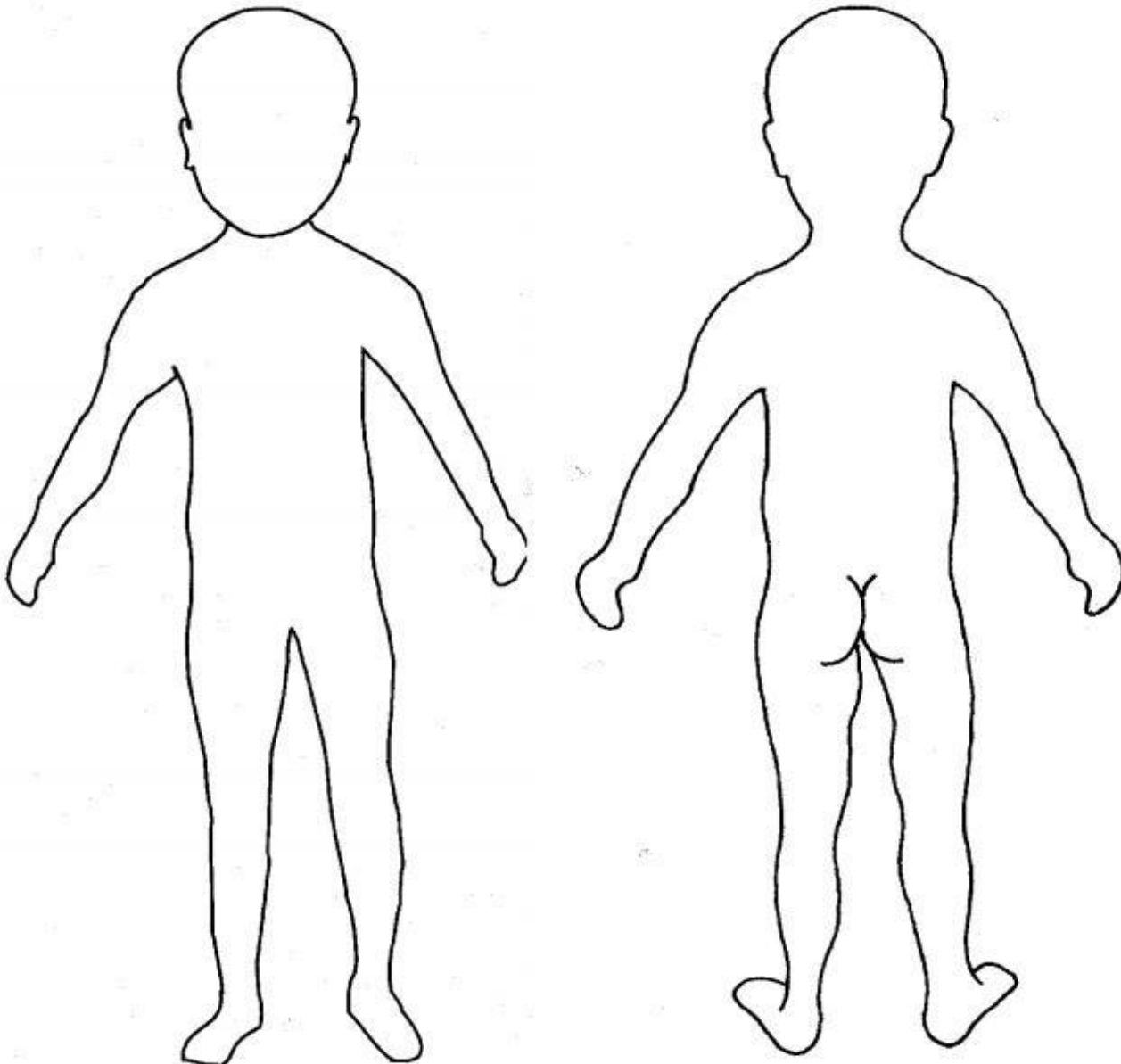
Report to: ☐ Class Teacher ☐ SENCo ☐ Deputy Head Teacher

☐ Head of Purley Nursery School

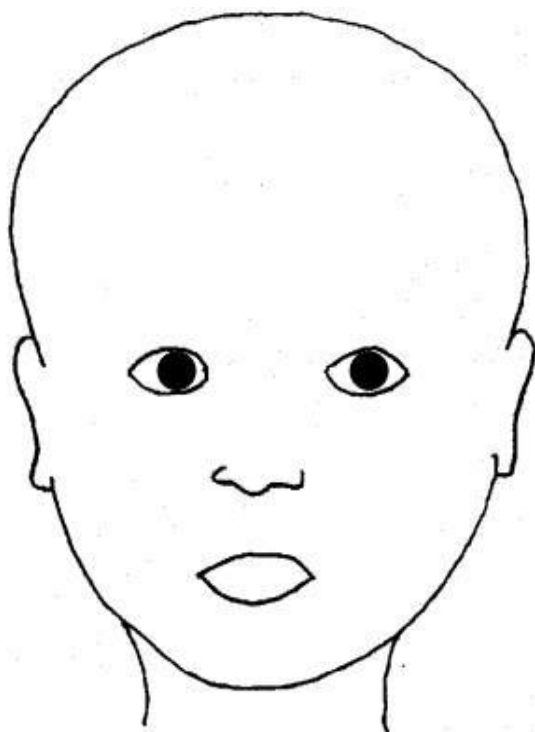
Copy to: ☐ Child's child protection file

CAUSE FOR CONCERN REPORT: BODY MAP

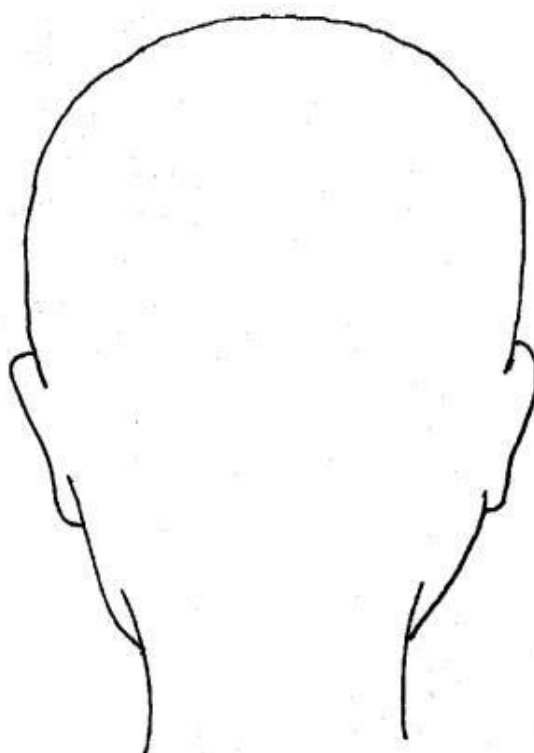
Child Details:			
Full Name		Date of Birth	



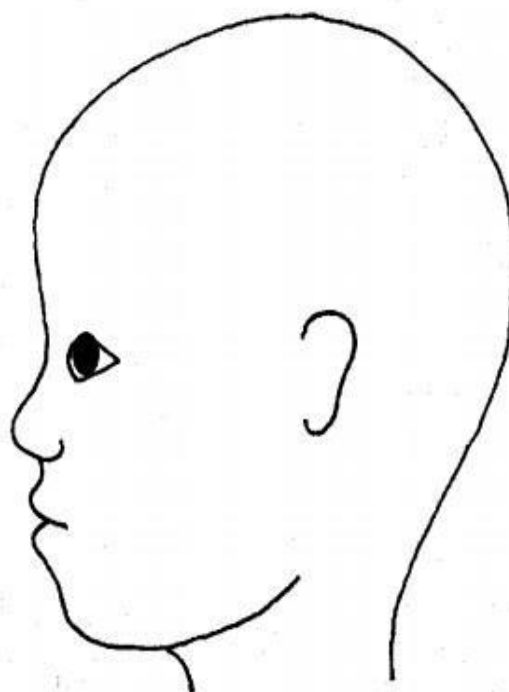
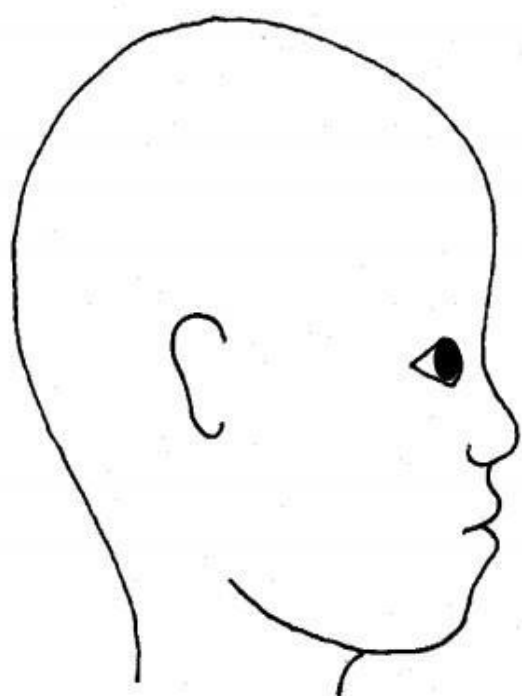
Child Details:			
Full Name		Date of Birth	



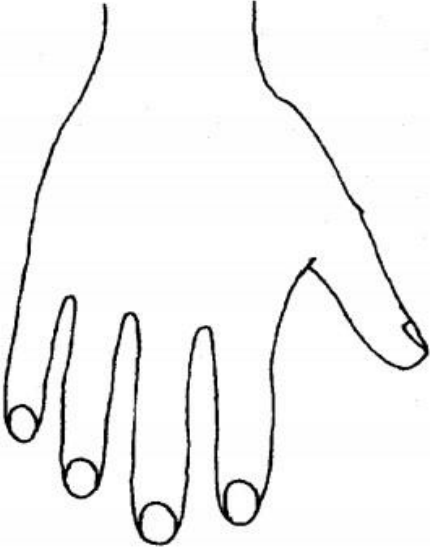


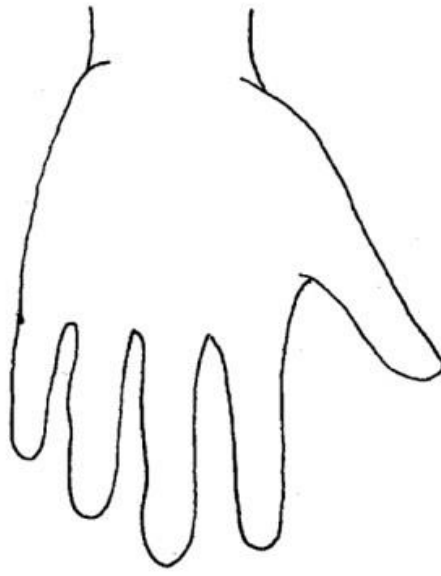
FRONT



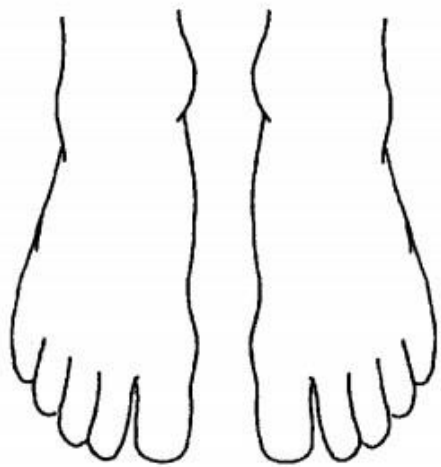
BACK



Child Details:			
Full Name		Date of Birth	

	
R	L
BACK	
	
R	L
PALM	

Child Details:			
Full Name		Date of Birth	



R TOP L



R BOTTOM L



R



L

INNER



R



L

OUTER

Appendix 7 - Early Help Procedures

Keeping Children Safe in Education and Working Together to Safeguard Children (2019) sets out a clear expectation that local agencies and schools will work together and collaborate to identify those children with additional needs and provide support as soon as a problem emerges.

Providing early help is far more effective in promoting the welfare of children – and keeping them safe – than reacting later, when any problems, for example neglect, may have become more entrenched. The importance of using a child-centred approach in following the child's journey is also emphasised. To achieve this, members of staff involved in the Early Help process must have a clear understanding of the needs and the views of the individual child in their family and community context.

Our schools are committed to ensuring that everything possible is done to prevent the unnecessary escalation of issues or problems. Children, young people and their families will be offered help when needs and/or concerns are first identified and, as a consequence of the early help offered, children's circumstances will improve and, in some cases, the need for more intrusive and intensive services are lessened or avoided.

The guiding principles of Early Help are:

- high quality early identification and intervention for all children who need it, as well as effective integrated support for children with the most complex needs;
- preventative approach: we aim to work with families to enable them to **build resilience** and improve their capacity to help themselves should problems arise in the future;
- 'early intervention may occur at any point in a child's life';
- **children, young people and their families are listened to**, practice is focused on their needs which is captured in the Early Help Assessment:
- The journey of the child is captured through their wishes and feelings;
- to achieve better outcomes for children, young people and families, we see early intervention and prevention as a **shared responsibility**, where agencies work together, jointly 'holding the baton' for children and families;
- **safeguarding is everyone's responsibility** and the welfare of the child/young person is paramount.

Staged intervention is an inclusive approach, involving parents/carers, children and young people, our school, relevant professionals and support services, which allows our school and practitioners to make informed and proportionate responses to need. In the Croydon model, there are four stages: Universal, Vulnerable, Complex and Acute. Each stage provides a solution focussed approach to meeting needs at the earliest opportunity, with the most appropriate and least intrusive level of intervention. It is an incremental evidence based approach - all relevant approaches at the lower stages have been tried before involving services that provide a more intensive approach. This may also be known as a 'graduated response' to early help.

Our schools will most likely provide support to children and their families at Stage One (Universal) and Stage Two (Vulnerable - see appendix 2) of the staged intervention approach. This means that we will work with children and families at the earliest possible point to help them by listening to their needs and developing a support plan which takes into account any access that may be required to additional resources, expertise or to consider any adjustments that can be made in school. We will also support children and families who may need further support through the use of the "Early Help Assessment" and the organization of a "Team Around the Family", a team which consists of members of staff from the school, parent/carer(s), the child or children (if it's appropriate) and other professionals from services who may be able to support the family.

Member of staff can seek help from our Locality Early Help Advisor (details on contacts page). They can provide information, advice and guidance on all aspects of early help from the first point at which additional need is identified to 'stepping up' into support for complex needs.

This support can be accessed by members of staff at any point of the Early Help process and could include:

- advice, face to face, on the telephone or by email;
- guidance about the early help pathway/staged intervention;
- support to identify universal and community services;
- attend Team Around the Family meetings to provide support and challenge where necessary;
- case consultation sessions;
- information and identification about early help learning and development for individuals or staff teams.

Our school will always seek to discuss our concerns with the child's family (and if appropriate, directly with the young person) to let them know what is going on and how we are trying to help. Consent is required to share information to access support. We recognize that families may also be able to explain, assist or resolve the issues themselves.

Stage One - Universal services for all children, young people and their families

All children need support in order to learn and develop. In the majority of cases, our school will be able to meet the needs of a child or young person by personalising our approach, but some children require support which is additional to, or different from, what we normally provide.

Our offer of early help begins at Stage One with the personalisation of support to meet the needs of children and their families. Our Schools have access to a variety of different sources of information, support and advice that we can use to meet the needs of each child.

A child's needs may be short term, and we may be able to address the problem relatively easily. For some children, their needs might be more complex and they may require access to additional support for a longer period of time, which we will do by "stepping up" to Stage Two.

Stage Two - Targeted early help for vulnerable children and families

If we have tried to meet the child or young person's needs from within the full range of support we can offer without progress/success we will now need to engage additional support from other services. In doing so we will need to decide whether the help the child and/or family needs can be met by involving one other service or if multiple services may be required. If we have not already done so, we will discuss our concerns with the family (and child as appropriate). We will need the family's consent to share information with another agency to access additional support. If we are able to decide that the child's need(s) can be met from one other service and we have consent, we can refer to them directly. If we decide the child's need(s) require support from more than one service and we have consent we will need to undertake an Early Help Assessment with the family, or check if an Early Help Assessment (CAF) has already been initiated by emailing earlyhelp@croydon.gov.uk.

If the family or young person will not consent to share information using an Early Help Assessment (CAF) or withdraws consent for early help, we will continue to support the needs of the child and their family through ordinarily available support and personalised services. This will provide us with future opportunities to engage the child and family with additional support and also to continue monitoring the situation in case there are any safeguarding concerns (see child protection procedures).

Early Help Assessment

The Early Help Assessment is the assessment tool used to assess needs that are not being met through our existing personalised support and where a child and family would benefit from coordinated support from other services apart from our schools.

Once we have assessed the needs and strengths of the child with the family, the Early Help Assessment can be shared with the services that we think need to be involved to meet the needs of the child and their family. By doing this the family do not have to repeat their story more than once and the services we have identified have a clear understanding of how their services can be of help.

Team Around the Family

The Team Around the Family are the professionals from services we have invited to work together with the family to provide support. We aim to arrange a TAF meeting within 6 weeks of completing the early help assessment to establish a support plan and agree who is the best person to be the lead professional.

If a member of staff is not sure which service(s) to invite to the TAF meeting they can visit www.practitionerspacecroydon.co.uk for information about local services or contact our Early Help Advisor for advice at earlyhelp@croydon.gov.uk.

Lead Professional

A lead professional can be any adult who works with and supports a child, young person or their family. A lead professional can be from any agency or setting. The most important selection criteria is that they are best placed to coordinate provision to meet the child and family's needs, and have a good relationship with them. This means that a member of staff will quite often be best placed to be the Lead Professional.

Skills and qualities that practitioners in Croydon feel are important to the role of Lead Professional:

- strong communication and organisational skills
- availability
- access to resources (such as IT) and information
- impartiality
- ability to bring out the voice of the child
- committed to best outcomes
- confidence to challenge where necessary
- understanding of the Early Help Assessment and review process

The lead professional's role is to:

- develop a successful and productive relationship with the child, young person and their family
- act as a single point of contact for the child, young person and their family
- with consent, organise multi-disciplinary and multiagency meetings and discussions
- use the Early Help Assessment to develop support plans based on the outcomes
- co-ordinate the delivery of effective early intervention work and on-going support
- work in partnership with other professionals to deliver the support plan
- review and monitor the support plan and progress made regularly

When a member of staff is the lead professional, they are accountable to our school for their delivery of lead professional functions; they are not responsible for the actions of other professionals. When a member of staff is the lead professional, they will regularly review the support plan to consider if changes need to be made or additional services required in

partnership with the Team Around the Family. Where there is evidence that the support being provided is not achieving the desired outcomes within a reasonable timescale (using an appropriate tool to measure impact and progress) they will need to decide whether it is appropriate to do all or any of the following:

- amend the support plan
- engage additional/different services
- change the lead professional
- step up to Stage 3 for targeted support
- seek support from Locality Early Help

If a member of staff is not the lead professional but have concerns that needs are not being met and risks to the child are increasing, they will share their concerns with the lead professional, who will consider the situation and decide whether to convene an earlier TAF review meeting or escalate to the Multi-Agency Safeguarding Hub as a safeguarding/child protection concern.

Appendix 8 - 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(ren) 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 9 - Safer Recruitment

(Safer recruitment guidance developed with reference to Keeping Children Safe in Education)

Recruitment, Selection and Pre-Employment Vetting

Our school is committed to a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. This part of the policy describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, this school. Governing bodies and schools must act reasonably in making decisions about the suitability of any prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in this policy

For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in school, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in school where that work provides an opportunity for contact with children;
- engage in intimate or personal care or overnight activity, even if this happens only once.

A more detailed description of regulated activity is provided in Appendix 12 - Statutory guidance – regulated activity (children) - Supervision of activity with children which is regulated activity when unsupervised. For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract.

In our schools, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. The Department for Education (DfE) has published separate statutory guidance on supervision and regulated activity which we have regard to when considering which checks should be undertaken on volunteers. This is set out in Appendix 6 (pg.).

In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management roles, an additional check is required to ensure they are not prohibited under any other provisions. More information is available on the DBS website - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/519060/Guide_to_eligibility_v8.1.pdf

When the DBS has completed its check of an applicant's PNC record and whether or not they are on the barred list, the relevant information will be recorded on a certificate (the DBS certificate) that is sent to the applicant. The applicant must show the original DBS certificate to the relevant member of staff before they take up post or as soon as practicable afterwards. We will not allow a member of staff to start work without the school having had sight of their DBS certificate or the school obtaining a separate barred list check (pending the DBS check being

completed). Where an individual starts work in regulated activity before the DBS certificate is available, they will be appropriately supervised and all other checks will have been completed.

Please see the Purley Partnership Federation DBS policy for further details.

If our schools know or have reason to believe that an individual is barred, they would be committing an offence if they allow the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage or engaging in such work.

Pre-appointment checks

Any offer of appointment made by our school to a successful candidate, including one who has lived or worked abroad, will be conditional and only confirmed on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, we will:

- request a minimum of 2 references, one of which must be the candidates current/previous employer and verify that these are to the school's satisfaction
- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website - <https://www.gov.uk/government/publications/dbs-identity-checking-guidelines>
- obtain (via the applicant) a certificate for an enhanced DBS check which will include barred list information, for those who will be engaging in regulated activity
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- for teaching staff, verify that the new candidate is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service - <https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>
- verify the candidate's mental and physical fitness to carry out their work responsibilities
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow the advice on the GOV.UK website; <https://www.gov.uk/check-job-applicant-right-to-work>
- if the person has lived or worked outside the UK, make any further checks we consider appropriate
- verify all professional qualifications in relation to teaching / working with children
-

Employment history and references

The schools will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References will be sought directly from the referee and preferable from a senior person with appropriate authority not just a colleague, on all short-listed candidates, including internal ones, and is possible before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview. Where electronic references are received, the schools will ensure that they originate from a legitimate source.

The purpose of seeking references is to obtain objective and factual information to support our appointment decisions. References should always be obtained, scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed. They will always be requested

directly from the referee and we will not rely on open references, for example in the form of 'to whom it may concern' testimonials. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

On receipt, references will be checked to ensure that all specific questions have been answered satisfactorily. The referee will be contacted to provide further clarification as appropriate: for example, if the answers are vague. They will also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies should be taken up with the candidate.

Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for the post.

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.

The Home Office has published guidance on criminal record checks for overseas applicants (<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>). These further checks should also include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the [TRA teacher services system](#). The Department for Education has also issued guidance on the employment of overseas-trained teachers (<https://www.gov.uk/government/publications/employing-overseas-trained-teachers-from-outside-the-eea>). This gives information on the requirements for overseas trained teachers from the European Economic Area to teach in England, and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the United States of America.

Agency and third-party staff

The schools will obtain written notification from any agency that they have carried out the checks on an individual who will be working at the school that we would perform to ensure it would be appropriate for them to do so.

Where the position requires a barred list check this must be obtained, by the agency or third-party prior to appointing that individual. We must also check that the person presenting themselves for work is the same person on whom the checks have been made.

Trainee/student teachers

Where applicants for initial teacher training are salaried by our school, we will ensure that all necessary checks are carried out including the requesting of an enhanced DBS certificate (including and barred list information).

Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks, and we will obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. We will also enter details of fee-funded trainees on our single central record.

Existing staff

If we have concerns about an existing staff member's suitability to work with children, we will carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school moves from a post that was not regulated activity, into work which is regulated activity, the relevant checks for the regulated activity will be carried out.

Apart from these circumstances, our schools will request a renewed DBS check (with a barred list check where relevant) every 3 years and for those who work in childcare provision on new declaration.

We have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals can be found on GOV.UK - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/501318/DBS_referral_guidance_completing_the_form_v1_1_Feb_16.pdf

Where our schools dismiss or cease to use the services of a teacher (including an agency teacher) because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, we will consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

Volunteers

Under no circumstances will we allow a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who on an unsupervised basis teach or look after children regularly, or provide personal care on a one off basis in our school will be in "regulated activity". We will obtain an enhanced DBS certificate (which will include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, we will conduct a repeat DBS check (which will include barred list information) on any such volunteer should we have concerns.

We will also obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity, but have the opportunity to come into contact with children on a regular basis, e.g. supervised volunteers. The school is not legally permitted to request barred list information on a volunteer who, because they are supervised, is not in regulated activity.

Our schools will undertake a risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS check for any volunteer not engaging in regulated activity. In doing so we will consider:

- the nature of the work with children;
- what we already know about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability; and

- whether the role is eligible for an enhanced DBS check.

When a Volunteer is being supervised:

- there must be supervision by a person who is in regulated activity
- the supervision must be regular and day to day; and
- the supervision must be “reasonable in all the circumstances to ensure the protection of children”.

The DBS cannot provide barred list information on any information, including volunteers, who are not in regulated activity.

Volunteers will be asked to complete an application form and references will be taken up. They will undergo induction in line with our induction policy and will be provided with a volunteer pack.

School Governors

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor. Using the free Employer Secure Access sign-in portal via the Teaching Regulation Agency’s (TRA) Teacher Services’ web page, schools can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction.

Associate members are appointed by the governing body to serve on one or more governing body committees. The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 made enhanced DBS checks mandatory for maintained school governors but not associate members.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across a number of sites.

Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity. We are responsible for determining the appropriate level of supervision depending on the circumstances.

If a contractor working at a school is self-employed, the school should consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

The schools will always check the identity of contractors and their staff on arrival at the school.

Visitors

Schools do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day). Headteachers and principals should use their professional judgment about the need to escort or supervise visitors.

Adults who supervise children on work experience

When we organise work experience placements we will ensure that policies and procedures are in place to protect children from harm.

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. We will consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child will be:

- unsupervised; and
- providing the teaching/training/instruction frequently (at least once a week or on more than three days in a 30 day period, or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, we will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

Schools are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience.

If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases and where the child is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the child/young person in question. DBS checks cannot be requested for children/young people under the age of 16.

Single central record

Each school must keep a single central record. The single central record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school
- and all members of the governing body.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check; Identification checking guidelines can be found on <https://www.gov.uk/government/publications/dbs-identity-checking-guidelines>.
- a barred list check;
- an enhanced DBS check/certificate;

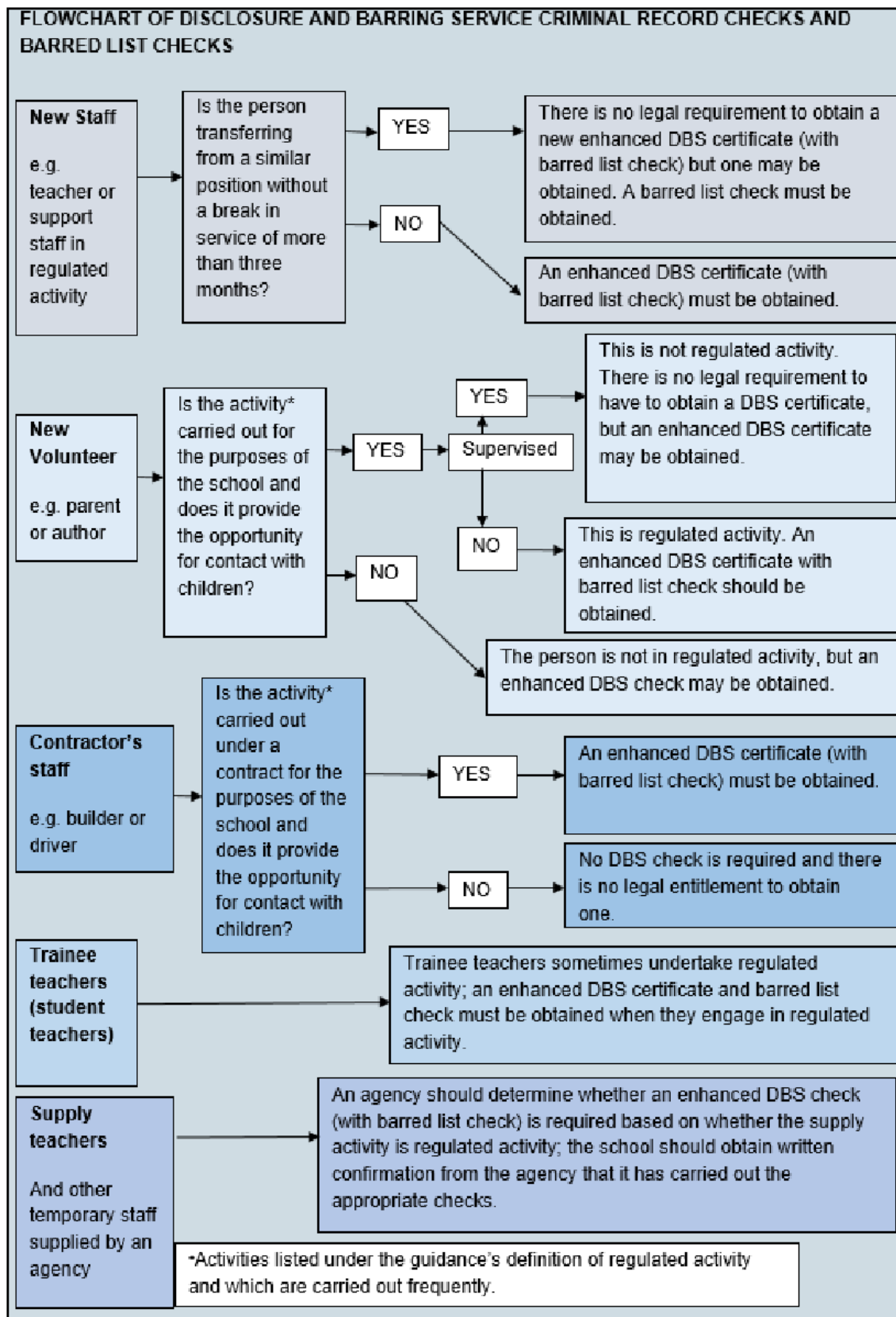
- a prohibition from teaching check;
- further checks on people living or working outside the UK; this will include recording checks for those European economic Area (EEA) teacher sanctions and restrictions
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

Where checks are carried out on volunteers, these are recorded on the single central record.

Our schools do not have to keep copies of DBS certificates in order to fulfil our duty of maintaining the single central record. To help our schools comply with the requirements of the Data Protection Act, where we choose to retain a copy they should not be retained for longer than six months, or without the individual's consent. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications should be kept for the personnel file.

Appendix 10 - DBS Requirement Flowchart



Appendix 11 - Visitor Checks Form

PURLEY PARTNERSHIP FEDERATION SCHOOLS

DBS DISCLOSURE CHECKS FOR VISITORS WHO WILL HAVE UNSUPERVISED CONTACT WITH CHILDREN

NAME	
ADDRESS	
D.O.B.	
DATE DBS ISSUED	
DBS NO.	
REGISTERED BODY/ COUNTERSIGNATURE	
ADDITIONAL PHOTO ID	
PURPOSE OF VISIT	
CHECKED BY/DATE	

Appendix 12 - Statutory guidance – regulated activity (children)

Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. HM Government have produced a factual note on Regulated Activity in relation to Children: scope.

Regulated activity includes:

- a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,
- b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

- c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:
 - personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing; (*it is not intended that personal care includes such activities as, for example, parent volunteers helping with costumes for school plays or helping a child lace up football boots.*)
 - health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

The Safeguarding Vulnerable Groups Act 2006 provides that the type of work referred to at (a) or (b) will be regulated activity if "it is carried out frequently by the same person" or if "the period condition is satisfied". Paragraph 10 of Schedule 4 to this Act says the period condition is satisfied if the person carrying out the activity does so at any time on more than three days in any period of 30 days and, for the purposes of the work referred to at (a), apart from driving a vehicle only for children, it is also satisfied if it is done at any time between 2am and 6am and it gives the person the opportunity to have face to face contact with children.

This statutory guidance on the supervision of activity with children which is regulated activity when unsupervised is also published separately on GOV.UK.

This document fulfils the duty in legislation that the Secretary of State must publish statutory guidance on supervision of activity by workers with children, which when unsupervised is regulated activity¹. This guidance applies in England, Wales and Northern Ireland. It covers settings including but not limited to schools, childcare establishments, colleges, youth groups and sports clubs.

¹ Safeguarding Vulnerable Groups Act 2006, amended by Protection of Freedoms Act 2012: Schedule 4, paragraph 5A: guidance must be "for the purpose of assisting" organisations "in deciding whether supervision is of such a kind that" the supervisee is not in regulated activity.

For too long child protection policy has been developed in haste and in response to individual tragedies, with the well-intentioned though misguided belief that every risk could be mitigated and every loophole closed. The pressure has been to prescribe and legislate more. This has led to public confusion, a fearful workforce and a dysfunctional culture of mistrust between children and adults. This Government is taking a different approach.

We start with a presumption of trust and confidence in those who work with children, and the good sense and judgment of their managers. This guidance applies when an organisation decides to supervise with the aim that the supervised work will not be regulated activity (when it would be, if not so supervised). In such a case, the law makes three main points:

- there must be supervision by a person who is in regulated activity²;
- the supervision must be regular and day to day; and
- the supervision must be “reasonable in all the circumstances to ensure the protection of children”.

The organisation must have regard to this guidance. That gives local managers the flexibility to determine what is reasonable for their circumstances. While the precise nature and level of supervision will vary from case to case, guidance on the main legal points above is as follows.

Supervision by a person in regulated activity/regular and day to day: supervisors must be in regulated activity themselves³. The duty that supervision must take place “on a regular basis” means that supervision must not, for example, be concentrated during the first few weeks of an activity and then tail off thereafter, becoming the exception not the rule. It must take place on an ongoing basis, whether the worker has just started or has been doing the activity for some time.

Reasonable in the circumstances: within the statutory duty, the level of supervision may differ, depending on all the circumstances of a case. Organisations should consider the following factors in deciding the specific level of supervision the organisation will require in an individual case:

- ages of the children, including whether their ages differ widely;
- number of children that the individual is working with;
- whether or not other workers are helping to look after the children;
- the nature of the individual’s work (or, in a specified place such as a school, the individual’s opportunity for contact with children);
- how vulnerable the children are (the more they are, the more an organisation might opt for workers to be in regulated activity);
- how many workers would be supervised by each supervising worker.

In law, an organisation will have no entitlement to do a barred list check on a worker who, because they are supervised, is not in regulated activity.

² If the work is in a specified place such as a school, paid workers remain in regulated activity even if supervised.

³ In future, the Government plans to commence a statutory duty on an organisation arranging regulated activity (under the 2006 Act or 2007 Order, both as amended) to check that a person entering regulated activity is not barred from regulated activity; and plans to commence a stand-alone barring check service by the new Disclosure and Barring Service.

EXAMPLES:

Volunteer, in a specified place

Mr. Jones, a new volunteer, helps children with reading at a local school for two mornings a week. Mr. Jones is generally based in the classroom, in sight of the teacher. Sometimes Mr. Jones takes some of the children to a separate room to listen to them reading, where Mr. Jones is supervised by a paid classroom assistant, who is in that room most of the time. The teacher and classroom assistant are in regulated activity. The executive head teacher, deputy head teacher or head of Purley Nursery School decides whether their supervision is such that Mr. Jones is not in regulated activity.

Volunteer, not in a specified place

Mr. Wood, a new entrant volunteer, assists with the coaching of children at his local cricket club. The children are divided into small groups, with assistant coaches such as Mr. Wood assigned to each group. The head coach oversees the coaching, spends time with each of the groups, and has sight of all the groups (and the assistant coaches) for most of the time. The head coach is in regulated activity. The club managers decide whether the coach's supervision is such that Mr. Wood is not in regulated activity.

Employee, not in a specified place

Mrs. Shah starts as a paid activity assistant at a youth club. She helps to instruct a group of children, and is supervised by the youth club leader who is in regulated activity. The youth club managers decide whether the leader's supervision is such that Mrs Shah is not in regulated activity.

In each example, the organisation uses the following steps when deciding whether a new worker will be supervised to such a level that the new worker is not in regulated activity:

- consider whether the worker is doing work that, if unsupervised, would be regulated activity. If the worker is not, the remaining steps are unnecessary;
- consider whether the worker will be supervised by a person in regulated activity, and whether the supervision will be regular and day to day, bearing in mind paragraph 4 of this guidance;
- consider whether the supervision will be reasonable in all the circumstances to ensure the protection of children, bearing in mind the factors set out above; and if it is a specified place such as a school;
- consider whether the supervised worker is a volunteer⁴.

⁴ A volunteer is: in England and Wales, a person who performs an activity which involves spending time, unpaid (except for travel and other approved out-of-pocket expenses), doing something which aims to benefit someone (individuals or groups) other than or in addition to close relatives; in Northern Ireland, a person engaged, or to be engaged, in an activity for a non-profit organisation or person which involves spending time unpaid (except for travel and other approved out-of-pocket expenses) doing something which amounts to a benefit to some third party other than, or in addition to, a close relative.

Appendix 13 - Intimate Care Policy

This policy supports the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage.

In intimate care situations, the child's safety, dignity and privacy are of paramount importance. Children requiring intimate care will be treated respectfully at all times.

'Intimate care' covers any task that involves the washing, touching or carrying out a procedure to intimate personal areas and is associated with bodily functions and personal hygiene, including, toileting, washing and dressing.

School staff who provide intimate care will do so in a professional manner.

Staff are made aware of safeguarding issues and have relevant training (e.g. health and safety, child protection, manual handling) before providing intimate care. No child should become distressed as a result of receiving intimate care.

Staff work in partnership with parents and carers to provide care appropriate to the needs of the individual child and together produce a care plan. The care plan will set out:

- What care is required
- Number of staff needed to carry out the task (if more than one person is required, reasons will be documented)
- Additional equipment required
- Child's preferred means of communication (e.g. verbal, visual)
- Child's level of ability – what tasks they are able to carry out by themselves

Best Practice

When intimate care is given, the member of staff explains fully each task that is carried out and the reasons for it. Staff encourage children to do as much for themselves as they can.

Protecting Children

Staff are familiar with the DFE advice for practitioners, *What To Do If You're Worried A Child Is Being Abused*, March 2015, and will follow the guidance this contains.

If a member of staff is concerned about any physical changes to a child, such as marks, bruises, soreness etc, they inform the executive head teacher or head of Purley Nursery School /designated person for Safeguarding immediately. The Purley Partnership Federation Safeguarding policy will then be implemented.

Should a child become unhappy whilst being cared for by a member of staff, that person will note down the child's response and inform the keyworker or lead teacher who in turn will inform the parent/carer.

If a child makes an allegation against a member of staff, the procedure set out in the Purley Partnership Federation Safeguarding policy will be followed.

Dealing with blood and body fluids

Children's toilets are mopped with warm soapy water if floor is wet with urine.

Blood, vomit, urine and faeces will be cleaned up immediately with paper towels and disposed of safely by double bagging the waste and placing in the yellow bag medical bin (hygiene room).

When dealing with body fluids, staff wear personal protective clothing (disposable plastic gloves and aprons) and wash their hands thoroughly afterwards. These are also disposed of in the yellow bag medical bin.

The area is sprayed with anti-bacterial disinfectant.

Soiled children's clothing will be put in 2 bags to go home (with the child's name on a name label on the bag) or disposed of in the medical bin if more appropriate. Clothing soiled with urine is not rinsed – only faeces are sluiced off appropriately in a child's toilet.

Clothing is not left to be washed in school.

Blood stained clothing will be put in 2 bags without rinsing.

Other children will be kept away from such 'spillages' until dealt with fully.

School staff maintain high standards of personal hygiene, and will take all practicable steps to prevent and control the spread of infection.

Appendix 14 - Allegations of abuse made against teachers and other staff

Duties as an employer and an employee

This part of the policy is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

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

This section relates to members of staff who are currently working in our schools regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Our schools also have a duty of care to our employees. We will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in our school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Initial considerations

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The local authority designated officer(s) (LADO) will be informed of all allegations that come to a school's attention and appear to meet the criteria so that we can consult police and children's social care services as appropriate.

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

In the first instance, the executive head teacher/head of Purley Nursery School, or where the executive head teacher or head of Purley Nursery School is the subject of an allegation, the chair of governors (the case manager) will immediately discuss the allegation with the LADO.

The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action. The LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager will discuss the allegations with the LADO in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

The case manager will inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. We must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or college or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step.

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with statutory guidance. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the case manager. In those circumstances, the options open to our school depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school.

However, in other circumstances, such as lack of appropriate resource within the school, or the nature or complexity of the allegation will require an independent investigator.

Supporting those involved

Our Schools also have a duty of care to our employees. We will act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals will be informed of concerns or allegations as soon as possible and given an

explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice.

The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual, including occupational health or employee welfare arrangements. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence. In deciding what information to disclose, careful consideration should be given to the provisions of the Data Protection Act 1998, the law of confidence and, where relevant, the Human Rights Act 1998.

Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

Confidentiality

It is extremely important that when an allegation is made, we make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public". This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the

teacher by members of the public). The school will ensure that all parties and witnesses are aware of the possible consequences of the “publication” of material that may lead to the identification of the person who is subject to the allegation.

In accordance with the Authorised Professional Practice published by the College of Policing in May 2017 the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates’ court to request that reporting restrictions be lifted).

The case manager will take advice from the LADO, police and children’s social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation; and how to manage press interest if and when it should arise

Managing the situation and exit arrangements

Resignations and ‘settlement agreements’

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this section. A referral to the DBS must be made, if the criteria are met. If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement which prevents the school from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the school or college would not be complying with its legal duty to make the referral.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person’s period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

‘Settlement agreements’ (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person’s notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

Record keeping

Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention.

http://ico.org.uk/for_organisations/data_protection/topic_guides/employment

References

Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

Timescales

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation.

All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below:

- the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases.
- It is expected that 80 per cent of cases should be resolved within one month,
- 90 per cent within three months, and
- all but the most exceptional cases should be completed within 12 months
- For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week.
- Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the school to deal with it, although if there are concerns about child protection, we will discuss them with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days.
- If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

Oversight and monitoring

The LADO has overall responsibility for oversight of the procedures for dealing with allegations; for resolving any inter-agency issues; and for liaison with Croydon Safeguarding Children Board (CSCB) on the subject. The LADO will provide advice and guidance to the case manager, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Police forces should also identify officers who will be responsible for:

- liaising with the designated officer(s);
- taking part in the strategy discussion or initial evaluation;
- subsequently reviewing the progress of those cases in which there is a police investigation; and sharing information on completion of the investigation or any prosecution.

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

Suspension

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported; all options to avoid suspension should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the LADO or police. Suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension should be considered only in a case where there is cause to suspect a child or other children at the school are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or college or until the allegation is resolved, and may wish to seek advice from their HR provider and the LADO. In cases where we are made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school or college it will be necessary to immediately suspend that person from teaching pending the findings of the NCTL's investigation.

The case manager will also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the LADO, police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager will be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives will be considered by the case manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the school or college so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or work for the local authority or academy trust.

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager will consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the LADO. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for the school to leave a person who has been suspended without any support. The person will be informed at the point of their suspension who their named contact is within the school and provided with their contact details.

Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the governing body of the school who are the employers of staff at the school. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, the LADO should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the school consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

Information sharing

In a strategy discussion or the initial evaluation of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim.

Where the police are involved, wherever possible we will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

Children's social care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

Specific actions

Following a criminal investigation or a prosecution

The police should inform the school and LADO immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In those circumstances the LADO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the

police and/or children's social care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

On conclusion of a case

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the case manager whether the school will decide to make a referral to the DBS for consideration of inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager will also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the school or college.

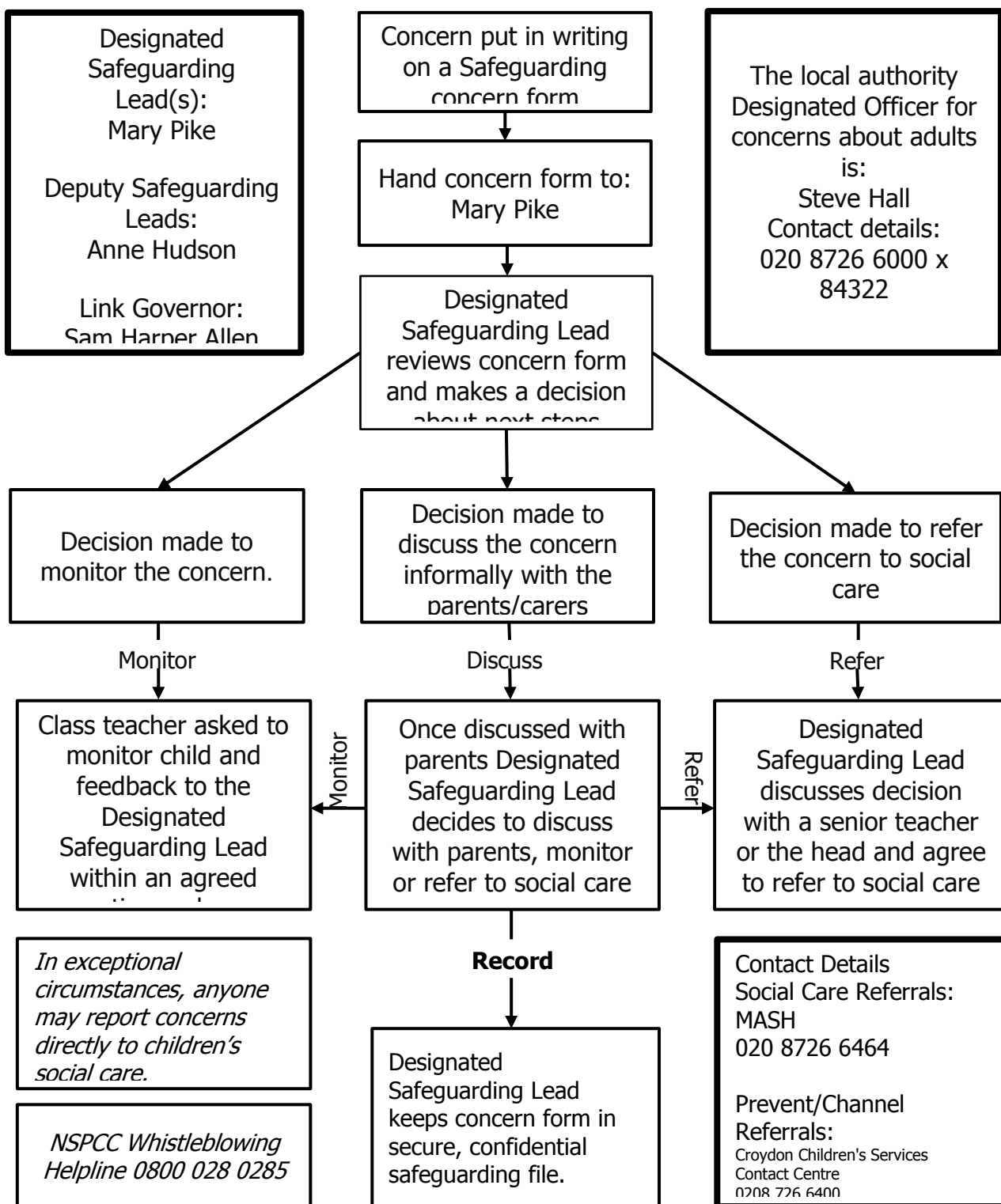
In respect of malicious or unsubstantiated allegations

If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the executive head teacher or head of Purely Nursery School should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

Learning lessons

At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

Christ Church Primary flow chart for raising safeguarding concerns about a child



Purley Nursery flow chart for raising safeguarding concerns about a child

