



CHANCERY EDUCATION TRUST DAVIDSON PRIMARY ACADEMY

CHILD PROTECTION AND SAFEGUARDING POLICY

SEPTEMBER 2018

Next Review Date: September 2019

Davidson Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Chancery Education Trust – Child Protection and Safeguarding Policy – September 2018

**CHANCERY EDUCATION TRUST
DAVIDSON PRIMARY ACADEMY
CHILD PROTECTION AND SAFEGUARDING POLICY**

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**CHANCERY EDUCATION TRUST
DAVIDSON PRIMARY ACADEMY
CHILD PROTECTION AND
SAFEGUARDING POLICY**

1. Introduction

The Governors, Trustees and members of staff of Chancery Education Trust fully recognise the responsibility it has for the safeguarding and protection of children regardless of age, gender, language, racial origin, religious belief, sexual identity, culture or disability. They have a right to be safe in all environments. We recognise that children with special educational needs and disabilities can face additional safeguarding challenges.

We believe that our Trust should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. We provide opportunities that enable our children to take and make decisions for themselves and teach them how to recognise different risks in different situations and to behave in response to them.

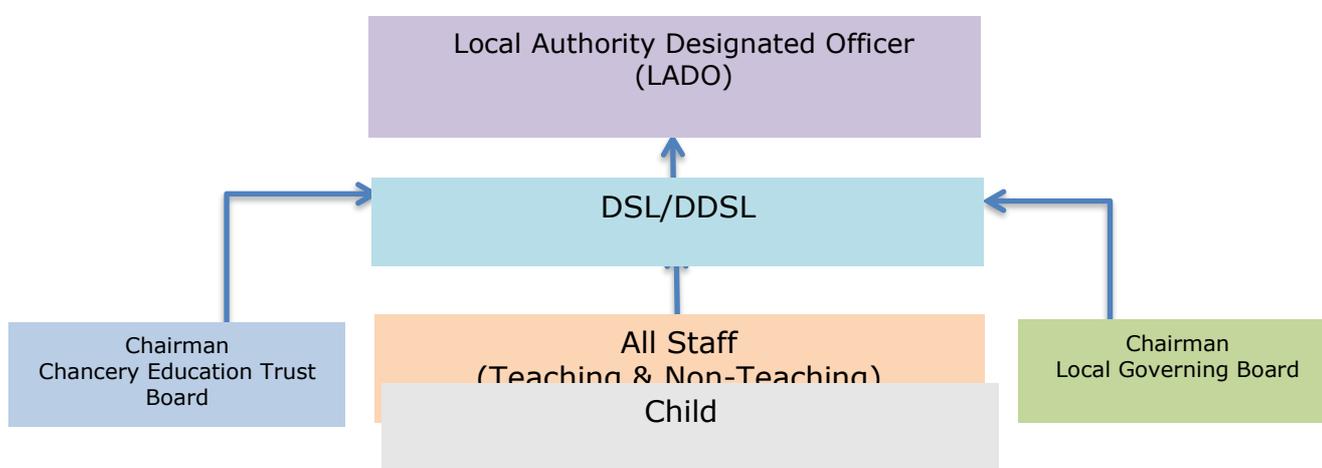
In order to fulfil these duties it is our policy to follow the procedures for handling suspected cases of abuse of any child. In this respect we aim to create a culture of vigilance within the Trust and to exercise our professional judgement to keep children safe, act in a timely way and to take proportionate decisions on whether to ask for checks beyond what is required.

This policy is written in accordance with Keeping Children Safe in Education (KCSIE) DfE September 2018 statutory guidance.

Information sharing is vital in identifying and tackling forms of abuse and neglect.

The data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Responsibility Structure



Terminology:

Safeguarding and promoting the welfare of children refers to the process of protecting all children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Member(s) of staff refers to all individual/s working for the Trust in a voluntary, employed, professional or unqualified capacity.

Governor/Trustee refers to individuals who sit on the Trust and Local Governing Board and provide strategic leadership and accountability in the academies within the Trust.

Child includes everyone under the age of 18

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

2. Aims and Objectives

- To support the child's development in ways that will foster security, confidence and independence, ensuring that the Every Child Matters (ECM) five outcomes are achieved – (to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being)
- To provide a continuous training programme that raises the awareness of Governors/Trustees and members of staff of the need to safeguard children and ensures that they are fully aware of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To implement and maintain procedures for identifying and reporting concerns for children in immediate danger or at risk of harm which will be followed by all staff in cases of suspected abuse and /or the need for care
- To develop and promote effective working relationships with other agencies especially the Health Services, Police and Social Services
- Support pupils who have been abused, in accordance with their agreed child protection plan
- Support children with additional needs, e.g. through the Early Help Assessment (CAF)
- To ensure that all adults within our academy/school who have access to children have been checked as to their suitability and have an enhanced DBS disclosure as well as a List 99 check
- Ensure the practice of safer recruitment in checking and recording the suitability of Governors and members of staff to work with children

3. Procedures

Chancery Education Trust follows the procedures set out by the Local Safeguarding Children Board (LSCB) and have regard to statutory **guidance issues by the Department of Education (DfE) (including Keeping Children Safe in Education (KCSIE) DfE September 2018, including Annex A and Working Together to Safeguard Children, July 2018).**

- Governors/Trustees and all members of staff who have access to children have been checked as to their suitability and have an enhanced DBS disclosure (The Disclosure Barring Service) as well as a Barred Check list (List 99) The Trust will implement recruitment procedures as recommended in ***Keeping Children Safe in Education (KCSIE) DfE, September 2018***
- All academies within the Trust have a Designated Safeguarding Lead (DSL) and at least one deputy who will, in line with 8 recommendations in the statutory guidance - ***Keeping Children Safe in Education (KCSIE) DfE, September 2018*** undertake training every two years. In addition to formal training, their knowledge and skills should be updated at regular intervals, but at least annually.
- All staff members should receive appropriate safeguarding and child protection training, which is regularly updated. In addition all staff members should receive safeguarding 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.
- All academies within the Trust have a nominated Governor responsible for child protection
- Members of staff will be kept up-to-date on safeguarding issues and will be able to identify concerns and understand procedures to protect and safeguard children and young people. Issues include: Children Missing from Care and Home, Sexually Exploited Children, Children Witnessing Domestic Violence, Young Carers, Young Runaways, Peer on Peer Abuse, Forced Marriages, radicalisation and Female Genital Mutilation. (***Appendix 1: Definitions of Child Abuse and Neglect***)
- The Designated Safeguarding Lead will ensure that Part 1 of 'Keeping Children Safe in Education (KCSIE)' DfE, September 2018 is shared with all staff
- The Trust recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and some types can be gender specific. It can include bullying (including cyberbullying), gender based violence and assault and sexting. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Refer to the Trust's Anti-Bullying Policy.
- The Trust recognises that the use of technology has become a significant component of many safeguarding issues and has appropriate filters and monitoring systems in place. Refer to the E Safety Policy
- Members of staff are aware of any immediate/urgent action required to assist the child, e.g. emergency medical treatment
- Members of staff are aware of First Day call system, as outlined in our Attendance & First Day Call Policy
- Members of staff will know how to respond to a pupil who discloses abuse (***Appendix 2: What to do When a Child Discloses Abuse***)

- Members of staff are aware that children who have additional/unmet needs are supported appropriately. Staff members are aware that this includes referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected
- Parents/carers will be made aware of the Child Protection/ Safeguarding Policy which is available on the academy/school website
- Members of staff are aware of their responsibility for reporting concerns regarding a colleague's behaviour and are familiar with the Trust's whistle-blowing policy
- The Child Protection and Safeguarding policy will be reviewed annually in line with the DfE, the Local Safeguarding Children Board (LSCB) and other relevant statutory guidance
- Governors/Trustees and members of staff will have seen a copy of this policy and new staff will be given a copy as part of their induction programme
- Governors/Trustees will receive regular reports about numbers of child protection referrals, allegations against staff and other child protection/safeguarding matters, this will be contained within Principal/Headteacher's report and presented at both the Local Board Meetings and the Trust board meetings

4. Safer Recruitment

Chancery Education Trust will implement their responsibilities for safer recruitment strategies as recommended in ***Keeping Children Safe in Education (KCSIE) DfE September 2018***. This will include:

- Appropriate training for the Principal/Headteacher and others who recruit and select staff and volunteers. These staff will attend Safer Recruitment training
- Every appointment panel consists of a member who has undertaken safer recruitment training and part of the interview will include a question on safeguarding
- As part of the safer recruitment process all staff being offered positions within the Trust should have their offers made subject to an enhanced DBS check
- Further checks will be performed using the NCTL Teacher Services' system to any information about any teacher sanction or restriction that a European Economic Area (EEA) professional regulating authority has imposed
- Prohibition Order checks are completed for everyone engaged in teaching whether a qualified teacher or not and then recorded on the Single Central Record
- Agency staff are checked to ensure that they are the same person for whom the agency has provided vetting checks for

- All Governors/Trustees need an enhanced DBS check, and volunteers working within the Trust will be subject to a DBS/Barred Checklist (List 99 check)

5. Job Description, Roles and Responsibilities

Key Personnel at Chancery Education Trust

Designated Safeguarding Lead (DSL) Mr Patrick Mbanga, Assistant Head Teacher / Head of Pastoral and Inclusion

Deputy Designated Safeguarding Lead (DDSL) Ms Farzana Begum Acting, Principal

Designated Governor for Safeguarding Mr John Wood

Designated Safeguarding Lead (DSL):

The broad areas of responsibility for the DSL are:

- Adhering to the [London Child Protection Procedures 2018](#), Local Safeguarding Children Board and academy/school policies with regard to referring a child if there are concerns about possible abuse
- Adhering to the statutory guidelines set out in the **Working Together to Safeguard Children (DfE 2018)**
- Ensuring completion of child protection training every two years
- Referring all cases of suspected abuse or neglect to their Local Authority Children's Service
- Keeping detailed, accurate, written records of concerns about a child even if there is no need to make an immediate referral
- Ensuring all records are kept confidentially and securely and are separate from pupil records
- Ensuring that copies of child protection records and or records of concern are transferred accordingly (separate from pupil files) when a child leaves the academy/school
- Ensuring that where a pupil on a child protection plan, or is a child looked after, leaves the academy/school, their information is transferred to the new school immediately and that the child's Social Worker is informed

- Acting as a source of support, advice and expertise to members of staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Ensuring that allegations or concerns against members of staff are dealt with in accordance with Department for Education (DfE), and the Local Safeguarding Children Board protocols
- Ensuring that details of the child's social worker and the name of the Virtual School Head Teacher (VSH) in the authority that looks after the child is kept on file.
- To work with the VSH providing termly progress reports and setting targets regarding each Child Looked After (CLA) and to attend relevant courses specific to role
- Adhering to the 'Attendance & First Day Call' policy giving priority to any pupil on a Child Protection Plan. (***London Safeguarding Children Board Good Practice guidance –Not attending School*** procedures 4.2.1, 4.2.2, 4.2.3)

The Deputy Designated Person: (DDSL)

The DDSL is appropriately trained, and in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils.

The Governing Board:

Governors/Trustees must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training within the Trust is effective and comply with the law at all times.

The broad areas of responsibility for Governors/Trustees are to ensure that:

- The Trust has effective safeguarding policies & procedures including a child protection policy
- Recruitment, selection and induction follow safer recruitment practice
- Any allegations against staff are dealt with by the CEO
- A member of the Senior Leadership Team (SLT) is appointed as the DSL to take lead responsibility for the safeguarding and child protection
- Members of staff have been trained appropriately
- Any safeguarding deficiencies or weaknesses are remedied without delay
- The Chairman of the Trust Board is responsible for managing allegations against the Principal/Headteacher
- The Child Protection and Safeguarding policy is updated at least annually and is available on the academy/school's website

6. Supporting Children

- We recognise that children who are abused or witness violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame
- We recognise that we may provide the only stability in the lives of children who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn
- We are aware of peer on peer abuse and of the many ways in which it may manifest itself and of the different gender issues that can be prevalent
- We are aware that additional barriers can exist when recognising abuse and neglect in children with SEN and disabilities, as this group of children are more likely to be impacted by bullying, and to have communication barriers
- We recognise that children and young people may experience mental health difficulties and require a range of support (medical and non-medical) (see Mental Health & Guidance Policy).
- We are able to respond to pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in future
- We are able to recognise children who may be vulnerable to being drawn into terrorism, to challenge extremist ideas which can be used to legitimise terrorism and to know when and how to make a referral to the relevant agencies.
- We understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments (*Appendix 6: Identifying Children and Families who would benefit from early help*)

Support will be given to all pupils by:

- Encouraging self-esteem and self-assertiveness while not condoning aggression or bullying
- Promoting a caring, safe and positive environment
- Liaising and working together with all other support services and those agencies involved with the safeguarding of children
- Notifying Children's Social Care as soon as there is a significant concern
- Providing continuing support to a pupil, about whom there have been concerns, who leaves the academy/school, by ensuring that

appropriate information is forwarded to the pupil's new school under confidential cover

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- Ensure all children know there is an adult in the academy/school whom they can approach if they are worried or in difficulty
- Include in the curriculum opportunities for PSHCE and Citizenship, which equip children with the skills they need to stay safe from harm, and to know whom they should turn to for help if their safety is threatened

7. Supporting Staff

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The members of staff should, therefore, consider seeking support for him/herself and discuss this with the DSL.

- We recognise that members of staff who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting
- We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate

8. Allegations Against Staff

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

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff has contact with in their personal, professional or community life.

- 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 a) take the allegation seriously b) ensure the child is safe and supported and c) inform the Principal/Headteacher as soon as possible. The member of staff should then accurately record what they have been informed/observed
- The Principal/Headteacher, on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (LADO)

- If an allegation is made against the Principal/Headteacher then the Chairman of the Board must be informed and they will then discuss the allegation with the LADO. In the absence of the Chairman of the Board, the Vice Chairman should be contacted
- We will follow the guidelines set out in ***Keeping Children Safe in Education (KCSIE) DfE, September 2018***, our Local Safeguarding Children Board protocols for managing allegations and the Trust's Allegations of Abuse Against Staff policy
- If Parents or carers of a child or children involved are not already aware of the allegation, the LADO will discuss how and by whom they should be informed
- The person who is the subject of the allegations will be kept informed of the progress of the case and consideration will be given as to what other support is appropriate for the individual

Where a member of staff feels unable to raise an issue with their Line Manager or DSL out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation they should refer to the staff Whistle-Blowing procedure. (***Appendix 7: Information Sources and Key Contacts***)

9. Reporting Concerns

Concerns:

If members of staff have any concerns (as opposed to a child being in immediate danger) about a child, they should raise these with their DSL as a matter of urgency. The DSL will decide whether to make a referral to LA children's social care, but any member of staff can refer to children's social care.

Immediate Danger or a Risk of Harm:

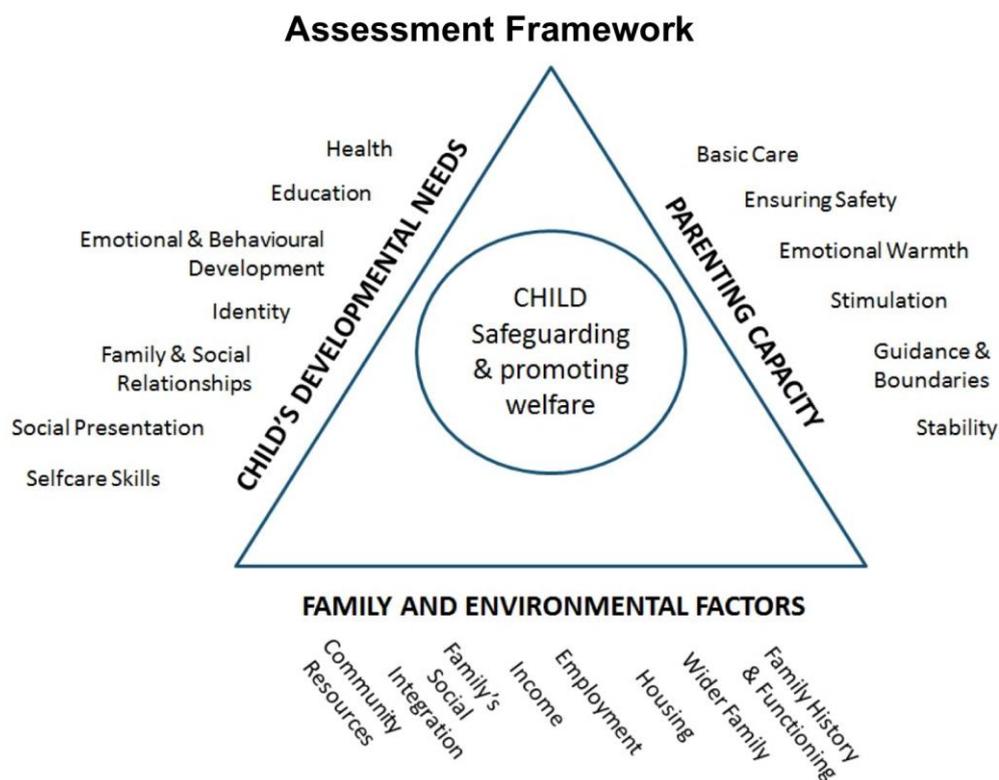
If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral, however, the DSL should be informed as soon as possible.

All referrals should be sent to the Local Children's Referral & Assessment Team using the Children & Young People Services: Children's Social Care referral form. The exception is in the case of urgent child protection, where the referral will be taken over the telephone and followed up in writing by the next working day (24 hours). With few exceptions the parents should be informed a referral is being made. If you are unsure consult a Duty Social Worker prior to sending the referral. (***Refer to Appendix 7: Information Sources and Key Contacts***)

10. Early Help Assessment - CAF

The Early Help Assessment (CAF) is designed as an assessment tool to facilitate early intervention and cooperation between agencies to improve outcomes for children/young people with additional needs. This provides a systematic approach, which addresses the interactions between the three domains when considering the impact on the child and assessing their needs

All good assessments should be based on the common principles, which are set out in the three domains represented by the assessment triangle. ***Working Together to Safeguard Children (DfE 2018 chapter 1.37)***



You might use a Early Help Assessment (CAF):

- If you are concerned about how the child/young person is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing
- You receive a request from the child/young person or parent/carer for more support

- You are concerned about the child/young person's appearance or behaviour, but their needs are unclear or are broader than your service can address
- You want to use the Early Help Assessment (CAF) to help you identify the needs of the child/young person and/or to pool knowledge and expertise with other agencies to support the child/young person better

Early Help Assessment (CAF) Referrals should be made using the Early Help Assessment (CAF) form for the local borough. Completed Early Help Assessment (CAF) forms should be posted to the Referral and Assessment Team for the respective borough. **(Appendix 7: Information Sources and Key Contacts)**

11. Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL. When a child has made a disclosure, the member of staff should:

- Record the conversation the same day. Use the Safeguarding Record of Disclosure Form wherever possible **(Appendix 3: Safeguarding Record of Disclosure Form)**
- Ensure your notes are detailed and legible
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child on both the abuse report and also the writing of the report
- Use the Body Map diagram to indicate the position of any injuries **(Appendix 5: Child Protection Body Map)**
- Record statements and observations rather than interpretations or assumptions
- Do not destroy the original notes, keep all handwritten notes even if subsequently typed up in case they are needed by a court
- All records need to be given to the DSL promptly. The member of staff should not retain any copies
- The DSL will ensure that all safeguarding records are managed in accordance with the Education with the [Education \(Pupil Information\) \(England\) Regulations 2005](#).
- If a pupil who is/or has been the subject of a child protection plan leaves the academy/school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file

12. Case Conferences

- If invited to a Child Protection Case Conference staff will be given priority to attend
- A full report should be made using the multi-agency conference report format. This report should be made available to the chair and other attendees two working days in advance of the conference and five working days for a review conference

13. Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all members of staff.

- We recognise that all matters relating to Child Protection are confidential
- The Principal/Headteacher or the DSL will disclose any information about a pupil to other staff on a 'need to know' basis only
- All members of staff must be aware that they have a professional responsibility to disclose information with other agencies in order to safeguard children
- All members of staff must be aware that they cannot promise a child complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. Ultimately, this may not be in the best interests of the child
- Members of staff who receive information about children and their families in the course of their work should share that information only within an appropriate professional context

14. Child Collection

Parent/Carers will need to complete the 'List of People Authorised to Collect Your Child' Form that notifies the child's class teacher of people who are authorised to pick up the child at the end of the day. Parents/carers should also use this form to make teachers aware of any clubs that their child attends and of the person authorised to collect them. Parents/carers should provide a password for collection that must be kept confidential and only be known by the appropriate adult.

All staff will carry out a 1:1 handover with regular parents/carers notified on the form. Any persons collecting who are unknown to the member of staff handing over will be asked for this confidential password.

Parents who have a child in Year 6 must indicate on the form that they have given permission for the child to walk home alone.

In the event of an emergency that requires a change of plan, parents/carers must notify the academy/school office during the day so that the

child can be made aware and the class teacher knows who to expect for collection.

15. Travelling with Children

It is inadvisable for a member of staff to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff and the pupil should sit in the back seat of the car.

Guidelines set out by the NSPCC state that:

When travelling with children and young people, the recommended adult to child ratio can vary depending on:

- Size of the group
- Age of the children and their behaviours
- Size of the vehicle that you are travelling in

If you are travelling in a car, it is recommended that there is 1 adult driving and 1 adult supervising the children. Larger groups and vehicles will require more adults to ensure adequate supervision. Think about having 1 adult driving and at least 1 adult supervising the children, depending on the size of the group.

16. Site Security

Visitors to the academy/school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents/ carers who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the academy/school's Child Protection and Safeguarding policy and health and safety regulations to ensure children are kept safe.

17. Extended Academy/School Activities Arrangements

Where extended academy/school activities are provided by and managed by the academy/school, the organisation will be required to complete an Application for the Use of Education Premises Form, and will have an obligation to adhere to the terms and conditions set out to the hirer. Organisations will be required to provide a copy of their DBS for all members of staff involved, First Aid and Public Liability Insurance.

18. Private Fostering

In January 2014, Ofsted published a report called 'Private fostering: better information, better understanding'. From a safeguarding perspective, the report's findings gave much cause for concern. Many private fostering arrangements are 'hidden' and, it appears, are rarely brought to the attention of local authorities, even though there it is an offence not to inform them. The penalty for non-reporting is a maximum £5,000 fine, but it seems that convictions are extremely rare.

The legislation governing private fostering is the 'Children (Private Arrangements for Fostering) Regulations 2005' and came into force following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt.

Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness of the need to notify the local Children's Services department.

What is private fostering?

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Why are children in private foster care?

- Most frequently, young people are in private foster care for the following reasons:
- Children from other countries sent to live in the UK with extended family
- Host families for language schools
- Parental ill-health
- Where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- Teenagers estranged from their families

The Ofsted report into Private Fostering also refers to these reasons:

- Children brought from outside the UK with a view to adoption
- Children at independent boarding schools who do not return home for holidays and are placed with host families
- Trafficked children

Your Duty to Refer to the Local Authority

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence. Once the notification has been made to the authority, Children's Services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carers household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

Other professionals, for example GPs surgeries and schools, also have a responsibility to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. (see 'Replacement Children Act 1989 Guidance on Private Fostering 2005 paragraph 2.6)

Note that although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear who has parental responsibility.

Are children in private foster care defined as 'Children Looked After'

'Children Looked After' means children who are looked after by the local authority. Privately fostered children are outside the care of the local Children Looked After.

Appendix 1: **Definitions of Child Abuse and Neglect**

Whenever a concern is raised that a child may be being harmed in one or more of the following ways:

Physical Abuse:

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces illness in a child.

Emotional Abuse:

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

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another e.g. where there is domestic violence and abuse
- Serious bullying, causing children frequently to feel frightened or in danger
- Exploiting and corrupting children
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Signs of Emotional Abuse:

- Physical, mental and emotional development lags

- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour, rocking, hair twisting, thumb-sucking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging

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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Sexual abuse includes non-contact activities, such as involving children in looking at, including online and with mobile phones, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children
- Sexual abuse includes abuse of children through sexual exploitation. Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape under s5 Sexual Offences Act 2003

Signs of Sexual Abuse:

- Sudden changes in behaviour or academic performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour, such as thumb-sucking, playing with discarded toys, acting like a baby
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with a relative, a baby-sitter or lodger
- Unexplained gifts or money

- Depression and withdrawal

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 misuse, maternal mental ill health or learning difficulties or a cluster of such issues. Where there is domestic abuse and violence towards a carer, the needs of the child may be neglected
- Once a child is born, neglect may involve a parent failing to:
 - Provide adequate food, clothing and shelter (including from home or abandonment)
 - Protect a child from physical and emotional harm or danger
 - Ensure adequate supervision (including the use of inadequate care-givers)
 - Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional, social and educational needs

Signs of Neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviours
- No social behaviours
- Running away
- Compulsive stealing or scavenging

Domestic Violence:

We recognise that children who grow up in families where there is domestic violence are at increased risk of harm. It usually impacts on all aspects of a child's life only varying according to the child's resilience or otherwise to his or her own circumstances. Even where the child is not a direct target, the harm can be caused to the children by emotional abuse and/or neglect. Often this is because a victim's ability to parent effectively and protect their children is diminished through a preoccupation about their own survival.

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Any abusive relationship at home will have a significant impact on their children. We will be alert to the possibility of domestic violence and allow an opportunity for the abused partner to disclose. We will treat any disclosure sensitively and refer the matter to children's LA social care services where the child is at risk of significant harm and/or neglect.

Drug/alcohol abuse:

If a parent or carer appears to be under the influence of alcohol or drugs or to be totally distressed and unable to provide appropriate supervision for their child when they collect them, the DSL for child protection who is the Principal/Headteacher will be notified immediately. In her absence the deputy DSO will be informed. Any known agency already involved with the child or family will be informed.

Children Missing in Education:

All staff should be aware that children going missing, particularly repeatedly. Children missing in education are a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their academy/school's Attendance and First Day Call Procedure.

Peer on Peer Abuse:

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or

- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (***Keeping Children Safe in Education (KCSIE) DfE, September 2018***) It is important to consider the forms abuse may take and the subsequent actions required

Refer to the academy/school's Anti-Bullying Policy for further information.

We must be alert to this possibility and respond as we would if the abuser was an adult; following the procedures laid down in ***Chapter 15 and Chapter 16 of the London Child Protection Procedures (5th Edition)***.

Sexting. (Also referred to as Youth Produced Sexual Imagery)

With the rise of sexting incidents involving young people, staff should be familiar with the process for identifying, managing and escalating sexting incidents. Remember the production and distribution of sexting images involving anyone under the age of 18 is illegal and needs careful management for all those involved.

Staff should:

- Confiscate the device involved and either set to flight mode or switch it off.
- Seek advice – report to the DSL

Further information on responding to and managing sexting incidents can be found within ***Keeping Children Safe in Education (DfE, September 2018) Specific Safeguarding Issues***.

Children With Special Educational Needs (SEN) and Disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any sign
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

Child Sexual Exploitation (CSE):

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Children with learning disabilities at risk of sexual exploitation

Children with learning disabilities are more vulnerable to Child Sexual Exploitation (CSE) than other children, facing additional barriers to their protection and to receiving support.

The British Institute of Learning Disabilities (BILD) have produced a series

of leaflets for professionals, parents and carers, and young people themselves.

These leaflets can be found under the 'Spotting the signs of child sexual exploitation' heading here:

<http://www.bild.org.uk/resources/>

Young people who are being sexually exploited may:

- Go missing from home, care or education.
- Be involved in abusive relationships, intimidated and fearful of certain people or situations
- Hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- Associate with other young people involved in sexual exploitation
- Get involved in gangs, gang fights, gang membership
- Have older boyfriends or girlfriends
- Spend time at places of concern, such as hotels or known brothels
- Not know where they are, because they have been moved around the country
- Be involved in petty crime such as shoplifting
- Have unexplained physical injuries
- Have a changed physical appearance, for example lost weight.

Indicators that a child may be being abused:

- Withdrawn
- Suddenly behaves differently
- Anxious
- Clingy
- Depressed
- Aggressive
- Problems sleeping
- Eating disorders
- Wets the bed
- Soils clothes
- Takes risks
- Misses school
- Changes in eating habits
- Obsessive behaviour
- Nightmares

- Drugs
- Alcohol
- Self-harm
- Thoughts about suicide

For further information, refer to WWW.GOV.UK website: **Statutory definition of child sexual exploitation February 201**

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.

Child on child sexual harassment can include:

- Sexual comments: Telling stories, remarks about appearance, name calling
- Sexual jokes or taunting
- Physical behaviour: Brushing against someone, touching/grabbing sexually, displaying pictures of a sexual nature, interfering with clothing (bra flicking, lifting clothing)
- Online sexual harassment: Sharing of sexual images/videos, bullying, sexual messages, sexual exploitation coercion and threats

The Department of Education has published detailed guidance on how schools and colleges should respond to reports of child on child sexual violence and harassment.

[Sexual violence and sexual harassment between children in schools and colleges](#)

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.

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 their DSL in the first instance. The DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (FGM):

It is accepted that some female pupils in our academy/school may be at risk of being subject to Female Genital Mutilation (FGM). FGM is defined by the World Health Organisation as: all procedures, but not therapeutic or essential surgical operations, which involve partial or total removal of the external female genitalia or injury to female genital organs for non-therapeutic reasons. FGM is considered as a cultural norm by some communities and some also consider FGM necessary for religious reasons. We will always challenge such abusive cultural norms as the welfare and safety of the child is always paramount, equally we also recognise that FGM is not endorsed as a religious practice.

In any event it is illegal in the UK to subject any child to FGM or to take a child abroad to undergo FGM. We will follow the procedures for dealing with cases of FGM as set out in the London Child Protection Procedures and the guidelines set out in the Local Borough Safeguarding Children Board FGM Guidance & Protocol.

From a Child Protection perspective a child for whom FGM is planned is at risk of significant harm through physical and emotional abuse, it may also be considered as sexual abuse.

Typical identifiers are:

- Family comes from a community known to practice FGM
- Family / child talks about a long holiday
- Family / child may ask to be excused PE/swimming on return
- Family / child may confide that she is going to a 'special ceremony' when on holiday
- Female child is known to have a mother that has been subject to FGM
- Female child is known to have a sister that has already undergone FGM

Equally the child may be aware of what is going to happen and make disclosure or seek help.

Indicators FGM may have taken place

A girl or woman who's had female genital mutilation (FGM) may:

- Have difficulty walking, standing or sitting
- Spend longer in the bathroom or toilet
- Appear withdrawn, anxious or depressed
- 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.

If any member of staff receives a disclosure or is aware that a FGM is about to happen this must be disclosed to their DSL for Child Protection without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the child/ren may be taken out of the country.

If a teacher, in the course of their work in their profession, discovers that an act of FGM has been carried out on a girl under the age of 18, the teacher must report this to the police. ***Refer to guidelines set out in Keeping Children Safe in Education (DfE September 2018) Annex A***

FGM is child abuse and against the law. It causes serious physical and emotional harm. Professionals who are worried a child is at risk can either email call the NSPCC FGM helpline.

Extremism and Radicalisation:

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes. Statutory guidance has been published and came into force on 1st July 2015.

The Principal/Headteacher, DSL and the Safeguarding Governor must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively

Other duties on academies include:

- Effective partnership working with other local agencies, eg. LSCB, police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of LSCB policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials
- Academy/school premises must not be used to give a platform to extremists

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly influenced by extremist materials or influences we will ensure that pupil is offered mentoring. In such instances our academy/school will seek external support from local partnership structures working to prevent extremism.

However, staff should be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example, this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore all visiting staff, volunteers' contractors, and students on placement are required to report instances where they believe a child may be at risk of harm or neglect to the DSL, including any harm through extremism or radicalisation.

Always email then you have evidence that you have sent a concern. Include as much information as possible in your email. ***(Refer to Appendix 7: Information Sources and Key Contacts)***

Appendix 2: **What to do When a Child Discloses Abuse**

- Stay calm and reassuring
- Arrange a time and place to talk privately immediately after the child has initiated contact
- Explain that you cannot promise to keep what the child tells you a secret - you may have to contact a social worker or the police
- Don't make any other promises to the child - the situation may cause you to react emotionally
- Listen and reassure
- **Do not press for details** - this is likely to need further and possibly extensive investigation. It is better for the child if s/he does not have to repeat the details unnecessarily. This could also compromise a potential criminal investigation
- Tell the child that s/he was right to tell - that s/he is not to blame for the incident. Let the child know that you understand how difficult it is to talk about such experiences. Thank the child
- As soon as possible afterwards, record your conversation with the child. Remember the child's exact words. Record your own statements to the child. Where possible use the Record of Disclosure Form set out in Appendix 3
- Debrief with your DSL immediately
- Ensure that all handwritten notes are retained, do not throw them away, as they may be required as evidence in court

A wide range of situations can fall into the category of "disclosure". Because it is impossible to know in advance what a child will say, it is advisable to always follow these suggestions. Many victims of child abuse say that having the first person they told be supportive was the first step in recovering from their experience. It isn't easy to give precise guidance about helping a child who wants to talk about abuse, but the following may be of help:

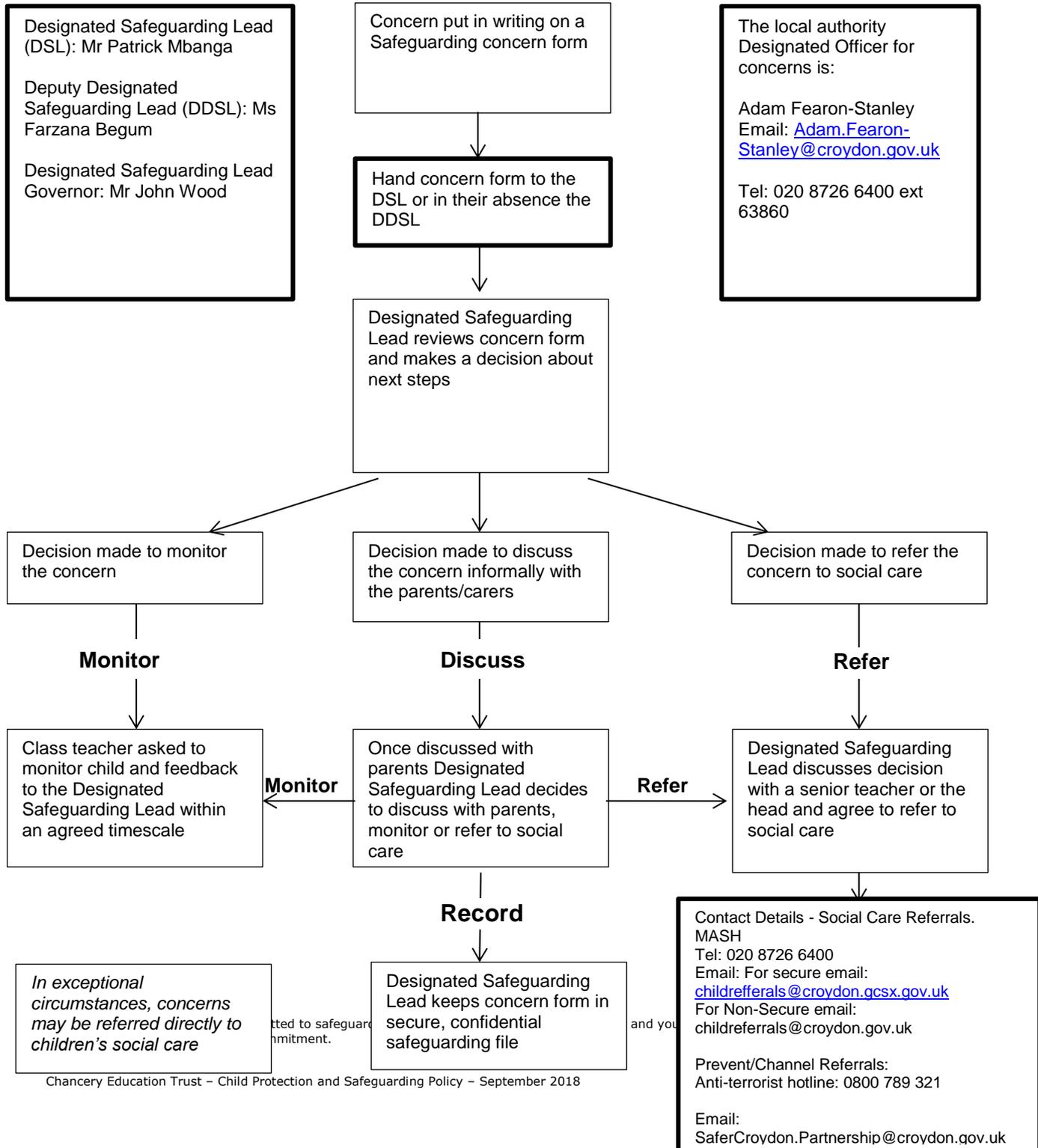
- Accept what the child is saying
- Keep calm
- Look the child in the eye
- Be honest
- Let the child know you'll need to tell someone – don't promise confidentiality
- Even when a child has broken a rule he/she is not to blame for the abuse

- Be aware that the child may have been threatened
- Never push for information

Helpful Things to say:

- I believe you
- I'm glad you have told me
- It's not your fault
- I'll help you

Appendix 3: Flow Chart for Raising Safeguarding Concerns About a Child



Appendix 4: **Safeguarding Concern Form**

(Please use BLOCK CAPITALS and complete in ink)

Pupil Name			
Day/Date/Time		DoB	
Member(s) of staff noting concern			

Concern (Please describe as fully as possible)	
Signature:	Date:

Actions Taken			
Date	Person taking action	Action	Signature

--	--	--	--

Would you like feedback about this concern? Yes No Date Given.....

Please pass this form to the Mr Patrick Mbangwa (DSL) or in their absence Ms Farzana Begum (DDSL) when completed

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Guidance on Completing Concern Forms

It is important that concern forms are fully completed in a timely way. The details are important. To help the DSL respond appropriately, please follow the guidance below.

- Use ink, not pencil, cross through errors and never use corrective fluid
- Enter all the admin details, including date of birth (This will be required when a concern is reported to Children's Services or the police)
- Include your full name (not initials)
- Make sure the concern is given in detail, preferably in the child's own words
- Don't report what other people have told you - they must write their own concern form
- Only write about one child on each concern form (use a separate form for each child)
- Remember that concern forms are used in court cases and inquests as primary documents, so they must be complete and accurate.
- Make sure you use a Concern Form to record your concern. Do not use any other form or piece of paper. Writing on the back of other forms can cause confusion and error
- If you jotted your notes down on a piece of paper whilst talking to the student or immediately afterwards, attach that to the completed concern form
- If there are no Concern Forms available in the box, please refer to the DSL or in their absence, the DDSL
- Do not use email to send your concern, complete a hard copy

concern form instead. Emails get missed, go to the wrong person and cannot be signed.

- Please alert the safeguarding team to concerns as soon as possible. It can take several hours to deal with even urgent concerns and the earlier we start the better.
- Finally, please sign, date and time the concern form.
- Completed concern forms must be handed to the DSL or in their absence, the DDSL for sign off and escalation

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Concern Received Date Grid

Staff and DSL's may wish to use this checklist to track and monitor concerns raised about a child.

**Concern Received
Date Check List**

Write the year here	Date																															Year: _____				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
January																																				
February																																				
March																																				
April																																				
May																																				
June																																				
July																																				
August																																				
September																																				
October																																				
November																																				
December																																				

*Put a tick in the relevant box for each concern form received.
This helps Designated Staff identify patterns of concern.*

Name: _____

Appendix 5: **Child Protection Procedures Physical Injury to Children**

Checklist for Recording:

The NSPCC states that particular attention should be paid to bruises that have petechiae (dots of blood under the skin) around them, which are found more commonly in children who have been abused than in those injured accidentally. Clusters of bruises are also a common feature in abused children. These are often on the upper arm, outside of the thigh or on the body. Refer to the NSPCC website for further guidance
When you notice an injury to a child that needs to be recorded, try to record the following information in respect of each mark.

- Exact position of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in approximate centimetres or inches (or use indicators e.g. size of one pence coin, etc.)
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff, etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot/does the child feel hot?
- Does the child feel pain?

Staff should not attempt to guess at things beyond their own field of expertise, e.g. age of injury. It is important to remember that you should only record visible injuries. A child's clothing should never be removed for an inspection. There must always 2 members of staff to ensure that the

child is never put in an uncompromising position. If the child is injured Children’s Social Care will arrange for a Child Protection Medical. When recording injuries you should never photograph the child.

Also record

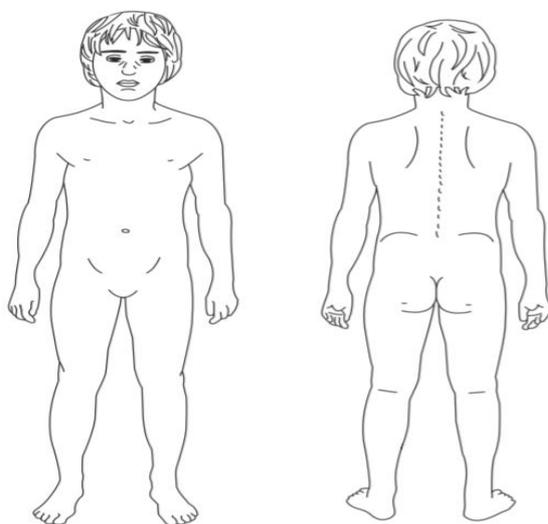
- Explanation for the injury:
 Child (use child’s own words)
 Adult
- General appearance of the child:
 Clothing
 Hygiene
- Child’s attitude/demeanour
- Parent’s attitude
- Action taken/proposed
 In your view, does the child need treatment?
- Your name, designation, agency, telephone number
- Date and time of your observation

Appendix 6: **Child Protection Body Map**

(Please use BLOCK CAPITALS)

It is important to remember that you should only record visible injuries and that there are always 2 members of staff to ensure that the child is never put in an uncompromising position.

Child’s Name		Child’s D.O.B	.././....
Academy/school Name		Class	
Names & position of staff making recording			
Time Recorded		Date Recorded	.././....



Observations			
Staff member making recording to sign:		Date:	.././....
Designated Safeguarding Lead (DSL) to sign:		Date:	.././....

Appendix 7: Identifying Children and Families who would benefit from early help

Members of staff should be aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any on-going/escalating concerns so that consideration can be given

to a referral to the Children & Young People Services if the child's situation doesn't appear to be improving.

Members of staff working within the Trust should be alert to the potential need for early help for all children but even more so for those children who are more vulnerable. For example:

- Children with a disability and/or specific additional need
- Children with a special educational need
- Children who are acting as a young carer
- Children who are showing signs of engaging in anti-social or criminal behaviour
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect

Members of staff should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

For further information refer to the guidelines set out in ***Working Together to Safeguard Children (DfE 2018) Assessing Need and Providing Help***.

Appendix 8: **Information Sources and Key Contacts**

1. Internal Policies

All Supporting Policies and Procedures are publicly available on the Trust's website or a copy can be obtained from the academy/school office

- Accessibility Policy

- Allegations of Abuse Against Staff in School Policy
- Anti-Bullying Policy
- Attendance Policy and First Day Call Policy
- Behaviour Policy
- Code of Conduct Policy
- E-Safety Policy
- Educational Visits Policy
- First Aid & Medicines Policy
- Health & Safety Policy
- Mental Health & Guidance Policy
- Sex & Relationships Education Policy
- Special Educational Needs and Disabilities Policy
- Staff Code of Conduct Policy
- Staff Disciplinary Policy
- Whistle-Blowing Policy

2. Key Contacts

Education Lead Officer for Education Safeguarding (LADO)

Contact: Adam Fearon-Stanley

Telephone: 020 8726 6000 ext 84322

Email: Adam.Fearon-Stanley@croydon.gov.uk

Croydon Safeguarding Children Board (CSCB)

Telephone: 020 8726 6000 EXT 84322

Email: LADO@croydon.gov.uk

The Early Help (CAF) Referral & Assessment Team

Address: 4th Floor, Zone F, Bernard Weatherill House, 8 Mint Walk, Croydon CR0 1EA

Telephone: 020 8726 6400

Email: Multi–Agency Safeguarding Hub (MASH):
Secure Email: childreferrals@croydon.gcsx.gov.uk
Non Secure Email: childreferrals@croydon.gov.uk

Emergency Duty Team 020 8 726 6400 ext 63358 or 999 if a child is in immediate danger.

NSPCC

Telephone: 0808 800 5000

Text: 88858

Email: help@nspcc.org.uk

Or refer to the NSPCC specialised helplines that can provide support for:

- Inquiries into abuse
- Advice about female genital mutilation (FGM)
- Advice about extremism & radicalisation
- Advice about young people affected by gangs
- Advice with concerns that someone may be a victim of modern slavery

Extremism and Radicalisation

Contact the confidential Anti-Terrorist Hotline: 0800 789 321 or in an emergency contact 999

Email: Channel@croydon.gov.uk

For further information, refer to WWW.GOV.UK website: **Protecting children from radicalisation: the prevent duty**

Female Genital Mutilation (FGM):

NSPCC FGM Helpline

Telephone: 0800 028 3550

Email: fgmhelp@nspcc.org.uk

Whistleblowing

- Children’s Services 0300 123 4043
- Public Concern at Work (PCAW) 020 7 404 6609
- NSPCC whistleblowing helpline is available for staffs that do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email:

help@nspcc.org.uk

3. Useful Resources

London Safeguarding Children Board – London Child Protection Procedures 4th Edition 2010: www.londonscb.gov.uk

Keeping children safe in education (DfE) September 2018: www.gov.uk

Working together to safeguard children (DfE) July 2018: www.gov.uk

Safeguarding Training and Consultancy for schools and colleges:
www.safeguardingschools.co.uk

[The Prevent Duty Guidance: www.gov.uk](http://www.gov.uk)

FGM Guidance: [NSPCC](http://nspcc.org.uk)

Sexual Exploitation: [NSPCC](http://nspcc.org.uk)

Monitoring and Implementation

The policy is reviewed annually, although the academy/school may vary or amend it periodically to ensure that we fulfil our obligation around Child Protection and Safeguarding. All proposed changes to this policy would be made following the approval from the Trust's Full Governing Board.

	Name	Date
Policy written by	Barbara Rutherford	01/11/16
Agreed by Committee	Full Governing Board	20/12/16
Adopted by Governing Body	Full Governing Board	14/03/17
To be reviewed annually		
Review by	Lynne Dando, Principal Patrick Mbanga, Assistant Headteacher / Head of Pastoral and Inclusion	12/12/17
Review by Committee	Full Governing Board	12/12/17
Adopted by Governing Body	Full Governing Board	18/12/17
To be reviewed annually		
Reviewed & agreed by	Principal/Headteacher/DSL/DDSL/CET Board	18/10/18
Adopted by Governing Board	CET Board	