



Safeguarding Policy

Collingwood School

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STATEMENT OF INTENT

As stated on our school website:

Collingwood School is committed to providing a caring, nurturing and safe environment for all its pupils in order for them to learn and thrive in a happy and secure atmosphere. The school takes seriously its responsibility to protect and safeguard its pupils. We are an 'open school' - anyone who has worries or concerns for themselves or for another pupil is encouraged to talk to an adult about it.

We have a Safeguarding Policy and procedures in place on our website for all to read. All staff, volunteers and governors are made aware of these procedures.

Sometimes, we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that any issues are discussed first with parents or carers unless we have reason to believe that such a conversation would not be in the best interests of the child and there is a belief that the child is at risk of significant harm.

As emphasised above, the safety and welfare of all our pupils at Collingwood School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to safeguarding the School will follow the procedures laid down by our own or where appropriate the relevant child's Local Safeguarding Children Partnership (Sutton LSCP) with DfE guidance contained in [Working Together to Safeguard Children \(July 2018\)](#), [Prevent \(2015\)](#) and [Keeping Children Safe in Education \(2020\)](#). This policy is applicable to the whole School community, including those pupils in the Early Years Foundation Stage (EYFS). This policy also works alongside Collingwood School's Safeguarding Pupil Welfare (Assessing Risk) procedures and guidelines.

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy; safeguarding and promoting the welfare of pupils at the school is everyone's responsibility. This includes a duty both to children in need and to children at risk of harm. All staff must read and understand at least Part 1 (and Annex A) of KCSIE 2020. All School staff must be aware that child protection incidents can happen at any time and anywhere and are required to be alert to any possible concerns. The governors, on behalf of the proprietor, ensure that the following mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 (and Annex A) of KCSIE 2020.

For the purposes of this document, the definition of 'safeguarding' is taken from KCSIE 2020, being:

- *protecting children from maltreatment;*
- *preventing impairment of children's mental and physical health or development;*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care;*
- *taking action to ensure that all children have the best outcomes*



CHILD PROTECTION INFORMATION

2.1 WHAT IS CHILD ABUSE?

Child abuse is when a child is intentionally harmed by an adult or another child – it can be over a period of time but can also be a one-off action. The types of child abuse are defined as:

Physical Abuse

Emotional Abuse

Sexual abuse (and exploitation)

Neglect

Each of these has its own specific warning indicators. See appendices of this policy for more detail or the following web links. The departmental advice: [What to do if you are worried a child is being abused - Advice for Practitioners](#) should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse. The NSPCC website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) also provides helpful information on types of abuse and what to look out for which staff are encouraged to refer to.

Annex A of KCSIE should also be referred to by all senior members of staff and those staff working directly with children. This includes the Senior Management Team.

2.2 CHILD'S WISHES

Where there is a safeguarding concern the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The School manages this by ensuring that pupils speak with a member of staff with whom they feel comfortable. The School will operate processes with the best interests of the pupil at their heart. Confidentiality cannot be promised to a child and if there are serious concerns to a child's wellbeing, these will be reported without delay.

2.3 TRANSPARENCY

Collingwood School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Collingwood School. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.



2.4 RAISING AWARENESS

Carrie Askew is the board level Safeguarding Lead for child protection issues. (operations@inspiredlearning.co.uk). The role of the designated governor is to liaise, on behalf of the proprietor, with the local authority on issues of child protection or in case of allegations against the Head or another member of the Governing Body. The governors, in conjunction with the Designated Safeguarding Lead (DSL), carry out an annual review of the School's safeguarding policy and procedures with day-to-day issues being delegated to its Safeguarding school based team. The board level Safeguarding body is responsible for:

- reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged;
- ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay; and
- approving amendments to safeguarding arrangements in the light of changing regulations or recommended best practice.

We recognise that the School plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role school plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views.

2.5 DESIGNATED SAFEGUARDING LEAD

Leigh Hardie, Head Teacher is our Designated Safeguarding Lead (DSL) and Kirsty Pirrie is our Deputy DSL. Anne Cathie is the Early Years Safeguarding Lead. Their contact details are 0208 647 4607 or headmaster@collingwoodschool.org.uk and kpirrie@collingwoodschool.org.uk and acathie@collingwoodschool.org.uk They have been fully trained for the demands of this role in child protection and inter-agency working in accordance with locally agreed procedures and as set out in Annex B of Keeping Children Safe in Education. As headmaster, the DSL is a member of the senior management team at the School. A full role description for the School's DSL is set out in Appendix 5.

Both the DSL, his deputy and Early Years Lead undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSL and his deputy will also attend refresher updated at regular intervals, as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role. The DSL role is to ensure that each member of staff has access to and is aware of and understands the School's safeguarding policy and procedures. Their training meets the requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE 2020) and includes a range of inter-agency training through the local authority (Sutton LCSP). The DSL has ultimate responsibility for safeguarding and child protection in the School. This responsibility should not be delegated.



The designated safeguarding lead must:

- ensure that Collingwood School's child protection policies are known, understood and used appropriately;
- ensure this Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly with the involvement of the governing body;
- ensure this policy is available publicly on the School's website and parents are aware of the fact that referrals about suspected abuse or neglect may be made and our procedures for this;

The DSL and/or the deputy DSL or Early Years Lead can be contacted at any time (during school hours) for staff in School to raise or discuss any safeguarding concerns. School staff have the mobile number for the DSL and his Deputies for referrals out of school hours.

The DSL maintains close links with the LSCP for Sutton and reports at least once a year to the governors on the child protection issues outlined above. There are also termly Safeguarding meetings with the governing committee. The DSL will make prompt contact with children's social care where there are concerns that a child may be in need of help or is at risk of harm. The DSL will also make prompt contact with the Local Authority Designated Officer (LADO) in relation to allegations against someone working at the School and/or the police if a criminal offence is suspected.

The DSL will liaise with the local authority and with other agencies in line with 'Working Together to Safeguard Children 2018' and attendance at strategy meetings. The DSL will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support pupils at risk of harm including emotional and intellectual harm via social media and use of the internet.

The DSL receives focused training to support learning and understanding of the ever changing landscape of safeguarding which is underpinned by legislation and guidance and includes issues such as radicalisation. The DSL will undertake Prevent awareness training to enable them to provide advice and support to staff on protecting children from the risk of radicalisation. The DSL's and the School's focus is to support children in need through seeking early help and/or inter agency working, including using the Team around the Child Approach and/or the Common Assessment Framework.

The School's records on child protection are kept securely in the DSL's office, a secure area on the MIS system and are separated from routine pupil records. Access is restricted to the DSL and Deputy DSL (See Section 6.8 on CP Records).



REPORTING PROCEDURES

Collingwood School treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the School's care. Staff members are alerted to the particular potential vulnerabilities of looked after children (See Appendix 1 for recognising signs of abuse).

Collingwood School recognises that there may also be children who, whilst not suffering harm or at immediate risk, require additional support from external agencies. Where appropriate, the School may consult with the child concerned and their parents regarding a referral to external agencies (such as children's social care). This may lead to a written plan to support a child in need being drawn up or an early help assessment, such as the Common Assessment Framework, being carried out. In either case, the School will liaise and take advice from external agencies as appropriate.

If a member of staff is made aware of **any** allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide reassurance and to record the child's statements, but not to probe or put words into the child's mouth. On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter may need to share the information with other adults (eg. DSL or social care). Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.

It is important to note that a child is likely to disclose to someone they trust: this could be anyone in the school, including a volunteer. It is also important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child. The adult should consider the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential that a written record is made.

As mentioned above, it is vital that the adult only records the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. He /she should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation. It should be noted that where the report includes an online element, being aware of searching screening and confiscation advice and UKCCIS sexting advice (See Section 4.4 below). The key consideration is for staff not to view or forward illegal images of a child.



Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in School should report any concerns (including those where a pupil may benefit from early help or where it includes alleged abuse by one or more pupils against another pupil) to the DSL and submit an accurate written record of the disclosure or concerns. At Collingwood School, staff are expected to use the standard 'cause for concern' form, which, once completed, is handed onto the DSL or Deputy DSL. Forms are saved on the shared staff drive (password protected) and on the safeguarding information board in the staffroom.

https://docs.google.com/document/d/1I7mRSg_42SBT1YNqbwXK-Topd3p5tFQ_uplSfHt3c-U/edit

It should be noted that **any staff member can make a direct referral** to children's social care or other external services such as early help services in accordance with the referral threshold set out by Sutton LCSP.

Where staff have concerns that 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. If anyone other than the DSL makes a referral, they should inform the DSL that a referral has been made as soon as possible. Staff must share information with children's social care and/or the police where there are any concerns that a child may be at risk of harm or neglect.

If staff members are unsure about whether or not a referral should be made, they should speak to the DSL. The DSL will contact the Local Authority Designated Officer (LADO also known as DO) for advice or direction and will inform Ofsted if appropriate. In relation to our nursery/EYFS setting, the School will inform Ofsted as soon as is reasonably practicable, in any event within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. See Appendix 4 for full flow-chart.

The DSL will refer **all** allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the local authority designated officer (LADO) within 24 hours. Cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meet the relevant threshold. The LADO will decide in the circumstances what further steps should be taken. This could involve calling the police.

Where the outcome of a referral is not reported to the referring member of staff or DSL and/or where a child's situation does not appear to be improving, the School will follow this up with the children's social care and push for reconsideration where appropriate. Any member of staff who has concerns that a child's situation does not appear to be improving should press for re-consideration.

The School will not do anything that may jeopardise any external investigation. Once the matter has been referred, all further responsibility for gathering information and deciding what happens next will rest with social services and the police.



In the case of peer-on-peer abuse which the School has reported to the LADO and which the LADO or statutory child protection authority decides not to investigate further, the matter will be dealt with under the School's behaviour procedures, after discussion with the LADO.

With regard to the Prevent Duty, the School will co-operate with Channel panels and the Police with assessments being undertaken (See Preventing Radicalisation Section 4.7). Where the suspicion or complaint is in relation to terrorism or extremism ideas involving a pupil, staff must firstly raise this with the Head / DSL without delay. The Head /DSL will consult with external agencies, as appropriate in accordance with this policy. Where the level of risk is such that there is an immediate risk of harm or staff have a genuine concern that there is an immediate risk of harm, any member of staff may make a referral directly to children's social care or the police]. The School will not discuss any concerns in relation to possible radicalisation without first agreeing with children's social care or the police what information can be disclosed.

For children in need of additional support from one or more agencies, the School will facilitate sessions with appropriate agencies relevant to the individual child's case. The School's local authority is Sutton which operates the Sutton Safeguarding Children's Partnership. Collingwood School's points of contact are as follows:

Children's First Contact Service (CFCS team) -

this replaced the MASH contact for Sutton from October 2019

Telephone number 020 8770 6001

Email address childrensfirstcontactservice@sutton.gov.uk

Mobile: 07736 338962

Child Protection Co-ordinator (LADO) 020 8770 5776

Out of Hours Emergency Duty Team 020 8770 5000



IMPORTANT SAFEGUARDING ISSUES

It is important to recognise that safeguarding issues can manifest themselves in many ways and can often overlap with one another.

4.1 PEER ON PEER ABUSE

The School recognises that children are capable of abusing their peers. With the main ethos of the School being one of 'care and consideration', it is vital that we do everything in our powers to create an environment in which such abuse is very rare and when it does take place, it is dealt with swiftly and decisively. Through our PSHE curriculum and assembly programme, along with our Positive Behaviour Policy, pupils are aware of the positive ways to treat each other with courtesy and mutual respect. However, all forms of this abuse are unacceptable at our school and any reports will be treated very seriously and in line with our Anti Bullying Policy and procedures.

There are different forms that peer on peer abuse can take. It should be noted that girls are more often the victims along with children with special educational needs. Forms of abuse may include physical abuse; upskirting (taking photos under a person's clothing without their knowledge); sexting on a mobile phone or other device; cyber bullying; initiation or hazing-type violence or rituals; and sexual violence or harassment.

With regards to the latter issue, the starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'boys being boys', etc.

4.1 What is sexual harassment?

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; upskirting; and



- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.

4.3 Preventative measures in place

As mentioned above, there is a whole school approach in which positive and appropriate behaviour between pupils is celebrated. This is covered by our PSHE curriculum and Relationships and Sex Education (RSE) module of learnings, which are in place from Reception to Year 6. This learning covers:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;

Another of the School's preventative approaches to potential peer on peer abuse via a pupil mobile phone or sexting on the school site is to prohibit children from having mobile phones in school. If Year 6 children bring mobile phones to school they are handed to the office where they are locked away until the child leaves school at the end of the day.

4.4 Report of sexual violence or harassment

A staff member's initial response to a disclosure from a child is important. It is essential that 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. In some cases, the victim may not make a direct report or disclosure. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed.

The School's reporting procedures for these matters are exactly the same as those for any form of abuse (See Section 3 above and Appendix 2, 3)

The adult making the report should not assume that someone else is dealing with the alleged incident. If in any doubt, they should speak to the DSL (or a deputy). In such cases, the basic safeguarding principles remain the same, but it is important for the School to understand why the victim has chosen not to make a report themselves. This discussion should be handled sensitively and with the support of children's social care if required.

Advice for staff dealing with 'sexting' reports is provide by UKCCIS:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf



4.5 Immediate action following a report

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from Sutton LSCP (or from the appropriate borough services) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject again to the advice of the LCSP, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the LCSP or police as appropriate.

4.6 Follow-up action at School

If there has been a report of sexual violence, the DSL /Head will make an immediate risk assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, staff), especially any actions that are appropriate to protect them;

Through carrying out the risk assessment, the School will be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments should be used to inform the School's approach to supporting and protecting their pupils.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims and perpetrators of peer on peer abuse will be offered support by the School, as appropriate e.g. counselling.
- the nature of the alleged incident, including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages and the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;



- if the alleged incident is a one-off or a sustained pattern of abuse;

Following the incident and the risk assessment, it may be decided that the pupils in question should not share a classroom. In each case, the needs and wishes of the victim should be paramount (along with protecting the child). Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them. Further guidance on assessing risk following such incidences is provided in our Safeguarding Pupil Welfare Procedures.

4.7 PREVENTING RADICALISATION

We recognise that it is a key role of Collingwood School to support children and that the School may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination or strong influence.

For the purposes of this policy, definitions are as follows:

***Extremism** is the vocal or active opposition to the UK's fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.*

***Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.*

Through our teaching and discussions in PSHE, RE, Citizenship and assemblies, pupils are encouraged to foster the core school values of consideration for others and mutual respect and tolerance for other cultures and religions. Pupils are encouraged to discuss concerns they may have for another pupil with a trusted member of staff or in 'circle time' sessions or through our confidential 'worry box' system.

However, our staff acknowledge the need for a culture of vigilance to be present in the School to support safeguarding. This includes awareness and sensitivity to changes of mood or attitude of pupils which may indicate they are at risk of radicalisation and may need help or protection. However, our staff acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people.

Staff will consider the level of risk to identify the most appropriate referral, which could include referring to the Channel programme or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below.

The Home Office statutory Prevent duty guidance can be accessed on: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf



The Department for Education non-statutory Prevent duty guidance can be accessed on: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The School, in recognition that pupils may be at risk of being drawn into terrorism, carries out appropriate risk assessments (following consultation with local partners, such as the police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and Deputy DSL and governor responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

4.8 VISITING SPEAKERS

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to our pupils is to ensure that they can critically assess the information that they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that where appropriate their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a School employee. On attending the School, Visiting Speakers will be required to show original current identification document including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

4.9 CHILDREN MISSING FROM EDUCATION

A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect including that a child may be at risk of radicalisation, 'FGM' or forced marriage (see Section 4.11 below). It may indicate mental health problems, risk of substance abuse or risk of travelling to conflict zones. Unauthorised absences from school will be managed in accordance with the School's Missing Child Policy and Attendance Policy.

The School will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. The School keeps and maintains two emergency contact numbers for every pupil in the school and these will be checked with every unreported pupil absence if required. A pupil who fails to attend school regularly or has been absent from school



without the School's permission for a continuous period of 10 school days or more will be reported to the local authority.

For further details on when the School has a duty to report to the local authority, please see the Missing Child Policy and Procedures when a child is not collected on Time.

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

Child sexual exploitation and child criminal exploitation are two forms of child abuse. Either or both can occur where an individual or group takes advantage of a child or group of children in order to coerce, manipulate or deceive them 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 and/or (c) through violence or the threat of violence. It is important to note that the victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact.

Both CSE and CCE can also occur through the use of technology. Similarly CCE can appear to be consensual. Both forms can be perpetrated by individuals or groups; by males or females; or by children or adults. The abuse could be a one-off occurrence or take place over time.

The School recognises that children who are victims of CSE or CCE may go missing from education. The abuse can also result in notable mental health problems for pupils. School staff will be alert to possible indicators of CCE and CSE and any concerns will be managed in accordance with this policy and school procedures for reporting.

Please see Appendix 4 for full definitions of exploitation and the signs for staff and volunteers to recognise.

4.11 SO-CALLED 'HONOUR BASED' VIOLENCE (HBV)

So-called 'honour-based' violence (HBV) involves 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. All forms of HBV are abuse and should be handled and escalated as such.

School staff will be alert to possible indicators of HBV. Guidance on the warning signs of HBV can be found on pages 38-41 of the Multi-agency statutory guidance of FGM (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage (<https://www.gov.uk/guidance/forced-marriage>).

All teachers have a statutory duty 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.

For the purposes of the mandatory reporting duty, a teacher is someone who undertakes teaching work as follows (including through distance learning or computer aided techniques):

- planning and preparing lessons and courses for pupils;
- delivering lessons to pupils;
- assessing the development, progress and attainment of pupils; and
- reporting on the development, progress and attainment of pupils.

These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the head teacher to provide such direction. The mandatory reporting duty will not therefore apply to supervised teaching assistants. However, teaching assistants should immediately report any suspected case via their line manager or DSL.

If staff have concerns that FGM has taken place, as well as reporting this to the police, they should also activate local safeguarding procedures using existing and national and local protocols. As referred to above, unless the teacher has a good reason not to, they should still consider and discuss any case of FGM with the DSL and involve children's social care as appropriate. Information on when and how to make a report can be found at 'Mandatory reporting of female genital mutilation: procedural information' (<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>)

A local police non-emergency number is 101

4.12 CHILDREN IN NEED

Under the Children Act 1989, this is defined as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Staff are required to be alert to any child who may not be thriving in their current situation.

4.13 SPECIAL EDUCATIONAL NEEDS; DISABILITY AND MENTAL HEALTH NEEDS

All staff also need to be alert to the specific needs of those pupils who have special educational needs, mental health problems and/or disabilities. Those with SEND or mental health needs may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Furthermore, additional barriers can exist when recognising abuse and neglect in this group of children. These can include:



- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

Staff are made aware that children with mental health problems can sometimes be a sign that the child has suffered or is at risk of suffering abuse, neglect or exploitation.

To address these additional challenges, the School will consider extra pastoral support for children with SEN, mental health problems and disabilities. Staff are made aware that such children may benefit from strategies of Early Help (see section below).

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. The School's team of support staff provide extra pastoral care, including the 'Nurture' group counselling sessions with follow-up support and Early Help as required. Our staff are able to make day to day observations to help professionals to identify children who may be experiencing mental health problems.

4.14 EARLY HELP

If Early Help is appropriate, the DSL (or SENCO if more appropriate) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate, often via the Single Point of Access. Staff may be required to support other agencies and professionals in an early help assessment. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

For Early Help services in Sutton, from October 2019, the liaison is with the Children's First Contact Services (CFCS). Telephone number 020 8770 6001, Email address:

childrensfirstcontactservice@sutton.gov.uk

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. This includes all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

Who may require Early Help?



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

- is disabled and has specific additional needs;
- has special educational needs or mental health needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care

SAFEGUARDING MEASURES

5.1 ONLINE SAFETY

It is evident that technology has become a major component of many safeguarding issues. With child sexual exploitation; radicalisation and sexual predation, technology often provides the platform that facilitates harm. Through training, staff members are made aware of these risks and the School will identify, intervene in and escalate any incident where appropriate.

The issues can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

All online safety matters are the responsibility of the DSL. Under his lead, the School will ensure that:

- appropriate filters and monitoring systems are in place to keep children safe online. The School's systems are overseen by the London Grid for Learning, which uses Web Screen for filtering and reporting. Such systems aims to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being



subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of harm;

- as part of the above measures, weekly reports are produced to monitor web usage by pupils and to track the effectiveness of the filters in place
- physical monitoring systems are of a high level as teachers supervise web usage in lessons in which devices are utilised
- pupils are taught about safeguarding, including safe online behaviour with the themes of 'content, contact, conduct' as key;
- pupils are taught about how to treat their peers respectfully online; and
- staff are equipped with the knowledge to safeguard children online by participating in online safety training.

The School's Online Safety Policy also sets out the School's approach to matters of safe and appropriate online behaviour.

5.2 AWARENESS FOR OUR PUPILS

As referred to in earlier sections, the School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School, and this should also be the case when the child go online at home. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to online safety and general health and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our Positive Behaviour policy and in enforcing our Anti-Bullying Policy.

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding. KS1 and KS2 classrooms display rules for appropriate use of iPads and this is discussed regularly with regards to photographs and messaging.

All pupils know that there are adults to whom they can turn to if they are worried. If the School has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- All pupils have access to a telephone helpline enabling them to call for support in private.
- The School displays posters which contain guidance on where to turn for advice, including confidential helplines and web addresses for external specialists such as ChildLine.
- We provide leadership training to our [head boys/girls and their team of prefects/heads of house]/senior pupils which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.



- There are regular lessons to pupils on E-safety and ensure that all pupils understand and adhere to the School's guidelines in this area. This includes guidance on educating pupils to stay safe including e-safety and online protection. For more details on cyber-bullying please refer to the School's anti-bullying policy. E-safety to pupils is taught as part of our Computing and PSHE curriculum.

5.3 USE OF MOBILE PHONES AND CAMERAS

Neither staff nor children may use their own mobile phones to take photographs within the School's EYFS setting; nursery and up to Reception year. For all other year groups, images may be taken for school purposes only and deleted as soon as they have been transferred to school equipment or drives.

STAFF EXPECTATIONS AND PROCEDURES

6.1 POSITION OF TRUST

As a result of their knowledge, position and the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Further details on such issues can be found in the Staff Behaviour Policy.

6.2 INDUCTION AND TRAINING

Every new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in the School, receives appropriate induction training on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the DSL or the Head and, if required, to the main points of local procedures of London Borough of Sutton or, in certain circumstances, the police. Child Protection training is also given to new governors and volunteers. All teaching staff will be trained in prevention of radicalisation at staff meetings and British Values are part of the PSHE curriculum. Training in child protection and safeguarding is an important part of the induction process. Induction training includes:

- a review of this Safeguarding Policy
- Other policy reviews, including the Staff Behaviour policy (including staff/pupil relationships); the safeguarding response to children who are missing from education; and



the School's whistleblowing policy; IT and social media policy; Anti-Bullying Policy and Pupil Behaviour Policy

- the identity of the DSL and Deputy DSL (along with the role of the EYFS Safeguarding Lead and the Board Level Safeguarding Lead).

INSET training also promotes staff awareness of CSE and CCE, Prevent (including referrals to Channel programmes), so called 'honour based' violence, forced marriage and female genital mutilation. Training on the early help process and process for making a referral to children's social care and for statutory assessment that may follow a referral (including what role they may be expected to play in such an assessment) will also be provided together with the importance of maintaining an appropriate level of confidentiality whilst at the same time liaising with relevant professionals. Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action *without delay* if such a practice is suspected. Staff training will include mental health awareness in young children and how their behaviour and education can be affected.

All new staff must read and sign to confirm that they have read and understood Part 1 of KCSIE 2020 (and Annex A) and the relevant school policies listed in our Induction of New Staff procedures. The Staff Code of Conduct also contains details regarding the expectations of employee behaviour and full 'whistleblowing' procedures for any concerns.

Regular updates regarding safeguarding and child protection matters are provided by email and via the notice board in the staffroom.

The Head and all staff receive appropriate safeguarding and child protection training which is regularly updated in line with advice from the School's LSCP. This includes Online Safety sessions at least once a term in staff meetings. In addition, the Head and all staff receive safeguarding and child protection updated as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively. The staff also undergo refresher training online with EduCare certification, which includes 'Safeguarding Young People', 'Preventing Bullying', 'Peer on Peer Abuse Awareness'. A record of staff training is held by the DSL and updated termly.

The DSL, deputy DSL and Early Years DSL undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Training will involve local agencies and Sutton LCSP to ensure knowledge and understanding of local thresholds and practices. To this end, both the DSL and other leads will also receive regular updates as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role.

6.3 STAFF OBLIGATIONS

All staff in our School are required to notify the School immediately if there are any reasons why they should not be working with children. The Childcare (Disqualification) Regulations 2018 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 and to those who are directly concerned in the management of that childcare.



The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the School immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive.

Staff who are disqualified from childcare or registration may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Staff members should speak to the Collingwood School bursar or Head for more details on this issue.

6.4 PROCEDURES FOR MANAGING ALLEGATIONS OF ABUSE AGAINST STAFF, VOLUNTEERS AND THE HEAD

The School's procedures for dealing with allegations against any staff member (including supply staff and volunteers who work with children) aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from malicious allegations. The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

The School will liaise with the LADO, police and social services as to managing confidentiality as appropriate. The School's procedures for managing allegations against staff (including the Head) and volunteers follows Departmental guidance and LCSP arrangements and apply when staff, including volunteers, have (or alleged to have):

- behaved in a way that has harmed a pupil, or may have harmed a pupil;
- possibly committed a criminal offence against or related to a pupil; or
- behaved towards a pupil in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children.

Should the allegation of abuse concern the DSL (currently the Head) the member of staff should inform the proprietor of Inspired Learning Group, Amit Mehta (07818 458424), who will act alongside the Board Level Lead for Safeguarding (Michelle Fennelly). It will be the proprietor's responsibility to contact the LADO.

If the allegation concerns a member of staff, supply staff, the Head or a volunteer he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The School will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case. In the case of allegations against supply staff, the School will take ownership of the investigations and keep the supply agency fully updated on the case.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is



malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice. A copy will only be provided to the individual concerned following consultation with appropriate agencies and agreement has been reached as to what information can be disclosed. Allegations proven to be false, unsubstantiated or malicious will not be included in employer references.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. The School recognises it has a duty of care to staff but may take action in the event of allegations against staff in accordance with its disciplinary procedures. The School will ensure support is in place for individuals facing an allegation and a representative will be appointed to keep the individual informed of progress of the case and to consider what other support is available and appropriate for the individual.

During the course of the investigation the School, in consultation with the LADO, will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 and in Keeping Children Safe in Education 2020, relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Allegations against a member of staff or supply staff who is no longer at the School (including historical allegations) should be referred to the police.

Any pupils who are involved will receive appropriate care.

Staff should also have regard to the Staff Employment Manual (Staff Code of Conduct) to minimise the risk of allegations being made.

6.5 WHISTLEBLOWING

If staff and volunteers have concerns about poor or unsafe practices or potential failures in the School's safeguarding regime, these should be raised in accordance with the School's Whistleblowing Policy. Concerns regarding the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm may be dealt with in accordance with the School's Managing Allegations of Abuse against staff procedure (see above). There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feels that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (tel: 08000280285 or email: help@nspcc.org.uk).

6.6 EXTERNAL REFERRALS



We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to involvement of the LADO, schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Collingwood School, in liaison with the LADO, will make such a referral without delay after the resignation or dismissal of any individual (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School will consider making a referral to the Teacher Regulation Agency (TRA) (formerly NCTL) as required by sections 141D and 141E of the Education Act 2002 and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The Secretary of State may investigate the case, and if he/she finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

As mentioned in Section 4.11, from October 2015, section 5B of the Female Genital Mutilation Act 2003 placed a statutory duty on teacher professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School's designated safeguarding lead and involve children's social care as appropriate.

Should historical allegations of child abuse be made against a teacher who is no longer teaching, the School will, in accordance with Keeping Children Safe in Education 2020, report the matter to the police. Similarly, allegations against a teacher who is no longer working at the School will also be referred to the police. All allegations of historical abuse should be referred to the Head / DSL straight away.

6.7 SAFER RECRUITMENT OF STAFF AND VOLUNTEERS

All staff recruited will be subject to an enhanced DBS check and at least two personal references will be sought to determine suitability to work with children and to check that information is not contradictory or incomplete. Further checks will be put in place according to the School's recruitment procedures.



Personal references must always be obtained from the candidate's current employer. Where a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the school or organisation at which they were employed. Such references should be given by a senior person with the appropriate authority and knowledge of the employee. Where possible, references will be obtained prior to interview in order to make an informed decision before the recruitment process continues. Any information provided by a candidate on their application form or from a referee should then be verified and electronic references should also be checked as legitimate. Telephone verification will be made of written references for this purpose.

Even though volunteers are not all involved in regulated activity, they will still be subject to the appropriate level of DBS check before appointment to their role. A risk assessment will be made depending on the level of activity.

All appointments of senior management team members will require an additional check to determine if they are prohibited under Section 128 provisions. This includes internal promotions to management roles.

Full details of the School's recruitment procedure can be viewed in the Staff Recruitment Policy.

6.8 COMMUNICATION - PARENTS

In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL / Head who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought without delay from the LADO. It should be noted that parental consent is not required for referrals in which there is a belief that the child is at risk of significant harm.

6.9 COMMUNICATION - CHILD PROTECTION RECORDS

All concerns, discussions and decisions (with reasons) made in accordance with this policy will be recorded in writing. Any written records are kept in the locked Safeguarding file. According to data protection law, any time this file is accessed, it will be dated and signed. Files are kept in chronological order.

Most records of the school are kept on the 'Confidential Log' on the school's MIS system. This is password-protected area and only the DSL or Deputy DSL can add or edit pupil details. Any entries are recorded by date.

When pupils leave the school, their child protection file is transferred to the new school as soon as possible and separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. The designated safeguarding leads and SENCO at the receiving school are informed.



In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. It may also be deemed necessary for future support staff, such as the SENCO, to provide with suitable information about the child.

6.10 MONITORING AND EVALUATION OF THIS POLICY

The School monitors and evaluates its safeguarding policy and procedures through the following activities:

- Governing body visits to the School;
- Senior management team discussion sessions with children and staff
- Frequent scrutiny of attendance data (half termly checks)
- Regular analysis of a range of risk assessments
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the School e.g. sufficient account must be taken of the nature, age range and other significant features of the School, such as historical issues, in the provisions made for safeguarding.
- A termly report on Safeguarding to governors
- An annual review of the school's safeguarding policy and procedures is undertaken in the Governor's Meeting and Safeguarding audit in Autumn of each year.
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior management team and the governing body each term in the committee meetings
- Regular review of parental concerns and parental questionnaires
- Regular review of training offered to staff, including e-safety training.

Reviewed Oct 2020 - L Hardie

APPENDIX 1

DEFINITIONS OF ABUSE – KCSIE 2020

Abuse: 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. Abuse can take place wholly



online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Physical abuse

- Hitting, shaking, throwing, poisoning, burning or scalding, suffocating or otherwise causing physical harm to a child
- May also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after, commonly described as factitious illness by proxy or Munchausen Syndrome by proxy.

Neglect

- Persistent failure to meet a child's basic physical and / or psychological needs, likely to result in serious impairment of the child's health or development
- May involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment
- Also neglect of, or unresponsiveness to a child's basic emotional needs.

Emotional Abuse

- Persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- May involve conveying to children 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.
- 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 from participating in normal social interaction
- May involve seeing or hearing the ill-treatment of another
- May involve serious bullying (including cyber-bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

Sexual Abuse

- Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening
- May involve physical contact, including penetrative (eg rape) or non-penetrative acts
- Non-contact activities such as involving children in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.



- Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

APPENDIX 2 - Signs of abuse

Physical Signs

- Bruising (especially unusual locations, patterns or differing age. Also black eyes, grasp marks, the imprint of an object)
- Burns and scolds (always cause for concern, especially in clusters: cigarette burns)
- Bites (especially adult size)
- Cuts and lacerations (especially when severe, regular or unusual)
- Mouth injuries (particularly young children)
- Fractured or broken bones
- General condition (e.g. lethargy, tiredness, unkempt appearance etc.)
- Poor physical condition (e.g. underweight, frequently ill etc.)

Behavioural Signs

- Changes in behaviour with no apparent explanation
- Aggressive behaviour or severe tantrums
- Regression (e.g. developmental progress such as speech or toilet training slows or stops)
- Deterioration in school work
- Fear or wariness of adults (e.g. goes quiet when adults enter the room or approach the child)
- Reluctant to go home
- Relationship difficulties (with adults or other children); relationships between child and adults, which are secretive and exclude others
- Distress or crying (without explanation)
- Soiling or smearing
- Disturbed sleep, nightmares, bed wetting
- 'Tummy pains' with no medical reason
- Eating problems, including over-eating, loss of appetite
- Low self esteem
- An air of 'detachment' or 'don't care' attitude
- Depressed, withdrawn or seen as a loner
- Inappropriate sexual conduct; sexually explicit behaviour, play or conversation, inappropriate to the child's age; continual and inappropriate or excessive masturbation
- Unwillingness to remove clothes (but this may be related to cultural norms or physical difficulties)
- Describes abusive events



NB: if a child describes sexual abuse of him or herself or someone else do NOT question. Reassure the child that it is OK to tell; you will arrange for someone to talk to them who can help AND you cannot keep it a secret. Make notes (what the child actually said, how they acted)

Other signs

- Mental health problems can be an indicator that the child is at risk of abuse or has suffered abuse
- Inadequate parental explanation
- Parental behaviour (e.g. depression, anxiety, mood swings, aggression, indication of alcohol or substance abuse)
- Domestic violence
- High or unreasonable expectations of child
- Unusual descriptions of child (e.g. provocative, naughty, spoilt or negative attitudes)

Self harm

- Regular or unexplained absences
- Failure to attend to illness or injury.
- Failure to keep medical appointments.

These signs are not evidence in themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts

APPENDIX 3

Definitions of child sexual exploitation and signs to recognise (from KCSIE 2020)

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.

Possible signs of CSE

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.

Definitions of child criminal exploitation and signs to recognise (from KCSIE 2020)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Possible indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;

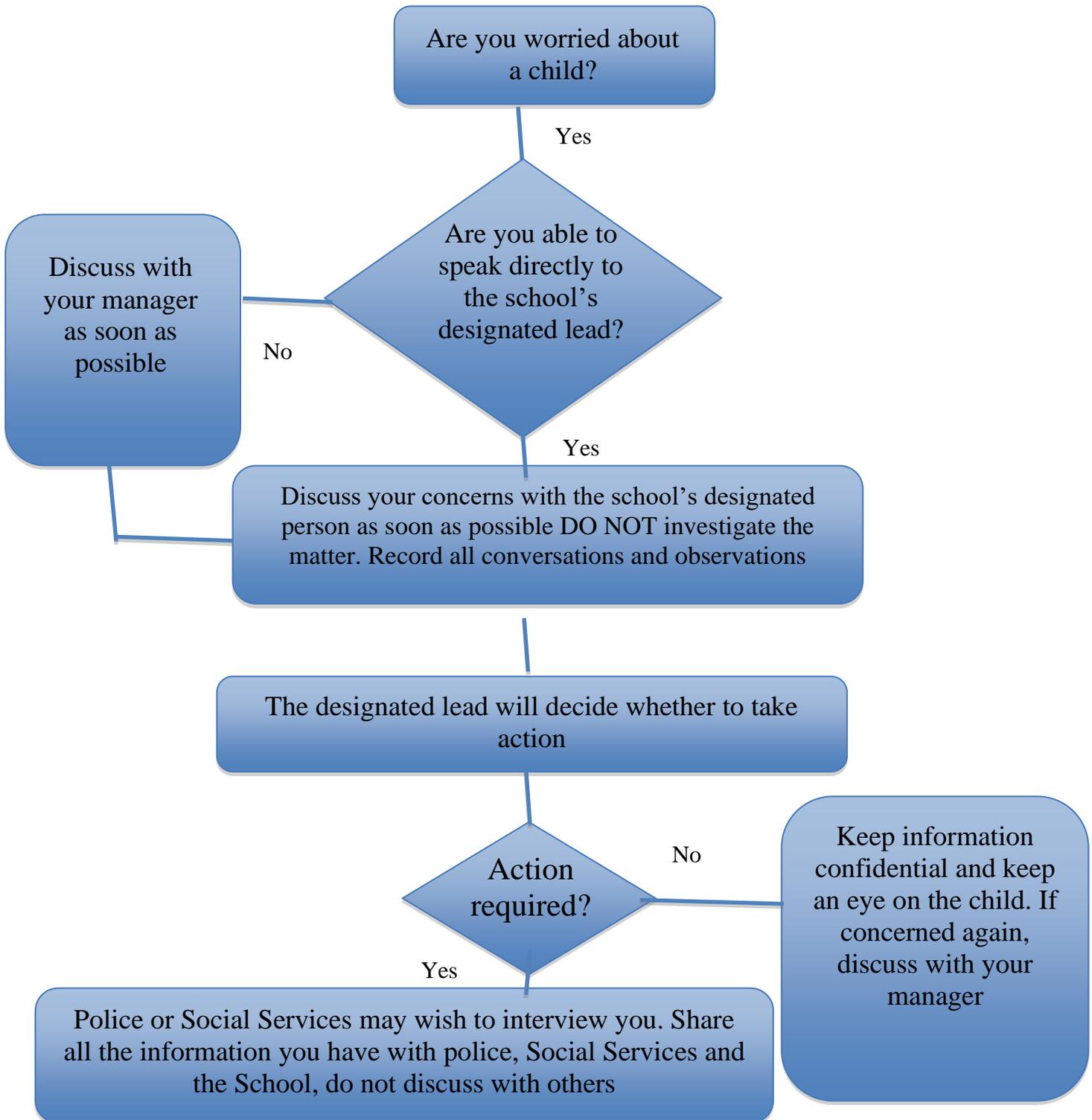


- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.



APPENDIX 4

Flowchart for a member of staff worried about a pupil





Designated Safeguarding Lead role description

The local governing body should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).

Deputy designated safeguarding leads

The deputy DSL and Early Years DSL are to be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher (or Designated Safeguarding Board Level Governor) to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (the deputy and EYFS Lead) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:



- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding leads should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCP to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

APPENDIX 6



External Agency Contact Information

The School's points of contact for children who are the focus of concern are as follows:

External Agency Contact Information

London Borough of Sutton website for child protection:

https://www.sutton.gov.uk/info/200302/child_protection/476/child_protection_enquiries

Children's First Contact Services (formerly MASH) Mobile: 07736 338962 Tel: 020 8770 6001

Email: childrensfirstcontactservice@sutton.gov.uk

Child Protection Co-ordinator (LADO) 020 8770 5776

Out of Hours Emergency Duty Team 020 8770 5000

Police Emergency 999

Police Non-Emergency 101

OFSTED Safeguarding Children 08456 404046 (Monday to Friday from 8am to 6pm)

Whistleblowing@ofsted.gov.uk

Disclosure and Barring Service 01325 953795

PO Box 181, Darlington, DL1 9FA

National College for Teaching & Leadership 0345 609 0009

Extremism:

Department for Education dedicated helpline for staff and governors: 020 7340 7264 and

counter-extremism@education.gov.uk

Other useful contacts

Disclosure and Barring Service (DBS)

PO Box 181, Darlington, DL1 9FA

Tel: 01325 953795

Teacher Regulation Agency (formerly the National College for Teaching and Leadership)

Teacher misconduct

Email: misconduct.teacher@education.gov.uk

Telephone

0207 593 5393

Qualified teacher status

Email: qts.enquiries@education.gov.uk

Telephone

0207 593 5394



Member of staff responsible: L Hardie (Head)

Last reviewed: October 2020

Head:

Policy witnessed and signed by School Proprietor & Chair of Governors:

Mr A Mehta

Mr D Tidmarsh

