



*The Federation of St Elphege's  
and Regina Coeli Catholic Schools*



# **Safeguarding Policy (Incorporating Child Protection)**

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Campbell (Deputy Head Teachers)**

**Ratified by the Governing Body December 2015**

**Review December 2016**



## **Safeguarding Statement**

The Federation St Elphege's and Regina Coeli Catholic Primary Schools will give every child the best possible education because each individual is uniquely created and precious to God. As a Catholic community, guided by the Holy Spirit we will follow the example of Jesus Christ in all aspects of daily life.

We are committed to safeguarding and promoting the welfare of children in all circumstances and expect all staff and volunteers to share this commitment.

We ensure that we:

- practise safer recruitment in checking the suitability of staff and volunteers to work with children
- equip the children with the skills needed to keep themselves safe
- establish a safe environment in which children can learn and develop in confidence and independence
- work within the school's Safeguarding Policy

The Safeguarding Policy has clear procedures in place which all staff are aware of. Parents and carers are able to read the Policy on the school website and are free to discuss issues surrounding policy and practice with the Executive Headteacher, Deputy Headteacher or Chair of Governors.

Sometimes we may need to share information and work in partnership with other agencies where there are concerns about a child's welfare. We will ensure that our concerns are discussed with the parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

If you are concerned about a child's welfare, please record your concern, and any observations or conversation heard, and report to one of the Designated Persons as soon as possible the same day. Do NOT conduct your own investigation.

If your concerns relate to the actions or behaviour of a member of staff (which could suggest that s/he is unsuitable to work with children) then you should report this to one of the Designated Persons in confidence, who will refer the matter to the Headteacher (or the Chair of governors if the concern relates to the Headteacher) - who will consider what action to take.

Details of the Designated Persons for the Federation of St Elphege's and Regina Coeli Catholic Schools can be found on the next page.



*The Federation of St Elphege's  
and Regina Coeli Catholic Schools*



## **Safeguarding Children Policy and Procedure**

**December 2015**

<b>St Elphege's</b>	<b>Regina Coeli</b>
<b>Designated Person for Safeguarding</b> Mr M Jones 0208 669 6306 cp@stelphegesrcschools.org.uk	<b>Designated Person for Safeguarding</b> Mrs M Campbell 020 8688 4582 deputy@reginacoelischool.co.uk
<b>Deputy Safeguarding Leads</b> Ms E Carlino, Mrs R Duffy & Mrs K Jones 0208 669 6306 cp@stelphegesrcschools.org.uk	<b>Deputy Safeguarding Lead</b> Mrs T Christoforou 020 8688 4582 deputy@reginacoelischool.co.uk
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<b>Sutton MASH Team</b> 020 8649 0418	<b>Croydon MASH Team</b> 020 8726 6464
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# **SAFEGUARDING CHILDREN POLICY & PROCEDURE**

## ***"THE WELFARE OF THE CHILD IS PARAMOUNT"***

At The Federation of St Elphege's and Regina Coeli Catholic Schools the safety and welfare of our pupils/students is of the utmost importance. Because of the day-to-day contact with children/young people, our staff are well placed to observe the outward signs of abuse.

All adults working in the school must protect children/young people from harm and abuse, including Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and Radicalisation/Extremism (Prevent Duty) and be aware that any pupil/student may be at risk. (see appendix 1)

We have a duty to safeguard and promote the welfare of our pupils/students under the Education Act 2002 and Children Act 1989 through identifying any child/young person welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

In addition to our child protection policy and procedures, we have policies and procedures to cover the roles of staff, pupils/students and parents in respect of health and safety, anti-bullying, e-safety, positive handling, racism and discrimination, FGM and Radicalisation/Extremism (Prevent Duty) .

We also ensure that issues of safeguarding are raised with pupils/students through the Personal, Social and Health Education (PSHE) curriculum. Our policy applies to all staff, governors and volunteers working in the school and pupils/students and parents are informed about this and our other policies in the school prospectus and on our website.

There are a number of elements to our policy:

- Ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with children;
- Raising awareness of child protection/safeguarding issues amongst all staff and volunteers and of what to do if they have concerns;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings;
- Establishing and maintaining a safe environment in which children feel secure and are encouraged to talk freely about anything that concerns them;
- Ensuring children/young people know there are adults in the school who they can approach if they are worried about anything;

- Including opportunities in the PSHE curriculum to develop and equip pupils/students with the skills needed to recognise risks and stay safe from abuse;
- Supporting pupils/students who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer; and
- Ensuring staff follow accepted “safe practice” principles when working with pupils/students.

If there are Child Protection concerns the **London Child Protection Procedures** (*London Safeguarding Children Board, 5<sup>th</sup> edition, 2014*) must be followed (available on the staff shared area, and also available from the designated safeguarding person. It can also be found at ([www.londonscb.gov.uk/procedures](http://www.londonscb.gov.uk/procedures) ). The Sutton Local Safeguarding Children Board (LSCB) has adopted these procedures. This policy and procedure also accords with:

- “Working Together to Safeguard Children” (*HM Government, 2015*).
- ‘Keeping Children Safe in Education’ DfE July 2015 (KCSIE)

If lower level concerns or needs (i.e. not child protection) are identified about a particular pupil/student the Sutton Common Assessment Framework (flowchart available at [www.sutton.gov.uk](http://www.sutton.gov.uk)) should be followed.

## DEFINITION AND PRINCIPLES

Safeguarding and promoting the welfare of student relates to any child or young person (i.e. under 18 years of age) who has suffered from, or **may be at risk of** physical injury, neglect, emotional and/or sexual abuse and CSE, FGM and Radicalisation/Extremism .

A child is any person who has not yet had their eighteenth birthday. Social Work Teams will also act to protect unborn children and offer ongoing support, up to 25 years, to some children who have been in care.

Government’s specific ambition for children is that they will achieve the Every Child Matters key outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being.

## CREATING A CHILD PROTECTIVE CONTEXT

Children are best protected in a context where all aspects of their welfare are taken into account and where there is proper planning for events and activities.

### *Early Help Pathways*

Working Together to Safeguard Children (2013) sets out a clear expectation that local agencies will work together and collaborate to identify those children with additional needs and provide support as soon as a problem emerges. Providing early help is far more effective in promoting the welfare of children – and keeping them safe – than reacting later, when any problems, for example neglect, may have become more entrenched. The importance of using a child centred approach in following the child's journey is also emphasised. All services which are provided must be based on a clear understanding of the needs and the views of the individual child in their family and community context.

## DESIGNATED SAFEGUARDING LEAD FOR CHILD PROTECTION

Our Designated Safeguarding Leads for children are **Mr M Jones (St Elphege's)** **Mrs M Campbell (Regina Coeli)** and other staff available to provide safeguarding cover when they are absent are **Ms E Carlino, Mrs R Duffy (St Elphege's) and Mrs T Christoforou (Regina Coeli)**. Mrs F Hawkes, Mrs K Jones and Mrs Christoforou are Deputy Designated Persons for The Federation. All of the above named persons are responsible for child protection issues. Any member of staff concerned about a pupil/student should tell the Designated Safeguarding Lead or, in his/her absence, the other designated staff, immediately. If they are unavailable, a senior member of staff should be advised. We also have a nominated governor for child protection who is **Mrs A Manning**.

### **The Designated Safeguarding Lead has a responsibility to:**

- Liaise with the nominated governor, the Multi Agency Safeguarding Hub (MASH) local authority Education and Children and Family Services, Police and other agencies on individual child protection cases;
- Act as the contact person within the school, providing advice and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the governing body) are aware of their role;
- Be responsible for co-ordinating action within the school on child protection issues;
- Discuss individual cases with staff on a "need to know basis" to protect children's right to confidentiality;
- Oversee the planning of any curricular or other provision in relation to child protection/safeguarding matters;
- Ensure staff are familiar with this Policy and Procedure, the London Child Protection Procedures, and any other relevant guidance;
- With any other relevant staff (e.g. tutor, year head), represent the school at child protection meetings and be a member of a core group if required;
- Raise awareness about child protection on an ongoing basis;

- Together with the head teacher and local authority safeguarding children training officer, arrange regular training for **all according to their roles and responsibilities** and that all training undertaken is recorded on the schools' Single Central Record (SCR);
- Ensure that they the Designated Safeguarding Lead and other staff who provide significant cover receive update training at least every 2 years and recorded on the SCR.

## THE ROLE OF INDIVIDUAL STAFF

Everyone in the school must be alert to the possibility that any pupil/student, regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect, exploitation, FGM and Radicalisation/Extremism and must be familiar with all of these procedures as set out in KCSIE July 2015. All staff must read section 1 of KCSIE and a record logged on the school's Single Central Record. Concern about a pupil/student must be discussed with the Designated Safeguarding Lead immediately so that if necessary, a referral can be made without delay.

Members of staff should not investigate child protection/safeguarding concerns, but gather information including any witnesses of an incident. An investigation is done by Children's Social Services and or the Police. However, if a pupil/student says something, it is vital to listen carefully, so you can record and report it accurately and pass onto the Designated Safeguarding Lead as soon as possible.

## CONFIDENTIALITY OF RECORDS

Our pupils/students and their parents/carers have the right to expect all staff to deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents/carers and, where appropriate, pupils/students should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a child or young person. Child protection issues relating to individual cases **must not** be subject to open discussion in the staff room or elsewhere in the school.

Members of staff should also remember not to promise to pupils/students to keep "secrets" (*see procedure below*).

## WORKING WITH CHILDREN

We recognise that children and young people who are abused, neglected, or who witness abuse or neglect may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and a sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;

- the school behaviour policy which is aimed at supporting vulnerable pupils/students in the school; we will ensure that pupils/students know that some behaviour are unacceptable and that they are valued and not blamed for any abuse which has occurred;
- liaison with other agencies that support pupils/students such as social services, the child and adolescent mental health service, the borough school attendance service and the educational psychology service; and
- ensuring that, where a pupil/student with a child protection plan leaves the school, their information is transferred to any new school immediately and that their social worker is informed.

In order to enhance the curriculum, children are taken off-site from time-to-time, this includes residential trips. When children are off-site, safeguarding is of an equal concern. Appendix 4 provides procedural guidance for these circumstances.

<p><b>RECRUITMENT, SELECTION, TRAINING AND SUPERVISION OF ALL STAFF, VOLUNTEERS AND VISITORS</b></p>
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In our recruitment and selection of staff and volunteers we will at all times adhere to the Government guidance contained within “*Working Together to Safeguard Children*” (HM Government 2015), ‘*Keeping Children Safe in Education (DfE July 2015)*’.

In particular we will ensure that:

- For good practice, our interview panel includes at least one member who has completed safer recruitment training,
- that we always follow up gaps in previous employment,
- that we always require specific references from employers for the last five years and
- that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service (DBS) information has been received
- All visitors to the school, including parent helpers, will be required to sign in on arrival to the school site. The school will ensure that they have received the appropriate school provided literature on safeguarding procedures and the school’s code of conduct (see Appendix 1)

We keep a single central record (SCR) of all staff with the date and outcome of their DBS check so at all times staff, pupils/students and parents can be assured this has been done.

The school is aware of and takes notice of ‘Disqualification by Association’ Guidance 2015 where relevant to the school community and responds in a timely manner.

## CONTRACTORS AND OUTSIDE SERVICES

We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy and the attached procedure. The contractor or individual must agree to this in writing.

In particular we require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information. Checks are usually only required if a contractor's member of staff will be left unsupervised.

This policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

## DEFINITIONS OF ABUSE

The following definitions of abuse are set out in statutory government guidance and provide the framework for responding to risk to children.

Abuse and neglect are forms of maltreatment. A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger.

### **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 - see definition of Fabricated or Induced Illness.

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

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Sexual abuse**

Sexual abuse involves 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. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

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 Section 5 Sexual Offences Act 2003.

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

### **e-Safety**

Please refer to the Federation Internet Safety Policy.

### **Neglect**

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

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

### **Further Definitions**

As well as the definitions above, there are circumstances which can be indicative of abuse, or constitute abuse and are in any case, damaging to children. You should be aware of the need to act on concerns about the following.

### **Domestic (Family) Violence**

Domestic or Family Violence adversely affects children, whether or not it is significant enough to warrant action under Child Protection Procedures.

When a member of staff becomes aware that a child may be living in a household where there is emotional, physical or sexual violence, they should attempt to find out whether the family are receiving help and should consider contacting the referral or advice lines below.

## **Bullying**

Staff should be aware of and act in accordance with the school's anti-bullying policy..

Bullying is not acceptable behaviour. Staff members witnessing a child being bullied or receiving complaints over bullying have a duty to do whatever is within their power to stop the situation, while avoiding putting themselves or the child in danger.

Staff should always discuss instances of bullying with a senior manager. This should occur immediately if the situation is beyond their ability to deal with.1

It is important to be aware of the possible use of weapons to covertly, or overtly threaten. All actual or threatened use of weapons or threat of physical force must be reported to the Police.

## **Children Who Go Missing From Care and Home**

The London Child Protection Procedures define a child as 'missing' if their whereabouts are unknown, whatever the circumstances of their disappearance.

Children who go missing place themselves at risk of substance abuse, exploitation and addiction. There is a very high correlation (probably 98%) between children who go missing and those who are sexually exploited. Missing children should be reported to the Borough Police Missing Persons Unit.

## **Children Missing From Education (CME)**

A Child Missing from Education is defined by the DfE as "a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)." In Croydon, referrals for CME are accepted after 10 working days of reasonable checks being carried out by the educational provider and their Designated Safeguarding Lead. In Sutton, CME referrals are to be completed for children believed to be, or were, resident in Sutton and have gone missing or are not on a school roll.

In Sutton and Croydon, the main reasons behind Children Missing from Education are those who fail to start at an appropriate education provision either at the start of the new academic year or following a mid-year transfer, becoming lost from school rolls, or failure to register at a new school when moving in or out of the Borough.

Sutton: Children Missing in Education	Croydon: Children Missing in Education
020 8288 5609 020 8288 5693	0208 726 6000
thelma.kingston@sutton.gov.uk.cjism.net	ChildrenMissingfromEducation@croydon.gov.uk

## **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse. Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

Schools will refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk

## **Child Trafficking**

Child trafficking is the recruitment and movement of children for the purpose of exploitation; it is a form of child abuse. Children may be trafficked within the Country, or from abroad. It overlaps with Sexual Exploitation and Private Fostering. Children may be trafficked for:

- Sexual exploitation
- Labour exploitation
- Domestic servitude
- Cannabis cultivation
- Criminal activity
- Benefit fraud
- Forced marriage
- Moving drugs.

## **Private Fostering**

Private Fostering arrangement is one that is made privately between two parties without the involvement of the Local Authority for a child under the age of 16 (18 if disabled). This arrangement would be with someone who is not a parent or close relative, and lasts 28 days or more.

Private Fostering is used as a form of childcare by parents who are not able to take care of their child on a day to day basis, for whatever reason. However, unreported Private Fostering Arrangements can be used in order to exploit children.

The Law requires that the Local Authority should be informed at least six weeks

in advance of a Private Fostering arrangement or 48 hours after the arrangement has been made if in an emergency. Social Workers will:

Check the suitability of the Private Foster Carers through checks and assessment;

Make regular visits to the child and monitor the standard of care; and

Ensure that Private Foster Carers and birth families have all the necessary information and advice they require.

### **Forced Marriages**

No faith supports the idea of forcing someone to marry without his or her consent. This should not be confused with arranged marriages between consenting adults.

### **Under-age Marriages**

In England, a young person cannot legally marry or have a sexual relationship until they are 16 years old or more.

### **Female genital mutilation (FGM)**

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK. FGM is carried out on children between the ages of 0–18, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health

FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy

Since 31 October 2015 it is a legal requirement to report known cases of FGM (visually identified or verbally disclosed) to the police under the FGM Mandatory Reporting Duty. Any such disclosures will be referred to the police by contacting them on the 101 number. This duty does not apply in relation to “at risk” or suspected cases. In these cases the Designated Person will make appropriate and timely referrals to MASH if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to MASH even if it is against the pupil’s wishes.

### **Ritualistic Abuse**

Some faiths believe that spirits and demons can possess people (including children). What should never be condoned is the use of any physical violence to get rid of the possessing spirit. This is physical abuse and people can be prosecuted even if it was their intention to help the child.

**See Appendix 3 for Signs and Symptoms of Abuse and Neglect**

## **Safeguarding Children and Young People Vulnerable to Violent Extremism** **(PREVENT DUTY)**

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, schools should be alert to changes in children's behaviour that could indicate that they are in need of protection.

School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. This may include making a referral to the Channel programme" (Keeping Children Safe in Education, Department for Education, July 2015)

Our school safeguarding policy therefore complies with the schools duty under Section 26 of the Counter Terrorism and Security Act 2015 in accordance with the Department of Education advice for schools specific guidance for schools.

### **Prevent**

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn 2015. This duty is known as the **Prevent duty**. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

## **Channel**

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

## **RECOGNITION**

The first indication of concern about a pupil's/student's welfare is not necessarily the presence of a serious injury. Concerns may be because of:

- bruises or marks on a pupil's/student's body;
- remarks made by the pupil/student, another pupil/student, a parent or another adult;
- observations of the pupil's/student's behaviour;
- unexplained changes in the pupil's/student's behaviour or personality;
- evidence of disturbance or explicit detail about abuse or possible abuse in a pupil's/student's play, drawing or writing;
- evidence of neglect, failure to thrive or exposure to unnecessary risks;
- unauthorised absence from school; and / or
- information about the parent(s) / carer(s) of the child/young person or their home background.

# What to do if you are concerned that a child is being abused.

## CHILD PROTECTION PROCEDURE

### **DO NOT DELAY**

- Tell the Designated Safeguarding Lead as soon as you can - it may be necessary to interrupt a lesson to do this - do not leave notes in the Designated Safeguarding Lead's pigeonhole as they may not get back to check their post until the end of the day once the pupil/student has gone home;
- Early referral gives more time to offer help to the pupil/student and family before the situation becomes severe or serious;
- When the matter is already severe or serious, early referral gives more time for others to protect the pupil/student;
- The Designated Safeguarding Lead may consult the Children's Social Services, and MASH.

### **MAKE WRITTEN NOTES**

- At the earliest opportunity make a written record of your concerns - record facts accurately and be clear when you are expressing an opinion and the basis for this - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated;
- These notes must be given to the Designated Safeguarding Lead as soon as possible.
- Do not take photographs of any physical injuries, record on a body map (See Appendix 1) and also do not use audio to record disclosures.

### **CONCERN FROM SOMETHING THE CHILD SAYS**

**Listen** - do not ask questions or interrogate. Consider interpreting services if English is a second language.

**Remain calm** - if you are shocked, upset or angry the pupil/student will sense this and this could stop them from saying more.

**Reassure** - the pupil/student that s/he has done nothing wrong - tell them it is alright to talk.

**Do not promise to keep it secret** - tell the pupil/student you cannot keep the matter secret and will need to take advice from someone who can help.

## **REFERRAL PROCESS**

If a member of staff wishes to make a referral to Social Services or to the Police they should consult the Designated Safeguarding Lead about how to do this. However, referral must not be delayed - if the Designated Safeguarding Lead is not available a senior member of staff should be advised and the referral made to the Multi Agency Safeguarding Hub (MASH).

MASH is the Local Authority's 'front door' to manage all safeguarding referrals and to consider the most appropriate support available for families in need of help. The MASH team is made up of: Children's Social Care, Police Public Protection Desk, Health, Education, Youth Offending Service, Early Help and Youth Services, Probation and Housing.

Additional information is also available in the *London Child Protection Procedures*. The MASH social care team or the Education Safeguarding Children's Adviser will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made.

<b>Sutton MASH Team</b> 020 8649 0418	<b>Croydon MASH Team</b> 020 8726 6464
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## **REMEMBER**

- If in doubt, consult;
- do not ignore concerns, even if these are vague;
- your first responsibility is to the pupil/student; and
- if you need help or support to manage your own feelings, this can usually be provided.

## **CONTACT WITH THE FAMILY**

Contact with the family should be discussed with the Designated Safeguarding Lead, who may consult the MASH social care team or the Education Safeguarding Children's Adviser.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the pupil/ student from harm), the pupil/student (as appropriate), parent or carer should be informed that the matter must be referred to the Children and Family Social Work Service via the MASH.

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help (e.g. the Children and Family Social Work Service), but if concerns persist, the Designated Safeguarding Lead will need to refer to the MASH .

**In cases where there are suspicions of sexual or physical abuse, or when the child appears very frightened of their parents and fears reprisals, the Designated Safeguarding Lead will seek immediate advice from the MASH before discussing this with the family.**

## **CONCERN ABOUT A STAFF MEMBER, CARER OR VOLUNTEER**

- Allegations or concerns about a member of staff, worker or volunteer must immediately be notified to the head teacher (or the chair of governors if the concern is about the head teacher);
- The head teacher (or chair of governors) will always consult the Local Authority Designated Officer (LADO).
- Following consultation, the head teacher (or chair of governors) in agreement with the LADO will decide on appropriate action:
  - ❖ consider a Senior Strategy meeting
  - ❖ consideration of disciplinary proceedings
- It is important to bear in mind that although the concern may relate to an individual pupil/student, other pupils/students may also be at risk;
- The procedures are in the Working Together to Safeguard Children 2015 Chapter 2, Para 4, "Dealing with allegations of abuse against teachers and other staff and 'Keeping Children safe in Education (DfE July 2015).
- When appropriate with guidance from the LADO, consideration will be given to referral of a member of staff to the DBS for consideration of the case.
- If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.
- Further guidance can also be sought from the MASH.

### **HARM, FROM OR TO, OTHER CHILDREN**

- Abuse or concerns about a risk of abuse or harm by other children/young people is subject to the same safeguarding procedures as in respect of children or young people being abused by an adult;
- Professionals responding should be alert to the risk a child/young person may pose to children/young people other than any “current” victim; and
- Children or young people who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).

In such cases there will usually be a need to refer the alleged perpetrator of harm to the Children and Families Service.

### **REQUESTS FOR ASSISTANCE BY OTHER AGENCIES**

- All school staff have a legal duty to assist local authority Children and Family Social Care Services or the Police when they are making enquiries about the welfare of pupils/students;
- Information about a pupil/student must therefore be shared on a "need to know" basis with other agencies;
- When telephone requests for information are received, **always** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the student is on the school roll;
- Always advise the designated person about such requests for information;
- Requests for attendance at meetings about individual pupils/students (e.g. child protection conferences) should be notified to the designated person, who will arrange preparation of a report and attendance at the meeting;
- Reports should contain information about the child's/young person's:
  - ❖ academic progress, attendance, behaviour, relationships with children/young people and adults, family and any other relevant matters;
- Reports should be objective, distinguishing between fact, observation, allegation and opinion;
- Unless you specify otherwise, reports will normally be made available to the student's family.

## **PUPILS/STUDENTS SUBJECT TO A CHILD PROTECTION PLAN**

- The school will be told by the relevant local authority Children and Family Social Work Service when a pupil/student is subject to a Child Protection Plan (previously the Child Protection Register) whether the London Borough of Sutton or the London Borough of Croydon;
- The name of the key social worker must be clearly recorded on the pupil's/student's record;
- The school will participate fully in the work of Core Groups for these pupils/students to assist with the objectives of the Child Protection Plan for the pupil/student;
- When a pupil/student is subject to a Child Protection Plan, the school will report all unexplained absences even if only of a day;
- When a pupil/student is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- when a pupil/student who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

## **RECORDING**

- All records relating to child welfare concerns will be kept on the pupil's/student's file and the file will be kept secure - a chronology of concern should be kept;
- Where there are concerns about a pupil/student, the pupil's/student's file indicates this with a red sticker, making the files easily distinguishable from others where there are no concerns and our electronic files have an appropriate "flag" to indicate there are concerns about the pupil/student;
- We will keep written records of any concerns about pupils/students, even where there is no need to refer the matter immediately;
- Information from records will only be accessed by staff on a "need to know" basis;
- Key staff will need to know when a pupil/student is subject to a Child Protection Plan so they can monitor the pupil's/student's welfare;
- Records relating to the pupil's/student's welfare will remain on the pupil's/student's file as long as the pupil/student is at the school;
- When the pupil/student leaves the school, the new school will be advised in writing that our records contain information about child protection concerns even where these are no longer current. Records should be sent in a way that is lawful in terms of the requirements of the Data Protection Act.

## **GENERAL ISSUES**

All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local (LSCB) or national guidance.

## **SUTTON CONTACT DETAILS**

- LB Sutton Multi-Agency Safeguarding Hub (MASH) – 020 8649 0418/0420
- LBS Education, Safeguarding Children Adviser - 020 8649 0414 (if unavailable contact the MASH)
- LBS Education, Safeguarding and Wellbeing Lead – 020 8288 5630
- LB Sutton Children & Families, Referral & Assessment Service (RAS) - 020 8770 4343/4263
- LB Sutton (out of office hours) Children & Families Emergency Duty Social Work Team (EDT) - 020 8770 5000
- LBS Child Protection Advisor (Quality & Performance Unit) - 020 8770 4532 (if unavailable ask for the deputy or contact the Referral and Assessment Service)
- Local Authority Designated Officer (LADO) - 0208 770 4022. If there is a need to make a referral outside of these times call the Out of Hours service on: 0208 770 4322.

## **CROYDON CONTACT DETAILS**

- LB Croydon Multi-Agency Safeguarding Hub (MASH) – 020 8726 6464
- LB Croydon MASH- [mash.education@croydon.gov.uk](mailto:mash.education@croydon.gov.uk) - 02086047370
- Local Authority Designated Officer (LADO) - 0208 726 6400 ext 84322
- Early Help Pathways – [earlyhelp@croydon.gov.uk](mailto:earlyhelp@croydon.gov.uk)
- Family Justice Centre – [familyjusticecentre@croydon.gov.uk](mailto:familyjusticecentre@croydon.gov.uk) 0208 688 0100
- Information on Domestic Abuse - [www.croydon.gov.uk/domesticabuse](http://www.croydon.gov.uk/domesticabuse)

## **KEY SAFEGUARDING DOCUMENTS**

- Working Together to Safeguard Children - March 2015
- Keeping Children Safe in Education – DfE July 2015
- What to do if you think a child is being abused – DfE March 2015
- Advice for Schools on the Prevent Duty – DfE 2015
- Section 26 of the Counter – Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 – section 74 of the Serious Crime Act 2015 places a mandatory duty for schools to report from October 2015 to the police.

## ***FUTHER INFORMATION***

This policy should be read in conjunction with:

- Internet Safety Policy
- Data Management Policy
- Critical Incident Policy
- Intimate Care Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- Education for Personal Relationships (EPR) Policy
- SEND Policy
- Whistleblowing Policy
- Equality Policy

## Appendix 1

The Federation of St Elphege's and Regina Coeli Catholic Schools Safeguarding and Code of Conduct Procedures Leaflet.

<p><b><u>Recording information.</u></b></p> <p>Any concerns should be reported to the class teacher or Designated Safeguarding Lead and recorded accurately as soon as possible.</p> <p><b>Records of concern should include:</b></p> <ul style="list-style-type: none"><li>• Nature of your concern</li><li>• Evidence which led to your concern</li><li>• What was actually said by the child</li><li>• What you did / said</li><li>• Your name, signature and date.</li></ul> <p><b>It is not your responsibility to investigate any concerns but to pass on the information to the Designated Safeguarding Leads, as detailed below and on the front of this leaflet.</b></p> <p>It may be that you have a concern which feels vague. Please discuss this with one of the Designated Safeguarding Leads, <b>Mr M Jones</b> or <b>Mrs M Campbell</b>, who will then be able to advise you further.</p> <p><b><u>Protecting Yourself</u></b></p> <p>Visitors to the school should ensure that anything they say or do with children is done openly and with the knowledge of staff in school.</p>	<p><b>Do remember that other people could misinterpret your actions no matter how well intended.</b></p> <ul style="list-style-type: none"><li>• Please ensure that you sign in and out in the appropriate book.</li><li>• Please collect a visitors badge from the school office.</li><li>• If you have a DBS make sure the school office has a record of this.</li><li>• If you do not have a DBS please make sure staff are aware so appropriate precautions are taken.</li><li>• Always make sure that a member of staff knows where you are working.</li><li>• Do not engage in inappropriate behaviour or contact.</li><li>• Do not join in with children's contact games.</li><li>• Do not make suggestive remarks or use inappropriate language.</li><li>• Do not take children into a room on your own.</li><li>• Do not make direct contact with children you have met in school by phone, email letter or social networking sites.</li></ul> <p><b>Remember, your words or actions could be misinterpreted, no matter how well intended.</b></p>	<p><b><u>SAFEGUARDING PROCEDURES</u></b></p> <p><a href="#">A Guide for Volunteers and Visitors</a></p> <p><b>THE FEDERATION OF ST ELPHEGE'S AND REGINA COELI CATHOLIC SCHOOLS</b></p>  <p>If you have any queries regarding the information contained in this leaflet, please contact our Designated Safeguarding Leads <b>Mr M Jones</b> or <b>Mrs M Campbell</b>.</p> <p>Our governor responsible for Safeguarding is <b>Mrs A Manning</b> and can be contacted through the school office.</p> <p><i>19<sup>th</sup> Cc. God, all things are possible</i> <i>19<sup>th</sup> Cc. there is love, there is God.</i></p>
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## THE FEDERATION OF ST ELPHEGE'S AND REGINA COELI CATHOLIC SCHOOLS

### SAFEGUARDING PROCEDURES

As a visitor in our school, either as a volunteer, contractor or someone who is working with our children, it is important that you are aware of our safeguarding children procedures.

Our children's wellbeing is our highest priority. It is important that all adults in school know what to do if they have any concerns about a child and avoid any situation that may put a child and / or themselves at risk.

There may be times when you have cause for concern. This could be marks or bruises, something a child says or the condition that they are in at school. E.g. hungry or lacking personal hygiene. You may be approached by a child who wants to talk to you about something that has or is happening to them.

Children tend to choose someone they trust or know well.

***In every case you should not seek to investigate yourself but discuss concerns with one of the Designated Safeguarding Leads.***

## Child Protection

Designated Safeguarding Leads

**Mr M Jones  
Mrs M Campbell**

Deputy Safeguarding Leads

**Mrs K Jones  
Mrs T Christoforou**

### Identifying Abuse

There are four categories of abuse:

- Physical
- Sexual
- Emotional
- Neglect

Some signs are obvious to spot, others may be well hidden.

If you have worked with a group of pupils for some time, you may see changes in behaviour. Some changes may not necessarily indicate that a child is suffering abuse or neglect. However, it is important that you pass on concerns, however trivial, to the Designated Safeguarding Lead as this information may be a small part of a bigger picture.

### Disclosure from a child

If you are approached by a child wanting to talk, you should listen positively and reassure the child. Find a quiet place to listen and make sure you tell another adult what you are doing.

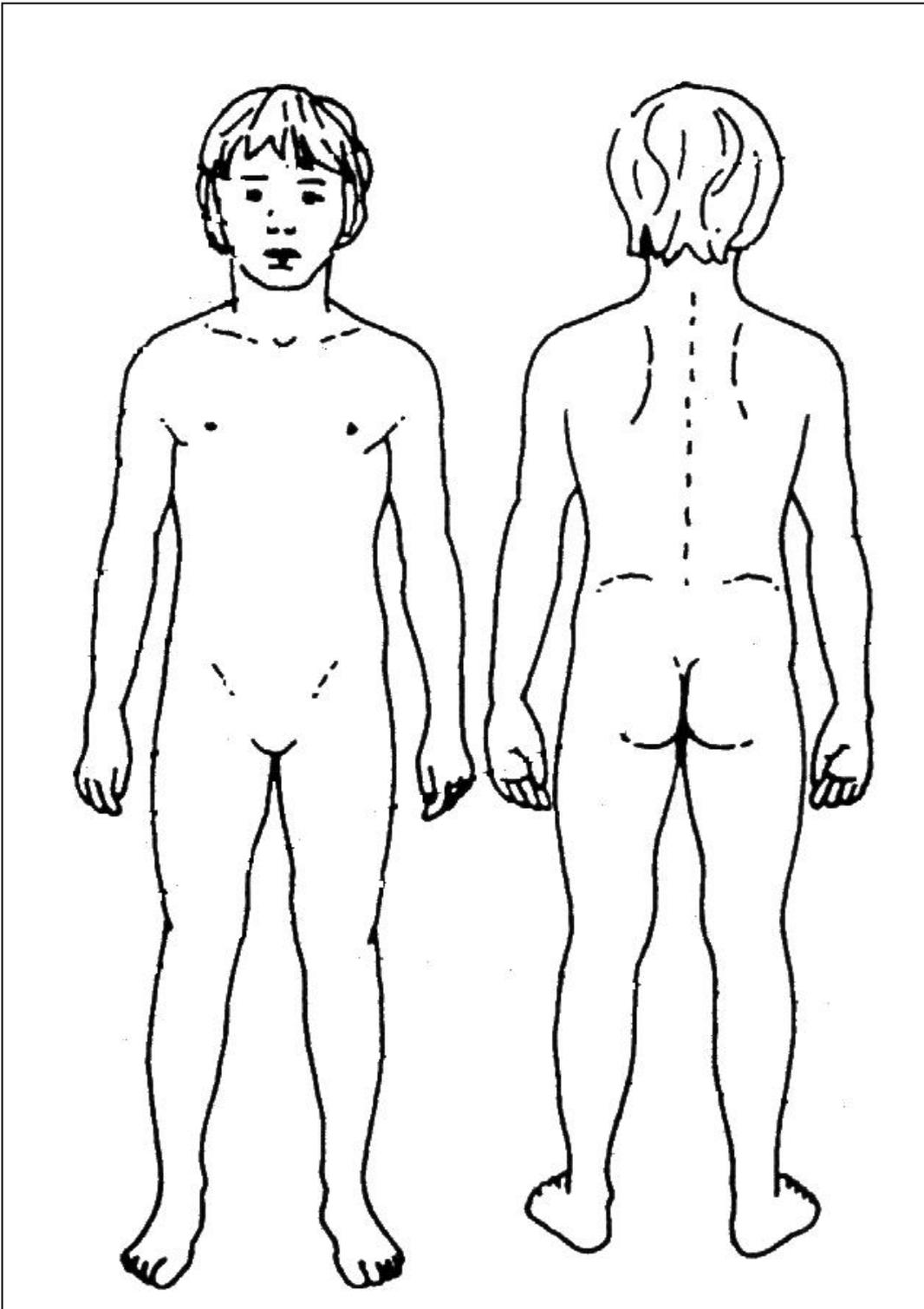
- Stay calm and controlled
- Be prepared to listen
- Do not make judgements
- Do not show revulsion or distress
- Do not make any promises
- Do not promise confidentiality
- Make sure they know you have to report concerns to people who can help
- Make sure that names and details are not revealed to anyone outside school.
- Do not question the child
- Reassure the child they have done the right thing to tell

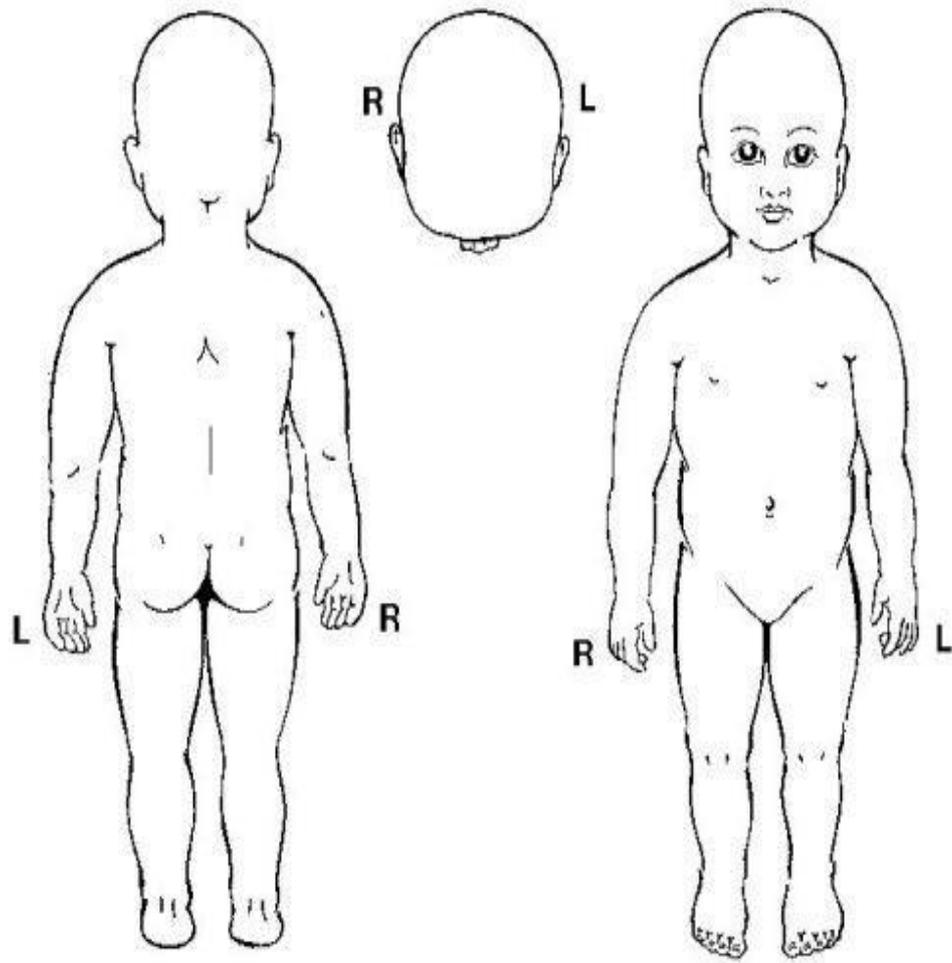
Dealing with issues of child abuse can be distressing but it is important to remember that children's names, details and the nature of the disclosure must remain **confidential**.

Should you feel that you require any support following a disclosure made to you by a child, please discuss this with the Designated Safeguarding Lead.

**Appendix 2**

Body Maps





## **Appendix 3**

### **Signs and Symptoms of Abuse and Neglect**

#### **Signs of Abuse**

Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however, have both a responsibility and duty, as set out in your organisation's child protection procedures, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.

The following information should help you to be more alert to the signs of possible abuse.

#### **Physical Abuse**

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place sometime later.

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks,
- Multiple burns with a clearly demarcated edge.

#### **Changes in behaviour that can also indicate physical abuse:**

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home.

#### **Emotional Abuse**

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-

cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

**Changes in behaviour which can indicate emotional abuse include:**

Neurotic behaviour e.g. sulking, hair twisting, rocking

- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress

**Sexual Abuse**

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is also important to remember that it not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

**The physical signs of sexual abuse may include:**

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

**Changes in behaviour which can also indicate sexual abuse include:**

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults

## **Neglect**

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

### **The physical signs of neglect may include:**

- Constant hunger, sometimes stealing food from other children
- Constantly dirty or 'smelly'
- Loss of weight, or being constantly underweight
- Inappropriate clothing for the conditions.

### **Changes in behaviour which can also indicate neglect may include:**

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised.

## **Bullying**

- Bullying is not always easy to recognise as it can take a number of forms. A child may encounter bullying attacks that are:
- Physical: pushing, kicking, hitting, pinching and other forms of violence or threats
- Verbal: name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional: excluding (sending to Coventry), tormenting, ridiculing, humiliating.

### **Persistent bullying can result in:**

- Depression
- Low self-esteem
- Shyness
- Poor academic achievement
- Isolation
- Threatened or attempted suicide

### **Signs that a child may be being bullied can be:**

- Coming home with cuts and bruises
- Torn clothes
- Asking for stolen possessions to be replaced
- Losing dinner money
- Falling out with previously good friends
- Being moody and bad tempered
- Wanting to avoid leaving their home
- Aggression with younger brothers and sisters
- Doing less well at school
- Sleep problems
- Anxiety
- Becoming quiet and withdrawn

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context.

## **Appendix 4**

### **Trips Away From School**

Children need to be kept safe when taking trips away from home. It is therefore important that rigorous child protection policies and procedures are in place, in addition to health and safety procedures, adequate insurance, etc. In putting together a trip away from home, some procedures to follow include:

#### **GENERAL**

- Ensure children know how to behave, e.g. through a behaviour policy.
- Getting written consent from parents and, if necessary, holding a meeting for parents to give them a briefing on the outing.
- Asking parents about any special needs or requirements for their children.

#### **USING ACTIVITY CENTRES AND OTHER EXTERNAL PROVIDERS**

- Use reputable organisations that have in place any licences or accreditation required (some adventure activities require specific licences).
- If possible, visiting the centre beforehand and complete a risk assessment. You can ask the centres for their own risk assessment and follow it up with your own.
- Get agreement on the activities to be undertaken if using an adventure activity provider.
- Ensure external providers have proper safety procedures in place (e.g. insurance, maintenance of equipment/ transport, health and safety policies, recruitment of staff to work with children, Child Protection policies etc).
- Ensure the accommodation is suitable.

#### **STAFF/VOLUNTEERS**

- Have a person trained in first aid and suitable equipment.
- When staying in self-catering accommodation a member of staff will need a food hygiene qualification (e.g. Level 2 NVQ in Food and Hygiene)
- Have adequate staff ratios. These will depend on the age of the young people and the activity being planned, but DfES guidance on a typical school trip to a museum or historical site are:
  - 1 adult to 6 pupils for under-eights (more adults if under-fives).
  - 1 adult to 10-15 pupils for eight to eleven-year olds.
  - 1 adult to 15-20 pupils for over-elevens.
- Ensure all those attending are aware of their roles and responsibilities.
- Ensure staff/volunteers are competent to lead children in activities.
- **EVEN GREATER CARE SHOULD BE TAKEN OVER TRIPS ABROAD.**

Two publications in particular provide more detailed information on planning trips away are:

- **Safe Sport Away**, produced jointly by the Amateur Swimming Association and the NSPCC.
- **Health and Safety of Pupils on Educational Visits** DFES (now DfE).