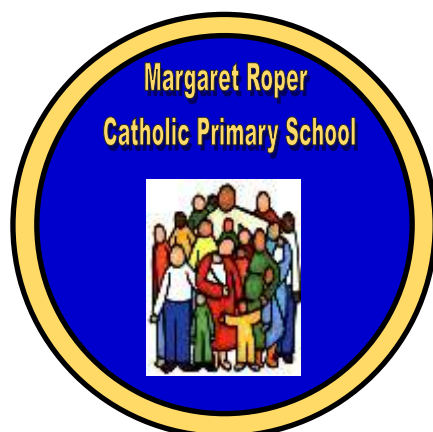


Margaret Roper Catholic Primary School Policy Review 26022020
Derived from the model safeguarding and child protection policy for schools and colleges in Croydon



Margaret Roper Catholic Primary School Safeguarding Policy 2019-20

Reviewed – December 2019, February 2020

Governors Ethos and Pupil Discipline Subcommittee

Approved

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Key contacts

School/college

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Headteacher/principal:

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Contact details: head@margaretroper.croydon.sch.uk

Designated safeguarding lead:

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Contact details: head@margaretroper.croydon.sch.uk

Deputy designated safeguarding leads:

Name: Miss Emma Holloway & Mrs Christine Garcia

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cgarcia@margaretroper.croydonsch.uk

Designated LAC teacher:

Name: Dermot Mooney

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Nominated governor for safeguarding:

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Local Authority Designated Officer (LADO):

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Tel: 0208 255 2889

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LADO: Jane Parr

Email: jane.parr@croydon.gov.uk

Tel: 0208 726 6000 (Ext. 84343)

Mob: 07985 590505

SPOC (Single Point of Contact):

For urgent child protection matters requiring immediate attention: Tel: 0208 255 2888

SPOC Professionals Consultation Line

Tel: 0208 726 6464

Email SPOC referrals to: childreferrals@croydon.gov.uk

Manager: Jonathan Lung (Service Leader, Children & Families))

Email: Jonathan.Lung@croydon.gov.uk

Croydon Safeguarding Children Board (CSCB)

Website: croydonlcsb.org.uk

[Safeguarding learning & development](#)

Email: safeguardingchildrenboard@croydon.gov.uk

Tel: 0208 604 7275

Part A: Core operational policies and procedures

1 Purpose of policy

This policy sets out how the school/college will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. The school/college will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm.

2 Roles and responsibilities

2.1 Croydon's Children Families & Education Directorate

The Directorate includes services that will support the school/college to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the borough, including an early help service
- providing statutory social work services under the Children Act 1989
- providing the school/college with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and online safety
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education, including children who are known to be home educated.

2.2 Governing Board

The term 'governors' and 'governing board' is used throughout to refer to whoever is responsible for fulfilling governance functions. This could be the governors of a maintained school, the trustees of a single or multi-academy trust, or the local governing board to the function in question has been delegated within a multi-academy trust.

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The Governing Board will ensure that the school/college meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- The school/college has the following policies in place and that these are regularly monitored, reviewed and updated where necessary;
 - safeguarding policies and procedures covering early help and child protection that are consistent with Croydon Safeguarding Children Board procedures and Croydon's internal policies
 - a staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media
 - a procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present.
- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.
- The Chair of the Governing Board is aware that they are responsible for liaising with the LADO in the event of an allegation against the head teacher.
- A senior member of staff is appointed as the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
- There is a designated teacher nominated to promote the educational achievement of looked after children and previously looked after children and that this person has received appropriate training for the role.
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy.

- Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the school/college and there are robust whistleblowing procedures in place.
- Steps are taken to ensure parents and pupils are aware of the school/college's safeguarding and child protection policies and procedures.
- Governors ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line.
- The school/college has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
- At least one member of the Governing Board has undertaken accredited safer recruitment training.
- All staff receive safeguarding and child protection training at least every two years and receive regular updates from the designated safeguarding lead to ensure they remain up to date with new legislation. Free safeguarding training is available for all Croydon schools via the [Learning & Development section of the CSCB website](#).
- The school/college has procedures in place to deal with allegations made against other pupils.
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.

2.3 Schools and head teachers/principals

The head teacher/principal will ensure that the school/college meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly and have read all the school/colleges' safeguarding and child protection policies, behaviour policies and the

CSCB children missing from education policy so that they are fully aware of their role in safeguarding children and are able to fully implement policies.

- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can make appropriate referrals to children's social care.
- Staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- Staff are encouraged to attend learning events and participate in audit activity provided by the Safeguarding Children Board as well as promote published learning from events and serious case reviews.
- Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
- The school/college offers a safe environment for staff and pupils to learn.
- Safeguarding issues are brought to the attention of the governing body.

2.4 Role of the designated safeguarding lead

The role of the designated safeguarding lead and their deputy is to take lead responsibility for safeguarding and child protection within the school/college and to be available during school hours for staff to discuss safeguarding concerns.

Additional procedures

The DSL and/or deputy DSL's will normally be available throughout normal school hours, including breakfast and after school club periods. In the very unusual event that the DSL and Deputy DSL's are not on site, for instance if all three are at a meeting, at least one of them will be available on the telephone and within 30 minutes travelling distance of the school if a need arose.

The designated safeguarding lead (and their deputy) will:

- liaise with and manage referrals to relevant agencies such as CSSW, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS);
- keep the head teacher/principal and the board of governors informed of on-going safeguarding and child protection issues and enquiries;
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals ;
- ensure the school's safeguarding and child protection policies are up to date and consistent with Croydon's Safeguarding Children Board policies and that policies are reviewed annually;
- ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them;
- attend regular training, including Prevent awareness training, and the designated teachers meetings hosted by Croydon and the Safeguarding Children Board in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices;
- provide regular updates to all staff members and governors on any changes in safeguarding or child protection legislation;
- have an awareness of those children who may be in need, young carers and children who have special educational needs and liaise with the SENCO when considering any safeguarding action for a child with special needs;
- liaise with the designated teacher for LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child;
- oversee child protection systems within the school/college, including the management of records, standards of recording concerns and referral processes;

- provide a link between the school/college and other agencies, particularly children's social care and the Croydon Safeguarding Children Board;
- ensure staff , including temporary staff, receive appropriate safeguarding and child protection training every 2 years;
- ensure parents are fully aware of the school/college policies and procedures and that they are kept informed and involved;
- ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools or colleges to enable continued support the child on transfer.

2.5 Working with parents and carers

The school/college recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

The school/college will:

- make parents aware of the school/college's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school/college policies available on the school/college web-site or on request;
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- consult with and involve parents and carers in the development of school/college policies to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers;
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

Additional procedures

Schools should also be aware of the additional guidance available from the DfE on dealing with issues around parental responsibility:

[*Understanding and dealing with issues relating to parental responsibility*](#)

2.6 Multi-agency working

The school/college will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and *Working together to safeguard children 2018*.

The school/college recognises its vital role in safeguarding school-age children and will co-operate with the Croydon Safeguarding Children Board to ensure joint working with partner agencies in order to improve outcomes for children in Croydon.

3 Safeguarding children

The school/college will carry out its duty to safeguard pupils which is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

The school/college will seek advice from the SPOC Professionals' Consultation Line to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.

The SPOC Professionals' Consultation Number is 0208 726 6464

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

[SPOC Referral Form](#)

Parental consent for referral will be sought but a referral will be made regardless of consent being given in cases where the child is at risk of significant harm.

Staff will also share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

3.1 Early help cases

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs
 - young carers
 - children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
 - children who frequently go missing from home, school or care;
 - children who are misusing drugs or alcohol;
 - children at risk of exploitation through modern slavery and trafficking;
 - children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
 - children who have returned home from care;
 - children who show early signs of abuse or neglect, including where there are concerns about the cumulative effect of low level neglect;
 - children at risk of radicalisation;
 - privately fostered children.
- Where the child's extra needs require services, consideration will be given to what early help support can be offered a child by the school/college.
 - If the child requires an early help service from another agency, the school/college will make a referral to the Single Point of Contact (SPOC) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

- Where the child is receiving an Early Help service, the school/college will work as part of the Team Around the Child (TAC) and take up the role of lead professional where this is appropriate.
- Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school/college believes that this is not the case, consideration should be given making a referral for a statutory social work service.

3.2 Referral for a statutory social work service

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the designated safeguarding lead or their deputy are most likely to have the most complete safeguarding overview. Following consultation the designated safeguarding lead should decide on whether to make a referral to children's social care via SPOC.

Where the referral raises concerns that the child is at risk of significant harm, the case will be passed on to Croydon's MASH team to gather relevant information from other agencies.

SPOC will inform the school/college of the outcome of any referral and what action children's social care will be taking. This may include any of the following:

- Carrying out a child and family assessment to identify the child's needs and establish if the child is a **child in need** under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.
- Convening a **strategy meeting under child protection** procedures as set out in section 4 for any child where there are concerns about significant harm and/or taking any immediate action in order to protect the child.
- Providing interim services for the child and their family in the meantime whilst work is on-going (including details of appropriate services).

4 Child protection procedures

4.1 Role of school/college

The school/college will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- Working together to safeguard children (*DfE 2018*)

[Working together to safeguard children](#)

- What to do if you're worried a child is being abused (*DfE2015*)

[What to do if you're worried a child is being abused - Publications - GOV.UK](#)

- The London Safeguarding Children Board child protection procedures

[London Safeguarding Children Board: Child Protection Procedures](#)

- Keeping children safe in education (*DFE 2019*)

[Keeping Children Safe in Education](#)

- Croydon Safeguarding Board local policies and procedures

[CSCB local policies and procedures](#)

In line with these policies and procedures, the school/college will:

- identify those pupils where there are child protection concerns and make a referral to SPOC
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group
- carry out the school's role in implementing the child protection plan and continually monitoring the child's wellbeing, and liaising with the allocated social worker as required.

4.2 Recognition

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead.
- Staff should refer to appendix 1 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated safeguarding lead or their deputy and advice

sought on what action should be taken. Where required, advice can be obtained from the SPOC Professionals Consultation Line on a no-names basis.

- Concerns may be monitored over time and recorded on the monitoring/incident form shown at appendix 2. Details of any concerning incidents should also be recorded on this form.

4.3 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying;
- allow the child to talk freely;
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to children's social care;
- reassure the child that what has happened is not their fault and that they were right to tell someone;
- not ask direct questions but allow the child to tell their story;
- not criticise the alleged perpetrator;
- explain what will happen next and who has to be told;
- make a formal record and pass this on to the designated safeguarding lead.

Disclosure/Referral forms are available in the staffroom safeguarding folder, in the school office and on the shared staff area on the school intranet the 'Safeguarding' folder. While referrals may initially be paper based if this is the most convenient method, they should subsequently be recorded on the school's online pastoral system, CPOMS, and any initial documentation scanned in to the document vault for that pupil or pupils to maintain a complete record.

4.4 Referral

- Where possible, a decision on whether or not to refer a pupil to SPOC should be made by the designated safeguarding lead or their deputy following a discussion with the member of staff who has raised concerns. However this should not delay any referral and any member of staff may make a referral if this is necessary but staff should discuss the matter with a member of the senior management team and take advice from the SPOC team social worker. The designated safeguarding lead should be informed as soon as possible.

- Referrals should be in writing using an SPOC safeguarding referral form completed either by the teacher raising concerns or by the designated safeguarding lead. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the SPOC safeguarding referral form within 48 hours.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a “no names” basis with the SPOC Professionals’ Consultation Line to obtain advice on how to proceed.
- Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated social worker, the referral should be made directly to them. If the child is not already known to children’s social care, referrals should be made to SPOC. If the child lives outside Croydon, a referral should be made to their home local authority.
- All referrals will be acknowledged by the SPOC and the referrer informed of what action will be taken.
- If the school/college does not think the child’s situation is improving within a reasonable timescale following referral, this should be taken up with children’s social care via the designated safeguarding lead.

4.5 Attendance at case conferences and core groups

- The designated safeguarding lead will liaise with children’s social care to ensure that all relevant information held by the school/college is provided to children’s social care during the course of any child protection investigation.
- The designated safeguarding lead will ensure that the school/college is represented at child protection case conferences and core group meetings:
 - where possible, a member of staff who knows the child best, such as a class teacher will be nominated to attend

- failing that, the designated safeguarding lead or their deputy will attend

- if no-one from the school/college can attend, the designated safeguarding lead will ensure that a report is made available to the conference or meeting.

4.6 Monitoring

Where a pupil is the subject of a child protection plan and the school/college has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead;

- all information will be recorded on the child protection monitoring/incident form shown at appendix 2 prior to each conference and core group meeting;

- the completed monitoring form will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings; At Margaret Roper Catholic Primary all monitoring form or records will also be scanned into the CPOMS system to maintain a complete record.

- the designated safeguarding lead will notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing.

4.7 Records

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the school/college. At Margaret Roper Catholic Primary records will be maintained within CPOMS, although separate paper files may also be kept.

- The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.

- All information should be recorded on the safeguarding monitoring/incident form (see appendix 2) and all records should be signed and dated.
- Records should show:
 - what the concerns were;
 - what action was taken to refer on concerns or manage risk within the school/college;
 - whether any follow-up action was taken;
 - how and why decisions were made.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- The monitoring/incident form must be completed;
 - whenever concerns arise or there is a serious incident **or**
 - where a child is being monitored, prior to a case conference or core group meeting.
- Where a child who is subject to a child protection plan transfers to another school, the designated safeguarding lead is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding lead at the new school.
- Child protection records will only be kept until the pupil leaves the school/college and should be disposed of as confidential waste. Where pupils are transferring to a secondary school or other school that maintains the CPOMS system, records will be transferred using the secure system available within CPOMS.

4.8 Confidentiality and information sharing

- All information obtained by school/college staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and 17 are able to give their own consent if they are thought to have the

capacity to do so under the Mental Capacity Act; otherwise consent should be sought from parents.

- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with children's social care and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the child requested by children's social care.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, schools and colleges should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?
- Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the SPOC Professionals Consultation Line on a "no names" basis to gain advice on whether this course of action should be taken.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school/college's duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from the SPOC Professionals Consultation Line.

5 Early Years settings within schools

This section relates only to primary schools with nurseries and/or reception classes

5.1 Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

[Statutory framework for the early years foundation stage](#)

The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

5.2 Safeguarding and child protection

All safeguarding and child protection policies listed in sections 3 and 4 of this policy will apply equally to children in early years settings so far as they are relevant to that age group.

In addition, the school has the following child protection policies:

- a policy on the use of mobile phones and cameras within the early years setting; recommended policies are:
 - parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;
 - parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared;
 - staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose;
 - staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room.

- a statement on how notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

5.3 Suitable people

The school will follow the safer recruitment policy set out in section 6 of this policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 6 of this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the Croydon policy, '[The Management of Allegations against staff who work with Children and Young People](#)' as referred to in section 6 of this document.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher.

5.4 Staff training, skills and supervision

The school will ensure that:

- all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- all policies set out in section 7 of this policy will apply equally to early years staff;
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take;

- all early years staff are able to communicate effectively in English both orally and in writing;
- a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips;
- each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

5.5 Staff ratios

The school will ensure that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- parents are kept informed of staff members and numbers;
- children are kept within staff sight and hearing at all times.

For nursery classes:

- there will be at least one member of staff for every 13 children
- one member of staff will be a qualified teacher
- at least one member of staff will hold a full and relevant level 3 qualification.

For reception classes:

- class sizes will be limited to 30 pupils
- classes will be lead by a qualified teacher supported by suitably qualified support staff.

For before and after school provision, schools will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

5.6 Health

The school will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the school's policy
- take appropriate action where children are ill

- ensure any meals provided are nutritious and prepared in a hygienic manner
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

5.7 Health and safety and suitability of premises

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out section 8 of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific policies for ensuring that records of parents details, and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

Additional procedures

Health and Safety Policy 2019-20

Risk Assessments

Emergency contact details and Emergency Contact form (Yellow card system)

Emergency Contact information also maintained in SIMS and CPOMS

Policy for late collection of children

5.8 Managing behaviour

The school will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened.

[Behaviour and discipline in schools](#)

6 Safer recruitment

6.1 General principles

The school/college recognises safer recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school/college are suitable do to so and do not pose any kind of risk to children.

The school/college will follow the *Keeping children safe in education* guidance (DfE 2018).

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- The school/college will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and governors and those involved in the management of an independent school, in accordance with statutory requirements.
- No staff member, volunteer, governor or anyone involved in the management of a school will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed, including section 128 checks relating to the recruitment of governors.
- Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidate's role in the school (see section 6.4).
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safer recruitment practices.
- Staff and governors who normally sit on interview panels will be trained in safer recruitment and no interview should go ahead unless at least one member of the panel has undertaken safer recruitment training. Schools will take up the accredited safer recruitment training offered through the Croydon Safeguarding Children Board or any other accredited training provider.
- Although the head teacher/principal will have day-to-day responsibility for the recruitment of staff, the Governing Board will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.
- Staff in school/colleges responsible for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.

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- In schools, the head teacher/principal will be responsible for keeping a single central record of all staff and volunteers (including governors) who work at the school.
- In colleges, the principal will be responsible for keeping a single central record of all staff that provides education to children.
- The single central records should include details of all checks carried out and the outcome of these checks or any certificates obtained in the format shown at appendix 3.
- Multi-academy trusts can keep a 'master' single central record at their head office but it must be accessible in each individual school.
- Where the school/college has salaried trainee teachers, the school/college will ensure that all necessary checks are carried out on the trainees, including DBS checks, and that the outcome of these checks is recorded on the single central record.
- For trainee teachers that are fee-funded, the school will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with children.
- Where staff are recruited via third parties such as employment agencies, the head teacher/principal will:
 - seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
 - request written confirmation of the outcome of all checks
 - request written confirmation that an enhanced DBS certificate has been received by the agency
 - check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

6.2 Checks to be taken out

The school/college will verify the following information for all new staff:

- The applicant's identity must be verified from their passport or other photographic ID and proof of address must be provided.
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained.
- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and further checks made on Teacher Regulation Agency (TRA) Teacher Services system to ensure they are not prohibited from teaching under a teacher prohibition order.
- For independent schools, free schools and academies, checks will be made to ensure any member of staff or trustee involved in the management of the school is not barred from doing so under a section 128 direction.
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach via the TRA Teacher Services system.

Schools/colleges should be aware of the following central government guidance:

[Criminal records checks for overseas applicants - Publications - GOV.UK](#)
[Employing overseas-trained teachers from outside the EEA - Publications - GOV.UK](#)

- Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role.
- The school/college will keep copies of the following documents on staff personnel files:

- documents used as proof of identity such as passports or driving licences;
- a summary of the DBS certificate (from September 2018 a copy of the DBS certificate may be kept on file);
- documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

6.3 References

- Applicants will be asked to provide a full employment history and details of at least two referees, including previous and recent employers, and who should be a senior member of staff with the authority to provide references. References from colleagues will not be acceptable.
- All references will be taken up prior to interview and will be requested directly from the referee, including references for internal candidates. Referees will be contacted to resolve any issues that emerge from the references provided.
- References will be taken up from current employers only; if the applicant is not currently employed, verification of will be sought from their previous school/college as to the dates the applicant was employed and the reasons for leaving the post.
- Any information provided by applicants as part of an application process will be verified with independent sources and any reference received electronically will be checked to verify the originating source.

6.4 DBS checks

In order to ensure that people who work in the school/college are suitable to do so and are not barred from working with children, the school/college will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

Full DBS checks which include barred list checks will only be taken out on individuals who are involved in regulated activity. This is defined as close, unsupervised contact on a regular basis involving activities such as:

- teaching
- training
- supervising

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- care
- guidance and advice
- driving a vehicle
- personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Full DBS checks with barred list checks will also be carried out on permanent staff members working at the school/college or unpaid volunteers who regularly work unsupervised at the school/college and whose work means they have an opportunity for regular contact with children.

Other staff, contractors and supervised volunteers who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but **not** barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by whoever is responsible for recruitment in the school, for example the head teacher or governor, and the following will be taken into consideration when deciding on this.

- the age of the children;
- their level of vulnerability;
- the numbers of children in the group;
- the nature of the role;
- opportunities for contact with the children.

The school/college has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

The school/college will ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure.

6.5 Volunteers

The head teacher/principal will ensure that the following are carried out in relation to unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom:

- All volunteers will be required to undergo a recruitment process, such as references, DBS and other checks and interviews that is appropriate and proportional to the duties assigned to them.
- Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children should be subject to an enhanced DBS check, including barred list information.
- New volunteers who are not carrying out regulated activity but who have an opportunity for regular contact with children will be subject to an enhanced DBS check but this may not include a barred list check.
- For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the head teacher/principal will carry out a risk assessment to decide whether an enhanced DBS check should be carried out depending on:
 - the nature of the role
 - what information is already known about the volunteer
 - what references from work or volunteering activity the volunteer has provided regarding suitability
 - whether the role is eligible for an enhanced DBS check.
- The school/college will ensure that all volunteers are competent to carry out the duties assigned to them and are only assigned duties that are suitable to their qualification and experience.
- Volunteers carrying out regulated activity but for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.
- All volunteers will be fully inducted in relation to all school policies and procedures.

6.7 Alternative Provision

The school remains responsible for the safeguarding of children of any pupils they place in Alternative Provision.

Whenever the school places a pupil with an Alternative Provider, the school will obtain written confirmation of the provider's safeguarding and child protection policies and that all relevant vetting and barring checks on individuals working at the establishment have been carried out.

All pupils placed in Alternative Provision should be visited regularly.

[Alternative Provision guidance](#)

7 Staff practice and conduct

7.1 Induction and training

- The head teacher/principal will ensure that all staff are fully inducted, are made aware of the following policies of the school/college and that staff are fully aware of their role in implementing these:
 - Safeguarding and child protection policy and procedures
 - Behaviour policy
 - Staff code of conduct
 - Children missing from education policy.
- Staff will be asked to confirm in writing that they have received and read all relevant staff policies, including "*What to do if you are worried a child is being abused*" guidance.
- The designated safeguarding lead will ensure that all staff are fully inducted with regard to the school/college child protection procedures and that they receive safeguarding and child protection training on a two-yearly basis.
- The head teacher/principal will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School/college staff and governors will receive multi-agency safeguarding training at the level that is appropriate to their roles and responsibilities.

- As well as basic safeguarding training, the designated safeguarding lead and their deputy will receive specific training on their role on their role and other relevant multi-agency training courses.
- Schools/college staff will also receive training on Early Help and the SPOC safeguarding referral process as part of their safeguarding training.
- School/college staff will receive regular and timely updates on child protection and safeguarding issues via the designated safeguarding lead in order to ensure they remain up to date with new legislation.

7.2 Conduct and safe teaching practice

- The school/college expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- The head teacher/principal will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school/college expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Governors will have their own separate code of conduct. This is a responsibility of the governing board or trust.
- Staff will be expected to follow the school/colleges social media policy in terms of their use of social media, particularly in relation to professional standards and relationships with pupils. All staff and volunteers will sign an acceptable use agreement before being given access to the school/college computer system.

7.3 Providing intimate or personal care to pupils

Staff in primary schools may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.

Schools must have a written policy in place in order to promote safe working practices for staff and ensure children's privacy. Children should be

encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

- *Staff should follow any agreed school policy or practice when providing intimate or personal care.*
- *When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.*
- *Parents should always be notified if intimate care has been provided.*
- *When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher.*
- *When children are changing, levels of supervision should be appropriate to the pupil's age.*
- *Staff should avoid any physical contact unless a child needs help.*
- *Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.*

7.4 Behaviour management, physical intervention and restraint

The school/college will put in place a behaviour management policy, which has been agreed by the Governing Board, which follows government guidance and any use of physical intervention and restraint will be linked to the implementation of this policy.

Guidance from the Department of Education provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school. Details of these may be found at:

[Behaviour and discipline in schools - Publications - GOV.UK](#)

7.5 Music tuition

It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.

Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:

- *ensure they behave in an appropriate manner and maintain professional boundaries at all times*
- *only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for a long as needed*
- *make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why*

- *ask the child's permission first and respect their wishes*
- *report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken*
- *never travel alone with children in a car*
- *seek permission from parents before contacting children by mobile phone, for instance to rearrange a lesson or rehearsal, and use home telephone contacts wherever practicable.*

The school/college should:

- *carry out a risk assessment around providing music tuition. This should include:*
- *providing rooms/spaces that are adequately safe and open locations where the teacher can be easily observed by others, for example a door with glass in it*
- *passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly*
- *let parents known when they arrange tuition what level of physical contact may take place as part of the activity*
- *record any reported incidents or issues and deal with these within the framework of the school's own policies*
- *make sure music tutors are aware of the school's safeguarding and staff conduct policies prior to starting.*

7.5 Allegations against staff

In the event that an allegation is made against a member of staff or volunteer, the school/college will follow Croydon's procedures for managing allegations against a member of staff.

[The Management of Allegations against Staff who work with Children and Young People](#)

The Governing Board will appoint the head teacher as the school representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the responsible staff member.

All allegations in relation to staff members will be referred to the head teacher; allegations against the head teacher will be referred to the Chair of the Governing Board.

7.6 Whistleblowing

The school/college fosters a culture of openness in line with the “Freedom to speak up” review and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

The school/college recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school/college environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools/colleges are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school/college, staff and volunteers may report concerns to the following;

- Croydon’s lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil;

- The following numbers can be used where there are issues regarding the school/college’s overall procedures around safeguarding
 - Croydon Council’s confidential whistle blowing email address – schoolwhistle@croydon.gov.uk
 - the Ofsted whistle-blowing line on **0300 123 3155**
 - the NSPCC whistleblowing advice line on **0800 028 0285** is open from 8 am – 8pm Monday –Friday or email help@nspcc.org.uk
 -

The head teacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

- The CSBC has an [escalation policy](#) which can be used by staff in school settings

Additional policies

Code of Conduct for Staff

Governors Code of Conduct

Acceptable Use policy

Behaviour Policy

Intimate Care Policy

Managing Allegations (Croydon Template)

Managing and administering Medicines Policy & Procedures

E Safety Policy

Guidance for volunteers on school trips and visits.

8 Health and safety and risk assessments

8.1 Responsibility for health and safety

The Governing Board and head teacher/principle will ensure that there is a robust health and safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Any health and safety policy adapted by the school/college will be based on the government guidance (link below) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

[Health and safety: Advice on legal duties and powers](#)

Day-to-day responsibility for health and safety issues in the school/college will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. There should also be a named governor responsible for health and safety. These is:

Name: Dermot Mooney

Designation: Headteacher

Contact details: head@margaretroper.croydon.sch.uk

Name: Jenny McDonald

Designation: Governor with responsibility for health & safety

Contact details: jmcdonald29.306@lgflmail.org

8.2 Risk assessments

The school/college will seek to identify and manage risk through the use of risk assessments. These will be carried out:

- on an annual basis for the school environment as a whole;
- for all school trips;
- for pupils travelling between locations during the school day;
- for all work-based learning or work experience placements;
- when a pupil who has been excluded for risky or violent behaviour is returning to the school;
- whenever there are any changes to the school environment or school practices;
- following any serious incident.

Consideration should also be given to conducting risk assessments before PTA and other parent led events (e.g. fireworks or fairs) where people outside the school may have unregulated access or the usual measures for health and safety may not be sufficient.

8.3 Working with aggressive and violent parents

Where schools are working with families who are known to children or adult social care and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the head teacher/principal and the designated safeguarding lead and the information shared with children's social care.

If there are high levels of risk involved in contact with parents, children's social care may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

8.4 Site security and visitors

- The Governing Board is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
- The head teacher/principal will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the head teacher/principal will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:
 - informed to report to reception on arrival;
 - expected to provide proof of identity
 - expected to wear a name-badge or carry some form of identification at all times when on the school/college premises;
 - suitably supervised by school/college staff at all times;
 - made aware of school/college health and safety procedures.
- The head teacher/principal will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's

behaviour and the responsibility of contractors to monitor and ensure compliance with school/college policies.

- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

8.5 Use of the school premises by other organisations

The school/college will only allow use of the school premises by other organisations schools outside of school hours for the purposes of providing supplemental schooling if:

- the school's incorporating document allows this;
- the organisation provides an overview of what it intends to teach so that the Head teacher, in line with the school letting policy, is able to make a judgement on whether this is in line with the promotion of British values;
- the organisation can provide evidence that they have followed safer recruitment practices and that their staff have the requisite DBS checks;
- reasonable due diligence checks are taken out on the organisation by the school;

8.6 Monitoring and review

To enable the school/college to monitor the safety of the premises and the school environment, as well as the implementation of policies, the head teacher/principal and the governing board will ensure that;

- all school/college policies are regularly monitored by the designated safeguarding lead and annually reviewed by the head teacher and agreed by the governing board;

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- the school/college keeps a central record of all accidents and incidents including what action was taken and by whom;
- staff are aware of their responsibility to record accidents and incidents;
- the head teacher/principal has an overview all accidents/incidents;
- serious accidents and incidents are reported to the Governing Board ;
- the designated safeguarding lead ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school/college safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

Additional policies

Accident book & records – Pupils

Accident Book for staff

Accident book for non-staff members

Part B: Additional safeguarding policies and procedures

Guidance and policies relating to a range of topics can be found on the [CSCB website](#).

B.1 Non-collection of children from school

This section applies to primary schools only

The school will put in place a policy regarding handing over children to adults who are not their parent or known carer at the end of the school day. Parents will be asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. The school will also ensure that the details of at least two people who can be contacted in an emergency in the event that the child is uncollected.

Parents will also be asked to inform schools where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave but contact the parent immediately.

If a child is uncollected at the end of the school day, the school will follow the procedure agreed with children's social care:

- The schools will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- The school will contact the SPOC Professionals' Consultation Line to seek advice at 4.00pm if there are difficulties in contacting parents or other family members.
- If all possible means of contact have been exhausted and no contact can be made with the parent by 4.30pm, the school will contact SPOC and if advised to do so the police, who will arrange to collect the child or make arrangements for the child to be transported to the children's social office.

- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this should be discussed with the designated safeguarding lead. If there are also child protection concerns, a referral should be made to children's social care via SPOC.

Additional policies

Policy on Late Collections 2019-20

B2 Children who are missing from education or home educated

Schools need to be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.

Attendance policies should state clearly who needs to be notified and what action should be taken and any relevant timescales. Parents should be asked to provide contact details for at least 2 or more people who can be contacted in the event that a child does not attend school. Schools should refer to Croydon's "Children missing from education" policy [Children Missing from Education and Pupil Off Rolling](#)

At Margaret Roper the school's attendance policy specifies what will happen if a child is deemed missing from education.

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:

- *The Learning Access team must be notified of all decisions.*
- *If the child is already known to children's social care, their allocated social worker should be notified immediately.*
- *If the child is not known to children's social care, but the school has concerns about their welfare, the designated safeguarding lead should make a referral to children's social care via SPOC.*

B3 Peer on peer abuse

Where a pupil's behaviour is likely to cause significant harm to other pupils, for example through, Bullying, cyberbullying, upskirting, physical violence or initiation rites, the school/college will refer the perpetrator and the victim to children's social care via SPOC

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

B4 Harmful sexual behaviour, sexual violence and harassment

Policy

- The school/college recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated. School/college behaviour management and anti-bullying policies will reflect the school/college's approach and staff and pupils will be made aware of the standard of expected behaviour and the likely responses to any incidents of sexual violence and harassment.
- The school/college will follow the statutory guidance *Sexual violence and sexual harassment between pupils* and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils.
[Sexual violence and sexual harassment between children in schools and colleges](#)
- The school/college will take all necessary steps to put in place a planned PHSE curriculum to convey the school/college's policy for preventing harmful sexual behaviour and to promote respectful behaviour between pupils with regards to sexual conduct.
- The school/college will promote an environment where victims feel empowered to raise concerns and report incidents. Any reports of sexual violence or harassment will be taken seriously and thoroughly investigated by the school/college and appropriate referrals made to the police and children's social care.
- The school/college will ensure that staff and governors receive relevant training to help them ensure an effective response to incidents that protects individual victims and safeguards the welfare of all pupils and staff.
- The school/college will ensure staff are able to provide appropriate support to victims and alleged perpetrators that meets their needs and continues to promote their education.

Procedures

- The school/college will ensure there is a robust response to all incidents and will follow the procedures set out in Part 5 of the *Keeping children safe in education* statutory guidance.
- Reported incidents will be investigated by the member of staff to whom the young person discloses in partnership with the designated safeguarding lead, who will also carry out a risk assessment to look at any continued risk to the victim or other pupils and staff from the alleged perpetrator within the school/college environment.
- Where the allegation involves material posted online, the school/college will request that the electronic device is handed over as part of the investigation and will use legal powers to search and confiscate property as set out in the statutory guidance *Searching, screening and confiscation advice for schools*.
[Searching, screening and confiscation guidance](#)
- The member of staff and designated safeguarding lead will write up a record of the investigation that will set out how the school/college will respond to the incident.
- The designated safeguarding lead may take advice from SPOC Professionals' Consultation Line before making a decision. Possible outcomes include referral to Early Help Services, MASH, Learning Access and/or the police, or managing the matter internally under school/college behaviour policies.
- Where a referral will be made to children social care or the police, the designated safeguarding lead will discuss the issue with the relevant agency and following this discussion a decision will be made on whether and how to inform the alleged perpetrator and their parents.
- The school/college will take any necessary action to continue to safeguard the victim and other pupils within the school/college environment based on the level of risk established from the risk assessment, including decisions about the victim and alleged perpetrator sharing classrooms. These decisions will be reviewed in the light of on-going police and children's social care investigations to

take account of any changes in the status of investigations and any bail conditions placed on the alleged perpetrator.

- Where necessary and appropriate, the school/college will consider the support needs of the alleged perpetrator and will make referrals to relevant agencies for support on their behalf.

Additional procedures/policies

At Margaret Roper catholic Primary School, pupils are permitted to bring mobile telephones to school. These must be switched off and stored securely in the school office on arrival at school. They are available to pupils at the end of their school day, when they go home.

E Safety Agreement.

E Safety Policy

Sexual violence is defined as any act which is an offence under the Sexual Offences Act 2003, including rape, assault by penetration or sexual assault without the consent of the victim.

Sexual harassment is defined as unwanted sexual conduct likely to violate the victim's dignity and/or make them feel intimidated, degraded or humiliated or create a hostile, offensive or sexualised environment. This includes making sexual comments or jokes, physical contact such as touching or interfering with clothing or displaying sexual images. It also includes online harassment.

When dealing with incidents, the school/college should ensure that the written report of the incident contains objective facts and sets out clearly the next steps to be taken, with the views of the victim clearly recorded.

Schools/colleges should be aware of their equality duty as victims of sexual violence and harassment are more likely to be female but should follow the same procedures and ensure the same level of response for incidents involving male pupils or incidents where victim and perpetrator are the same sex.

Cases may be managed internally by the school/college under without referral to other agencies where the incident involves low-level concerns and is a "one-off" occurrence where there is no further risk to the victim or other pupils

Schools/colleges should give careful thought to the day to day management of risk and support for the victim, taking into account the victim's views when considering practical issues such as separating the victim and perpetrator. However schools/colleges must be able to justify any measures taken and that they do not interfere with the educational opportunities of either party.

Schools may wish to consider developing specific policies around responding to incidents of sexual violence and harassment towards staff members.

Schools/colleges need to ensure that staff and governors are able to take up training and support around relationships and peer on peer abuse and how these messages should be delivered within the PSHE curriculum. Sexual violence and harassment will also be addressed in general, whole-school safeguarding training delivered by the CSCB, with designated safeguarding leads receiving more intense training in view of their role.

B5 Prevention of radicalisation

The school/college's safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

[Promoting fundamental British values as part of SMSC in schools](#)

Under Counter-Terrorism and Security Act 2015, the school/college also has a duty to refer young people on to Croydon's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

[The Prevent Duty](#)

Where a school/college has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or that a younger pupil may be at risk due to their parent's radicalisation, the school/college should make a referral to SPOC using the SPOC Safeguarding Referral Form.

Schools should always be a safe space for young people to explore new ideas and perspectives, and develop their critical thinking skills. Where there are concerns about radicalisation and a referral to Channel Panel is being considered the school/college should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

The school/college designated safeguarding lead should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from their police schools officer (if they have one); the SPOC Professionals' Consultation Line; and/or Croydon's Prevent Co-ordinator (Haydar Muntadhar: email haydar.muntadhar@croydon.gov.uk; tel. 0208 726 6000 (ext. 62070))

B6 Mandatory reporting of Female Genital Mutilation (FGM)

The school/college will follow the statutory guidance on FGM in order to safeguard girls who are at risk of FGM:

[Multi-agency statutory guidance on female genital mutilation](#)

Where a pupil makes a disclosure of FGM, the school/college will follow the mandatory reporting rules and make appropriate referrals to the police and SPOC using the SPOC Safeguarding Referral Form

All concerns around FGM, including any disclosure made by a pupil, will be discussed with the designated safeguarding lead before any action is taken.

B7 Online safety

As part of their duty to provide a safe learning environment and schools should ensure their pupils know how to remain safe online.

The DfE published [Teaching Online Safety in Schools](#) identifying the importance of including reporting and acting on online safety concerns within the Child Protection Policy, school behaviour policy and bullying policy.

Pupils should be just as clear about what is expected of them online as offline.

B8 Looked after and previously looked after children and care leavers

The school/college recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

The school/college's designated teacher for LAC and care leavers has specialist knowledge of the issues faced by this cohort and for this reason, the designated safeguarding lead will consult with the designated teacher to seek advice whenever there are concerns about the welfare of a looked after or previously looked after child or care leaver.

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies

Schools and colleges should be aware of the new duty to promote the education of previously looked after children; these are defined as children who have left the care system as a result of adoption or special guardianship order. It is recognised that these children may face the same difficulties and have the same vulnerabilities as looked after children.

Schools and colleges should also consider the potential vulnerability of relevant children; these are children who under the Leaving Care Act are children who are aged 16-17 and who were but are no longer looked after.

Many looked after young people in Croydon who are aged 16 and 17 who remain looked after may be living in semi-independent accommodation and are particularly vulnerable to a wide range of safeguarding issues and it is imperative that the designated safeguarding lead links with the designated LAC teacher where safeguarding concerns are raised.

B9 Children with special education needs (SEN)

The school/college is aware that children with special education needs may be more vulnerable to harm and abuse and may be more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communications difficulties and professionals may miss vital indicators.

School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help.

Additional procedures
SEN Policy & Procedures
SEN Code of Practice

B10 Safeguarding vulnerable groups

The school/college is aware that some pupils may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from Early Help Services, children's social care or other agencies in order to overcome problems or keep them safe.

The school/college will adhere to the following policies in order to respond to the needs of these vulnerable groups.

Children at risk of forced marriage

If a school becomes aware of a child that may be at risk of a forced marriage they should in the first instance to SPOC. If a child is at immediate risk they should contact the police.

Further advice on forced marriage can be obtained from the Foreign and Commonwealth Office's Forced Marriage Unit by phone 0207 008 0151 or emailing fmufco.gov.uk

Domestic abuse and/or sexual violence

Schools can refer young people affected by domestic or sexual violence to SPOC.

Further advice and guidance can be obtained from the Family Justice Centre who can be contacted by phoning their helpline of 0208 688 0100 or by emailing fjc@croydon.gov.uk

Specific guidance on adolescent to parent violence and abuse is published by the Home Office

[Adolescent to parent violence and abuse \(APVA\)](#)

Privately fostered children

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent is a 'close relative' for 28 days or more. Schools have a legal duty to notify Croydon of any pupils they know to be private fostered. Designated safeguarding leads should refer to SPOC any private fostering arrangements that come to their notice.

Young carers

If schools have concerns about a pupil they believe to be a young carer, they can contact the Young Carers Service on 0208 649 9339.

Further details can be found on their website – www.talkofftherecord.org

B11 Contextual safeguarding for young people

The school/college is aware that as young people grow more independent, they may face more risk from safeguarding threats from outside of the home, either from within the community, at school/college or from their own peer group. School safeguarding policies must therefore reflect the needs of young people in their own communities.

The school/college will adhere to the following policies whenever there are concerns that young people are at risk from any of these issues:

Children who run away/go missing

Children who run away or go missing from home or care are vulnerable to criminal and/or sexual exploitation. If a school becomes aware of a child who is missing from home or care and that child has not been reported missing to the police they should do so using 101.

Running away may be an indicator of other problems and therefore referral to SPOC should be considered. Early intervention after the first episode may prevent a child being exploited.

[Children who run away or go missing from home or care](#)

Children at risk of sexual exploitation

Child sexual exploitation is a form of sexual abuse that occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 in sexual activity a) in exchange for something the victim needs or wants, and/or be for financial advantage or increased status of the perpetrator or facilitator.

If a school becomes aware of child that may be being sexual exploited they should refer to SPOC.

[Child sexual exploitation – DfE guidance](#)

Young people at risk from gang activity or serious youth violence

Schools are a source of safety and security for many young people. Supporting young people to build resilience and raise their awareness of the risks associated with gangs and serious youth violence is key to helping keep young people safe in their communities.

Staff should be aware of the indicators which may signal that children are at risk from, or are involved with serious violent crime. may include:

- Increased absence
- Change in friendship groups
- Relationships with older individuals or groups
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions

These may indicate involvement or approach by criminal networks or gangs.

Schools need to be alert to the possibility of children and young people bringing weapons onto their school site. There are various reasons why a

young person may be carrying a weapon. These should be explored with the young person.

Under Croydon's weapons in schools protocol the police must be informed via 101 of any pupil found in possession of a weapon in school or any weapon that is found on the school site.

[Preventing youth violence and gang involvement](#)

Modern slavery and trafficked children

County lines is when children and young people travel out of London to sell drugs on behalf of adults in those localities. Those involved with county lines will often go missing for a few days at a time. Children and young people involved in county lines may be considered as having been trafficked and be victims of criminal exploitation.

If you become aware of child or young person who may be at risk a referral should be made to SPOC

[Safeguarding children who may have been trafficked](#)

[Criminal Exploitation of children and vulnerable adults: County Lines guidance](#)

B12 Other relevant safeguarding policies

Schools can access additional guidance, policies and procedures at:

[CSCB local policies and procedures](#)

[CSCB Safeguarding in Education Toolkit](#)

[DfE Alternative Provision guidance](#)

[DfE School Attendance guidance](#)

[DfE School Attendance Parental Responsibility Measures guidance](#)

[DfE Behaviour and Discipline in Schools guidance](#)

[DfE Preventing and Tackling Bullying guidance](#)

[DfE Children Missing Education guidance](#)

[DfE Best Practice Advice for School Complaints Procedures](#)

[DfE and ACPO Drug Advice for School guidance](#)

[DfE Advice for Schools on Equality Act 2010](#)

[DfE Exclusion from maintained schools, academies and PRUs in England](#)

[DfE Supporting pupils at school with medical conditions](#)

[DfE Guidance on First Aid for Schools](#)

[DfE Mental health and behaviour in schools](#)

[DfE Use of reasonable force guidance](#)

[DfE Promoting fundamental British values as part of SMSC in Schools](#)

[DfE The Prevent Duty – Advice for Schools](#)

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

[DfE Children who run away or go missing from home or care](#)

[Child sexual exploitation – DfE guidance](#)

[Preventing youth violence and gang involvement](#)

[Safeguarding children who may have been trafficked](#)

[Criminal Exploitation of children and vulnerable adults: County Lines guidance](#)

Appendix 1:

CHILD PROTECTION; DEFINITIONS AND INDICATORS

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, CSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

Neglect: failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from school • Lack of parental supervision
Physical abuse	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals

Appendix 2: Safeguarding children monitoring/incident form

Name of school:

Name of child:

DOB:

Status: monitoring due to concerns subject to child protection plan

Concerns/risks

Attendance and punctuality
Periods of exclusion (including dates)
Contact with parents/family
Health and physical appearance
Behaviour and emotional presentation (including any sexualised behaviour)
Concerning incidents
Peer relationships
Academic performance and achievement

Views of child and parents

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Outcomes of monitoring

- continue monitoring carry out Early Help Assessment
- referral to SPOC referral to health services
- referral for education support services
- referral on behalf of parent/carer

Action taken

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Name of staff member:

Date

Appendix 3: School central record

Important notes

This record should indicate what checks have been taken out for the following:

- For schools, all staff, including supply staff and teacher trainees on salaried routes, who work in school and others who work in regular contact children in school, including volunteers and governors
- For independent schools, including academies and free schools as above plus all members of the proprietorial body and involved in the management of the school
- For colleges, all staff providing education and/or whose positions involve a relevant activity

Agency staff

Please give details of confirmation of checks that have been carried out by the supplying agency.

Volunteers

- Unsupervised volunteers should not be left alone or allowed to work in regulated activity.
- For new volunteers in regulated activity who regularly teach children unsupervised an enhanced DBS is needed with a barred list check.
- For new volunteers not in regulated activity, schools should obtain an enhanced DBS certificate.
- Existing volunteers who provide personal care, the school should consider obtaining an enhanced DBS.
- Existing volunteers who are unsupervised do not need to have a DBS check with a barred list check because the volunteer should have been checked originally.
- For existing volunteers not in regulated activity there is no requirement for an enhanced DBS check (a school can request one but may not request a check of the barred list).
- For a volunteer not engaging in regulated activity a risk assessment should be made and a professional judgement made about the need for an enhanced DBS check.
- Supervision of volunteers – there must be supervision by a person in regulated activity, where supervision occurs, this must be regular and day to day and the supervision must be reasonable in all the circumstances to ensure the protection of children.

Regulated activity

Regulated activity (see p20 for definition) – the period condition is at any time on more than three days in any period of 30 days. 'Frequently' is doing something once a week or more. Work of the nature defined is considered regulated activity if done regularly; where this is the case an enhanced DBS check is needed with a barred list check.

Contractors

Contractors or employees of contractors working at the school should have the appropriate level of DBS check if a check is required, eg if the contractor is carrying out teaching or providing a level of care or supervision of children regularly.

Documents and certificates

Please give details of any documentary evidence obtained as part of each check. Please note that there is no requirement to list DBS numbers. Also, to comply with the Data Protection, DBS certificates should not be retained any longer than six months. Other documents to verify identity, right to work in the UK etc, should be kept in personnel files.

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Derived from the model safeguarding and child protection policy for schools and colleges in Croydon

Record of checks taken out and/or certificates obtained

Name	Date of service	Address	DOB	Position held/regulated activity?	Evidence of identity: (name of person carrying out check and date of check)	Barred list check (date and name of person carrying out check)	Enhanced DBS check (date and name of person carrying out check)	Prohibition from teaching check (date and name of person carrying out check)	Prohibition from management of schools under section 128 check (independent and free schools and academies only)	Checks on persons from overseas (date and name of person carrying out check)	Checks on professional qualifications/ Certificates obtained (date and name of person carrying out check)	Checks on right to work in the UK/documents obtained (date and name of person carrying out check)	For supply staff, evidence from the employment agency that relevant checks have been carried out (date of confirmation and name of school staff checking)

Appendix 4: Schools safeguarding checklist

To be used by the head teacher and governors to carry out an assessment of the school's safeguarding framework

Name of school:

Address:

Head teacher:

Contact details:

Date of safeguarding assessment:

Requirement	Yes	No	Comments/action
Leadership and the safeguarding and child protection framework			
The school has comprehensive safeguarding policies covering early help and child protection and a staff conduct policy covering use of technology, relationships with pupils, communications and use of social media			
The school has agreed procedures for dealing with incidents of sexual violence and sexual harassment that are linked to the school's behaviour and bullying policies			
There are agreed local procedures in place for making referrals to SPOC where there are concerns about the safety and welfare of a child			
There is a designated governor with responsibility for safeguarding and child protection			
A senior member of the leadership team has been appointed as the designated safeguarding lead and a nominated deputy to carry out the role in their absence and they have the time and resources allocated to carry out their responsibilities			
The safeguarding lead and their deputy have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 2 years.			
Arrangements are in place to ensure staff can liaise with the safeguarding lead or their deputy at all times during school hours			
The school promotes a multi-agency approach to safeguarding and child protection in line with <i>Working together</i> and staff are able to attend child protection conferences and other multi-agency meetings as appropriate			
The curriculum offers opportunities for pupils to learn how to keep themselves safe, including online, and offers pupils guidance on healthy relationships			
The school promotes positive behaviour and this is reflected in behaviour management strategies used; reasonable force and restraint is used only in line with legislation; use of any behaviour management strategy is tailored to the needs of the pupil and carefully monitored for effectiveness			

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The school has effective policies for dealing with bullying and discrimination, including cyberbullying, sexting and inappropriate language			
There is a policy around dealing with allegations against staff and all staff are aware of the policy and know what action to take if they have concerns about another member of staff			
The school has a policy of openness and challenge and staff and pupils feel safe to raise concerns; there is a whistleblowing policy in place and all staff and pupils know who to contact if they are concerned that safeguarding issues are not being adequately dealt with by the school			
The school has an internet safety policy setting out how pupils will be kept safe online and the standards for use of technologies expected from pupils and staff including mobile devices; all pupils and staff have signed an acceptable use agreement			
The school have taken steps to implement the Prevent duty and staff are aware of how to make appropriate referrals to Channel Panel			
The school has a policy on dealing with children who harm other children and all staff are aware of what action to take under this policy			
The school seeks the views of pupils and parents with regard to safeguarding issues and all safeguarding and child protection policies are available on the school website			
Staff knowledge and e safeguarding practice			
All staff are inducted in safeguarding arrangements in the school and have received and read all relevant policies			
All staff have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 3 years.			
All staff receive regular updates to safeguarding and child protection legislation via the designated safeguarding lead as required			
All staff are able to identify those children who may benefit from early help and are able to provide support within the school or make appropriate referrals to Croydon's Early help service			
All staff are able to recognise the indicators of abuse and harm, can identify children who may be at risk of harm			
All staff know what action to take to refer children appropriately to SPOC where there are concerns and make timely referrals and follow up referrals where it is thought the child's situation is not improving			
All staff are aware of their legal duty under the mandatory reporting rules for FGM and can make appropriate notifications to the police and SPOC in known cases of FGM			
All staff are aware of what actions to take when a child goes missing from education or does not attend and that missing episodes are monitored; all staff are aware of the link between going missing and			

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safeguarding issues such as sexual exploitation, criminal behaviour, substance misuse and trafficking; there are procedures in place to notify Croydon where a child is removed from the school roll in line with the local <i>Children missing from school</i> policy			
All staff are able to share information lawfully and appropriately and work jointly with partner agencies; parents are informed of concerns and actions taken unless this puts the pupil at further risk			
Records of concerns and referrals are up to date and timely and kept securely			
All staff receive regular supervision that enables them to raise safeguarding issues			
Risk assessments are routinely carried out to ensure the health and safety of pupils on site, on school trips and during work experience			
Pupils feel safe and are aware of how to raise concerns and complaints with a trusted adult			
Safer recruitment			
The school has a safer recruitment procedure that is in line with statutory requirements			
The school has a single central record providing details of when and by whom the following checks on candidates were taken out: <ul style="list-style-type: none"> • Identity checks • DBS/barred list checks • Prohibition from teaching/section 128 checks • Appropriate checks with overseas organisations where the candidate is from abroad • Checks to establish right to work in the UK • Professional qualifications check 			
The school has a clear system in place in line with statutory requirements for volunteers or contractors coming into the school, Enhanced DBS checks are taken out on all staff members, volunteers and governors; barred list checks are also taken out on staff, volunteers and governors who are involved in regulated activity			
The head teacher or other member of the senior leadership team decides on whether or not volunteers, visitors or contractors require a DBS check and this decision is informed by a risk assessment; arrangements are put in place to supervise and oversee volunteers, visitors and contractors where a DBS check is not carried out and children are not left unsupervised with any individual who has not undergone a DBS check			
The school seeks written confirmation from agencies that these checks have been taken out on all agency and supply staff prior to appointment; all agency and supply staff are required to present proof of identity prior to beginning work			
A member of the governing board and senior leadership team involved in interviewing has completed an accredited safer recruitment training course			

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Dealing with allegations against staff			
There is a named staff member with responsibility for liaising with the police and LADO			
Appropriate referrals are made to the DBS where staff cease to work at the school following investigation into allegations			