

# **St Joseph's College**

## **Safeguarding and Child Protection Policy**

**Date Reviewed- October 2021**

**Next Review Date- October 2022**

**Chair of Governors signature:**

A handwritten signature in black ink, appearing to be 'M. Jones', is written over a horizontal line.

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## Introduction

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St Joseph's College has a deep commitment to safeguarding in line with our Catholic and Lasallian values. These form the basis of the ethos of the whole school and in everything that we do.

This policy aims to provide all members of staff (paid and unpaid), children and young people, and their families with a clear and secure framework for ensuring that all children in St Joseph's College are protected from harm, both while at school and when off the school's premises.

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

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

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

- Keeping Children Safe in Education (September 2021)
- Working Together to Safeguard Children (July 2018)
- London Child Protection Procedures (March 2016)
- Croydon Early Help Pathways: Operational Guidance (June 2014)
- Information Sharing (July 2018)
- Statutory guidance on children who run away or go missing from home or care (January 2014)
- Criminal Exploitation of children and vulnerable adults: County Lines guidance (September 2018)

## Aims

To ensure our school safeguards and promotes the welfare of all children, we are committed to achieving the following aims:

1. To ensure that all staff are aware of their statutory responsibilities with respect to safeguarding, and appropriate action is taken in a timely manner to safeguard and promote children's welfare.
2. To provide all staff with the training to recognise and report safeguarding issues. This will enable them to identify children who may benefit from early help, to work with children and their families to bring about positive change, and how to take appropriate action to safeguard children when necessary.
3. To ensure all our policies, procedures and practices are designed with regard to this Early Help and Child Protection Policy, ensuring compliance and consistency across the school environment;

4. To seek opportunities to work together with those voluntary and statutory services who share our commitment to providing early help for children and families
5. To ensure that all children are made aware of the risks they may face both inside and outside of school, and what they can do to keep themselves and others safe.
6. To provide parent/carers with access to information that helps them be aware of the risks their children may face both inside and outside of school, and what they can do to help them keep their children safe.

## Key Contacts

Position	Name	Contact Details (email/phone)
Deputy Headteacher & DSL	George Mantillas	<a href="mailto:gmantillas@sjc.ac">gmantillas@sjc.ac</a> T: 0208 761 1426
Deputy Designated Safeguarding Lead	Maria Gayle	<a href="mailto:mgayle@sjc.ac">mgayle@sjc.ac</a> T: 0208 761 1426
Safeguarding Team (trained to Level 3)	Catherine Kane, Teresa Pazos, Matthew Farrah, Sara Cumming, Charlie Goodair, Fiona Watts.	T: 0208 761 1426
Designated Governor for Safeguarding	Stephen Horsman	<a href="mailto:info@horsmaneducationconsultants.com">info@horsmaneducationconsultants.com</a>
Chair of Governors	Stephen Horsman	<a href="mailto:info@horsmaneducationconsultants.com">info@horsmaneducationconsultants.com</a>
Local Authority Designated Officer (LADO)	Steve Hall Adam Fearon-Stanley (Assistant LADO)	<a href="mailto:steve.hall@croydon.gov.uk">steve.hall@croydon.gov.uk</a> <a href="mailto:lado@croydon.gov.uk">lado@croydon.gov.uk</a> T: 0208 255 2889(DD) M: 07825 830328
School Attendance Officer	Catherine Kingston	<a href="mailto:ckingston@sjc.ac">ckingston@sjc.ac</a> <a href="mailto:attendance@sjc.ac">attendance@sjc.ac</a> T: 0208 761 1426
Student Counsellor	Ingrid Pierre	<a href="mailto:ipierre@sjc.ac">ipierre@sjc.ac</a> <a href="mailto:studentcounsellor@sjc.ac">studentcounsellor@sjc.ac</a> T: 0208 761 1426
Early Help Best Start Family Solution Service	Consultation Line	Tel: 0208 726 6464 E: <a href="mailto:childreferrals@croydon.gov.uk">childreferrals@croydon.gov.uk</a>

Croydon Single Point of Contact (SPOC)	Consultation Line Urgent Child Protection matters 24 hours	T: 0208 726 6464 T: 0208 255 2888 T 0208 726 6400 E: <a href="mailto:childreferrals@croydon.gov.uk">childreferrals@croydon.gov.uk</a>
Multi-Agency Safeguarding Hub (MASH) Education Officer	Bronwyn Rich	<a href="mailto:MASH.Education@croydon.gov.uk">MASH.Education@croydon.gov.uk</a> T: 0208 604 7456 ext.47456
Head of Quality Assurance and Safeguarding Service, Children's Social Care	Gavin Swann	<a href="mailto:Gavin.swann@croydon.gov.uk">Gavin.swann@croydon.gov.uk</a> Tel: 0208 726 6000
School Nurse	Miranda Nimoh	E: <a href="mailto:m.nimoh@nhs.net">m.nimoh@nhs.net</a> E: <a href="mailto:CH-TR.NorthSchoolNursing@nhs.net">CH-TR.NorthSchoolNursing@nhs.net</a>  T: 0208 274 6425 M: 07557 176777
Croydon Safer Schools Team	Safer Schools Police Officer PC Aimee Hooker	<a href="mailto:aimee.hooker2@met.pnn.police.uk">aimee.hooker2@met.pnn.police.uk</a>  Croydon Police Station 71 Park Lane Croydon Croydon CR9 1BP Tel: 0208 649 0158 / 0208 649 0183
Croydon Safeguarding Children Partnership	<a href="https://croydonlcsb.org.uk/about-us/">https://croydonlcsb.org.uk/about-us/</a>	
Accessing Early Help guidance online	<a href="https://www.croydon.gov.uk/healthsocial/families/childproctsafe/childprotect">https://www.croydon.gov.uk/healthsocial/families/childproctsafe/childprotect</a>	
Croydon SPOC Safeguarding Referrals	<a href="mailto:childreferrals@croydon.gov.uk">childreferrals@croydon.gov.uk</a>	
Emotional Wellbeing and Mental Health support and referrals	<a href="http://www.croydon.gov.uk/ewmh">www.croydon.gov.uk/ewmh</a>	
Croydon SPOC	0208 255 2888 (Urgent need for a safeguarding response)	

	0208 726 6464 (Consultation Line) 0208 726 6400 (Out of Hours Duty Team) <a href="mailto:childreferrals@croydon.gov.uk">childreferrals@croydon.gov.uk</a>
Lambeth MASH	0207 926 3344 (First Response) 0207 926 5555 (Out of hours and Switchboard) <a href="mailto:helpandprotection@lambeth.gov.uk">helpandprotection@lambeth.gov.uk</a> <a href="mailto:dutymanager@lambeth.gov.uk">dutymanager@lambeth.gov.uk</a>
Lewisham MASH	0208 314 6660 0208 314 6000 (Out of hours) <a href="mailto:mashagency@lewisham.gov.uk">mashagency@lewisham.gov.uk</a>
Bromley MASH	0208 461 7373 / 7379 / 7026 0300 303 8671 (Out of hours) <a href="mailto:mash@bromley.gov.uk">mash@bromley.gov.uk</a>
Southwark MASH	0207 525 1921 0207 525 5000 (Out of hours) <a href="mailto:RAD@southwark.gov.uk">RAD@southwark.gov.uk</a>
Merton MASH	0208 545 42260208 545 4277 0208 770 5000 (Out of hours) <a href="mailto:mash@merton.gov.uk">mash@merton.gov.uk</a>
Wandsworth MASH	020 8871 7899 020 8871 6000 (out of hours) <a href="mailto:mash@wandsworth.gov.uk">mash@wandsworth.gov.uk</a>

## Roles and Responsibilities

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All members of staff within our school have a role to play in safeguarding and promoting the welfare of children. Specific members of staff also have additional roles and responsibilities too. This section outlines our school's expectations of our staff.

Safeguarding and promoting the welfare of children is:

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

### All Members of Staff

- have a responsibility to provide a safe environment in which children can learn
- should be prepared to identify children who may benefit from early help
- who become concerned about a child's welfare should follow the processes set out in page 27-28 and outlined in Staff training. Staff may be required to support social workers and other agencies following any referral
- must adhere to the Teachers' Standards 2012, which state that teachers, including Headteacher, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:
  - this Early Help and Child Protection policy
  - the staff code of conduct;
  - the role of the designated safeguarding lead
- will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, *Keeping Children Safe in Education*, and review this guidance at least annually. Staff will be given copies of the above policies, part one of *Keeping Children Safe in Education* as part of their induction process. These policies can also be accessed easily via the staff intranet.
- should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive early help and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing



information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment;

- should know what to do if a child tells them he/she is being abused or neglected; Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child
- should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described on pages 11 – 14
- are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child
- should always speak to the Designated Safeguarding Lead or Deputy DSL if they are unsure about identifying abuse and neglect
- should share details of any actions they have taken with the Designated Safeguarding Lead or Deputy DSL as soon as possible, if they have any concerns about a child.
- should maintain records about any concerns they have about a child. More information on record keeping is provided on pages 28-29.

### **The Designated Safeguarding Lead (DSL)**

- The DSL is a member of the senior leadership team. Our DSL is George Mantillas, Deputy Head. The DSL takes lead responsibility for early help, child protection and wider safeguarding within the school.
- is supported by the Deputy Designated Safeguarding Lead.
- liaises with Croydon Council and works with other agencies in line with *Working Together to Safeguard Children*
- (and or the deputy) should always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns
- undergoes training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years
- will be given the opportunity to attend the Designated Safeguarding Lead's Forum, and time to read new and updated research and briefings on safeguarding developments
- has an understanding of Croydon/London Safeguarding Children Board procedures;
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation

- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the child protection policy is updated annually
- keeps a record of staff attendance at early help and child protection training
- makes this policy available to parents

#### **The Deputy Designated Safeguarding Lead**

- Our Deputy Designated Safeguarding Lead is Maria Gayle.
- is appropriately trained
- supports the Designated Safeguarding Lead
- in the absence of the Designated Safeguarding Lead, carries out those functions necessary to ensure the ongoing safety and protection of children.
- in the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

#### **The Headteacher**

- is responsible for the implementation of this policy
- ensures that the early help and child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures (See Policy);
- ensures that child's safety and welfare is addressed through the curriculum.

#### **The Governing Body (through the Designated Governor for Early Help and Child Protection) ensures that the school has;**

- a Designated Safeguarding Lead for early help and child protection who is a member of the senior leadership team and who has undertaken the approved Croydon Safeguarding Children Board training for Designated Safeguarding Leads
- early help and child protection policy and procedures that are consistent with CSCB requirements, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher

- safer recruitment procedures that include the requirement for appropriate checks in line with national guidance
- a training strategy that ensures all staff, including the Headteacher, receive early help and child protection training, with refresher training at regular intervals. The DSL should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for early help and child protection
- a member of the governing body (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher;
- completed the Annual Section 11 Audit of School Safeguarding Practice provided by the CSCB Education Sub-Group. This audit will be reviewed by the Safeguarding Governor and signed off by the governing body before submission to the CSCB. Any weaknesses or areas of concern will be rectified without delay.
- The Designated Safeguarding Governor meets with the DSL and others each term, attends Safeguarding training regularly and reports to the Full Governing Body.

## Types of Abuse and Neglect

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

### Abuse

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

### Physical Abuse

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

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

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

#### Bruises

- commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
- defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- clusters of bruises on the upper arm, outside of the thigh or on the body
- bruises with dots of blood under the skin

#### Burns or Scalds

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

#### Bite Marks

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

- a bruised scalp and swollen eyes from hair being pulled violently
- bruises in the shape of a hand or object.
- multiple burns or scalds.

#### **Fractures or Broken Bones**

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

#### **Other Injuries & Health Problems**

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

### **Emotional Abuse**

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

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

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

Young children who are being emotionally abused or neglected may:

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

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age

- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

## Sexual Abuse

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

Children who are sexually abused may:

### Stay away from certain people

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

### Show sexual behaviour that's inappropriate for their age

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

### Have physical symptoms

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

## Neglect

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

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

Children who are neglected may have:

#### **Poor Appearance and Hygiene Issues**

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

#### **Health and Development Problems**

- untreated injuries, medical and dental issues
- repeated accidental injuries caused by lack of supervision
- recurring illnesses or infections
- not been given appropriate medicines
- missed medical appointments such as vaccinations
- poor muscle tone or prominent joints

#### **Housing and Family Issues**

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

- skin sores, rashes, flea bites, scabies or ringworm
- thin or swollen tummy
- anaemia
- tiredness
- faltering weight or growth and not reaching developmental milestones (known as failure to thrive)
- poor language, communication or social skills.

#### **Bullying (Including Online Bullying)**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year. All incidences of bullying should be reported and will be managed through our behaviour and anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DSP will consider implementing child protection procedures.

A child may be experiencing abuse online if they:

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

## Specific Safeguarding Concerns

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

### Children Missing from Education

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

A child going missing from education is a potential indicator of abuse or neglect. Members of staff will follow the school's attendance policy, early help and safeguarding policy and Croydon's Children Missing from Education policy, particularly when children are absent without reason on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is also essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage. Children who are looked after by the local authority, are particularly vulnerable in relation to going missing from foster placements or residential care; and therefore missing from education.

Croydon's Children Missing from Education policy provides information on what to consider when a school is informed that a family is going abroad (page 9). For schools in Croydon, referrals for CME are accepted after 10 working days of reasonable checks being carried out by the school and the Designated Safeguarding Lead. All schools are legally required to provide this information, as well as the details of any child joining or leaving the school during the year.



Croydon's policy on Children Missing from Education can be found online:  
<https://www.croydon.gov.uk/education/schools-new/attendance/child-missing-education>



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

Child Sexual Exploitation is a form of sexual abuse where individuals or groups take advantage of the power imbalance to “coerce, manipulate or deceive” children to take part in sexual activity. CSE can affect any child (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. Children can be exploited by other children, who themselves may be experiencing Exploitation. In this instance, it is important that the child perpetrator is also recognised as a victim.

CSE may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or touching outside clothing. In addition, CSE may also include non-contact activities such as involving children in the production of sexual images, children being forced to look at sexual images or watch sexual activity, grooming a child in preparation for abuse (including via the internet); or encouraging children to behave in ways that are sexually inappropriate.

Children are sexually exploited for money, or to increase the power or status of the perpetrator. CSE can involve violent, humiliating and degrading sexual assaults. In some cases, children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. CSE can happen overtime or be a one off occurrence, and can also take place without the child’s immediate knowledge (e.g. as a result of others sharing video’s or images of them via social media).

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. A significant number of children who are victims of sexual exploitation go missing from home, from the care of the local authority (foster care or residential care), and from education at some point. There are a number of factors which can make children more vulnerable to exploitation, including; sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of CSE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who display sexual behaviours beyond their expected sexual development
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;

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

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



Croydon's CSE protocol can be found via the Croydon Safeguarding Children's Board website: <http://croydonlcsb.org.uk/professionals/missing-child-sexual-exploitation/>

## **Child Criminal Exploitation and County Lines**

Child Criminal Exploitation (CCE) occurs where an individuals or groups intimidate, control, manipulate or mislead a child or young person under the age of 18, to become involved in criminal activity. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped in CCE as a result of perpetrators threatening the victims and their families with violence, or entrapping them into debt.

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

As children involved in CCE often commit crimes themselves, adults and professions can fail to acknowledge their vulnerability as victims, (particularly older children). As a result, they are not treated as victims despite the harm they have experienced. It is imperative to remember that these children may still have been criminally exploited, even if the activity appears to be something they have agreed or consented to.

### **County Lines**

CCE is not limited to, but can often take the form of 'county lines'. The UK Government defines county lines as activity involving individuals, gangs and organised criminal networks who export illegal drugs into various importing areas within the UK; using dedicated mobile phone lines. The perpetrators often use, coercion, intimidation, violence (including sexual violence), and weapons to exploit children and vulnerable adults; to move and store illegal drugs and money. County lines gangs may also manufacture

drug debts which need to be repaid or threaten to kidnap towards victims (and their families) if they attempt to leave the county lines network.

CCE can include children/young people being forced to work in cannabis factories, forced to shoplift or pickpocket, or to threaten other young people. In addition to this the child or vulnerable adult is offered, promised or given something they are in want or need of (e.g. money, illegal drugs, clothing, electronic devices) and intangible rewards (e.g. protection, acceptance, or supposed friendship). The child/young person may have been criminally exploited although it may appear that the activity appears consensual. CCE does not always involve physical contact, it can also occur through the use of technology.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also being targeted and recruited online using social media.

**Vulnerable children and adults commonly targeted by gangs:**

- lacking a safe and stable home environment
- social isolation or social difficulties
- children Looked After by the local authority (placed in foster care or residential care)
- physical/learning disabilities
- mental health or substance misuse issue
- being excluded from mainstream education, in particular attending a Pupil Referral Unit

**Potential indicators CCE and county lines involvement:**

- persistently going missing from school or home
- being found out-of-area
- unexplained acquisition of money, clothes, or mobile phones
- leaving home or care without explanation
- excessive receipt of texts, phone calls and or having multiple handsets
- relationships with controlling and or older individuals or groups
- suspicion of physical assault / unexplained injuries
- carrying weapons
- significant decline in school results / performance
- self-harm or significant changes in emotional well-being.

Referrals in relation to concerns of CCE can be discussed via the SPOC Consultation Line. Referrals via MASH and report to the Police.



CHILDREN AND YOUNG PEOPLE TRAFFICKED FOR THE PURPOSE OF CRIMINAL EXPLOITATION IN RELATION TO COUNTY LINES //A TOOLKIT FOR PROFESSIONALS

<https://www.csepoliceandprevention.org.uk/sites/default/files/Exploitation%20Toolkit.pdf>

Criminal exploitation and County Lines: A toolkit for working with children and young people

[https://www.childrenssociety.org.uk/sites/default/files/publications/toolkit\\_criminal\\_exploitation\\_and\\_county\\_lines.pdf](https://www.childrenssociety.org.uk/sites/default/files/publications/toolkit_criminal_exploitation_and_county_lines.pdf)

## Serious violence

There are several indicators which may signal that children are at risk from, or are involved with serious violent crime. In cases such as these children may have been approached by, or are involved with individuals associated with criminal networks or gangs. They may also be at risk of criminal exploitation/

These indicators may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- Unexplained gifts or new possessions

A number of risk factors exist which increase the likelihood children becoming involved in serious violence:

- Being male
- frequently absent from school
- permanently excluded from school
- Experience of child maltreatment
- Involvement in offending (e.g. theft or robbery)

Referrals in relation to concerns of serious violence can be discussed via the SPOC Consultation Line, referrals via SPOC/MASH and report to the Police.



Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang Involvement:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

## Children missing from home or care

There are documented links between children going missing and the risk of child sexual exploitation, child criminal exploitation, and substance misuse. Children Looked After are noted to be particularly vulnerable. Research Evidence suggests that the distance from home, family and friends is a major factor in Children Looked After going missing from foster care or residential care. Missing children are prioritised by the police, who will categorise them as medium or high risk.

- Medium risk relates to the risk posed being likely to place the child in danger, or the child is deemed to be a threat to themselves or others.
- High risk- relates to the risk posed being immediate and child being in danger as a result of their own vulnerability. The child is also considered to be at high risk if they have been a victim of serious crime, or there is reason to believe that the public is in danger.

When a child has been found after a missing episode, the police will carry out a safe and well check. In the process of doing so, they can assess whether the child has suffered harm, to decipher whom the child has been associating with whilst missing, and to give the child the opportunity to disclose whether they have been involved in criminal activity; or whether they have had crimes committed against them. An Independent Return Interview should be offered to the child within 72 hours of their return. This will give the child the opportunity to discuss the reason why they ran away. The interview process will also assist the professionals in formulating plans to minimise the risk of further missing episodes; to protect the child from any risks they have been exposed to whilst missing; and decipher any potential risks within the home.

Referrals for children missing from home or care should be made Via SPOC/MASH and reported immediately to the Police.



Safe@Last, working with and on behalf of children and young people at risk through running away  
<http://www.safeatlast.org.uk/>

The Children's Society

[http://www.childrensociety.org.uk/sites/default/files/tcs/pro\\_guide\\_to\\_runaways -  
online\\_versionfinal\\_0.pdf](http://www.childrensociety.org.uk/sites/default/files/tcs/pro_guide_to_runaways_-_online_versionfinal_0.pdf)

Association of Chief Police Officers (ACPO) guidance on the Management, Recording and Investigation of Missing Persons

<http://www.acpo.police.uk/documents/crime/2011/201103CRIIMP02.pdf>

## **Children with special educational needs and disabilities (SEND)**

Students with special educational needs and disabilities (SEND) can be particularly vulnerable to safeguarding challenges. Children and young people with speech, language and communication needs face additional barriers relating to sharing their worries and concerns. There are a range of speech, language and communication needs which may make it difficult to articulate their experience.

It is also likely that SEND students are unable to understand important information during key safeguarding lessons. When SEND students have communication needs, it can be difficult to teach SEND students about what abuse is, and how to keep themselves safe. SEND students may have an impaired capacity to understand the severity of abuse and neglect; they may also lack judgement and social and emotional literacy to deal with situations, such as understanding consent. Without this knowledge, SEND students may not recognise that they are being abused or be able to describe what is happening to them.

The School will ensure that SEND students, will be supported by staff, to ensure that their voice is heard and appropriate action is taken when disclosures are made; e.g. making relevant referrals to external agencies namely, Police, Social Care and CAMHS. Referrals for students with SEND subject to abuse or neglect will be made via SPOC/MASH and reported to the Police as appropriate.

## **Female Genital Mutilation (FGM) and so-called “Honour Based” Abuse (HBA)**

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the Designated Safeguarding Lead.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and

social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Teachers who discover that FGM appears to have been carried out on a student under 18; should discuss the case with the DSL as soon as possible unless they have been specifically told not to disclose.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

A girl or woman who's had FGM may:

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

Referrals in relation to concerns of HBV and FGM can be discussed via the SPOC Consultation Line.

Referrals will be made via SPOC/MASH. A report will also be made directly to the Police.



Multi agency statutory guidance on FGM:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

Multi-agency guidelines: Handling case of forced marriage:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

The following is a useful summary of the FGM mandatory reporting duty:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

## Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. The school can play an important role in safeguarding children from forced marriage.

The Designated Safeguarding Lead will be the first point of contact where there has been a disclosure.



Multi-agency practice guidelines: Handling cases of Forced Marriage:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

Members of Staff can contact the Forced Marriage Unit if they need advice or information:

Telephone: 0207 008 0151 or Email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

## Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

- **Extremism**- is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation**- is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism**- is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.



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

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

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

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

1. Assessing the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;
2. Ensuring our early help and safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.

3. Promoting active engagement with parent/carers as they are in a key position to spot signs of radicalisation. We will assist and advise families who raise concerns and point them to the right support mechanisms. We will also discuss any concerns about possible radicalisation with a child's parents in line with this policy unless we have specific reason to believe that to do so would put the child at risk.
4. Ensuring that as many members of staff as possible undertake preventing radicalisation training, with priority given to the Designated Safeguarding Lead.
5. Ensuring children are safe from terrorist and extremist material when access the internet in school.

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

As soon as possible, staff should share any concerns with the Designated Safeguarding Lead. The SPOC Consultation Line can be contacted for advice on making a referral to Channel, but any safeguarding referral must be made via SPOC/MASH.



The Prevent duty: Department for Education advice for schools and childcare providers:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people

<http://educateagainsthate.com/>

Raising Awareness of the Prevent Duty – Free E-Learning accessed via:  
<https://www.elearning.prevent.homeoffice.gov.uk/>

Channel General Awareness – Free E-Learning accessed via:  
[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

## **Domestic Abuse**

The Domestic Abuse Act 2021 provides a statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the

effects of abuse. There are a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the perpetrator and the victim must be aged 16 or over and must be “personally connected”.

There are several types of domestic abuse;

- intimate partner violence
- abuse by family members
- teenage relationship abuse
- child/adolescent to parent violence and abuse

Domestic abuse can include, but is not limited to, the following:

- Coercive control (a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence)
- Psychological and/or emotional abuse
- Physical abuse
- sexual abuse
- Financial or economic abuse
- Harassment and stalking
- Online or digital abuse

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can be witness to and adversely affected by domestic abuse in the context of their home life, where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

It is important to always consider domestic abuse as a possible explanation for any unusual behaviour. The following signs and symptoms can be warning signs that a child or young person is experiencing domestic abuse:

- |                                  |                    |                                     |                    |
|----------------------------------|--------------------|-------------------------------------|--------------------|
| • Persistent absence from school | • Eating disorders | • Early/unwanted pregnancy          | • Anxiety          |
| • Decline in behaviour,          | • Depression       | • Evidence of control over movement | • Substance misuse |

performance and engagement

- Self-harm
- Isolation
- Evidence of being monitored by family or other adults
- Attempted suicide
- Evidence that certain situation trigger memories of traumatic experiences

## Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the Designated Safeguarding Lead before the child or children arrive at school the following day. This ensures that the school has up to date and relevant information about the child's circumstances, and can enable immediate support to be put in place.

The Designated Safeguarding Lead will act as the first point of contact for any concerns about Domestic Abuse. The Designated Safeguarding Lead (or Deputy) will seek advice from SPOC Consultation Line, or the Family Justice Centre on 0208 688 0100 or [fjc@croydon.gov.uk](mailto:fjc@croydon.gov.uk) . Any concerns that a child may be at risk of significant harm must be reported immediately via SPOC/MASH.



Information and advice for families and professionals in relation to Domestic Abuse and Sexual Violence:  
<https://www.croydon.gov.uk/community/dabuse/domestic-abuse>

Barnardo's Domestic Violence Risk Identification Matrix:  
[http://www.barnardos.org.uk/Barnardos\\_Domestic\\_Violence\\_Risk\\_Identification\\_Matrix.pdf](http://www.barnardos.org.uk/Barnardos_Domestic_Violence_Risk_Identification_Matrix.pdf)

The Bristol Idea promoting healthy relationships and tackling domestic and sexual violence:  
<http://www.bristolideal.org.uk/>

The Domestic Abuse Act 2021  
<https://www.womensaid.org.uk/what-we-do/campaigning-and-influencing/campaign-with-us/domestic-abuse-bill>

## **Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment can occur online and face to face (both physically and verbally). Children who are victims of sexual violence and sexual harassment, are likely to be distressed as a result of their experience. This will be exacerbated if the alleged perpetrator(s) also attend the same school. It is also highly likely that their experience of sexual violence and sexual harassment, will have an adverse impact on their educational attainment.

The School has a responsibility to:

- make clear that sexual violence and sexual harassment is unacceptable, will never be tolerated and is not an inevitable part of growing up.
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- Challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours, risks normalising them.
- be aware that Children with Special Educational Needs and Disabilities can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers.
- understand that Children who are Lesbian, Gay, Bi, or Transgender (LGBT) can be targeted by their peers. Children who are perceived by their peers to be LGBT (whether they are or not), can be just as vulnerable as children who identify as LGBT.

## **Sexual violence**

Sexual violence refers to sexual offences under the Sexual Offences Act 2003

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. Sexual assault covers a very wide range of behaviours,

therefore a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

## **Consent**

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

## **Sexual harassment**

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. It is likely that sexual harassment will violate a child's dignity, make them feel intimidated, degraded or humiliated and create a hostile, offensive or sexualised environment. If unchallenged, we risk normalising inappropriate behaviours and fostering an environment that may lead to sexual violence.

Sexual harassment can take the form of:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour such as; deliberating brushing against someone, interfering with someone's clothes grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature.
- Online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

## **Responding to reports of sexual violence and sexual harassment**

Whilst the facts of the case are being established and the Designated Safeguarding Lead (s) begin the process of liaising with children's social care and the police, the alleged perpetrator should be removed


from any classes they share with the victim. The victim and alleged perpetrator should be kept a reasonable distance apart whilst on school premises. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Each incident will be dealt with on a case by cases basis. However, some situations are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape
- rape, assault by penetration and sexual assault are defined in law (as set out at paragraph 4); and
- creating and sharing sexual photos and videos of under-18s is illegal (Youth produced sexual imagery- often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.

All victims are to be reassured that they are being taken seriously, supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to note that some groups are potentially more at risk. As documented in Keeping Children Safe in Education 2021 “evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk”.

The Designated Safeguarding Lead will act as the first point of contact for any concerns about sexual violence and sexual harassment. Where a child has been harmed, is in immediate danger, or is at risk of harm; a referral will be made to children’s social care. Rape, assault by penetration and sexual assaults are crimes which will be reported to the police.

 Advice for governing bodies and school staff:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/667862/Sexual\\_Harassment\\_and\\_Sexual\\_Violence\\_-\\_Advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf)  
Sexual Offences Act 2003  
<https://www.legislation.gov.uk/ukpga/2003/42/contents>

### **Peer on peer abuse (child on child)**

Children can abuse other children, which is often referred to as peer on peer abuse. Peer on peer abuse can happen inside and outside of school and online.

Peer on peer abuse may include:

- bullying (i.e. cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse (e.g. hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, or online abuse which facilitates threatens and/or encourages physical abuse)
- sexual violence, (i.e. rape, assault by penetration and sexual assault; or online abuse which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, (e.g. sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse)
- causing someone to engage in sexual activity without consent (e.g. forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (i.e. sexting or youth produced sexual imagery)
- initiation/hazing type violence and rituals (e.g. activities involving harassment, abuse or humiliation used as a way of initiating a person into a group including on line)

Any inappropriate behaviour needs to be addressed, as this can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Should staff have any concerns regarding peer on peer abuse they should speak to their Designated Safeguarding Lead (or Deputy).

## **Upskirting**

The Voyeurism (Offences) Act 2019, commonly known as the Upskirting Act, outlines the act of 'Upskirting' where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear); to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence, of which anyone of any sex, can be a victim. It is imperative that all victims are reassured that they are being taken seriously, and that they will be supported and kept safe.

Staff should report any incidences of Upskirting to the Designated Safeguarding Lead (or Deputy). Advice will be sought via SPOC/ MASH and subsequent reports made to the police.



## **Sexting and youth produced sexual imagery**

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the Designated Safeguarding Lead immediately.

Staff must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the students that they will receive support and help from the Designated Safeguarding Lead (or Deputy)

## **Online safety**

It is essential that children are safeguarded from potentially harmful and inappropriate online material.

There are four main areas of risk;

- content: children being exposed to illegal, inappropriate or harmful content (e.g. pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism)
- contact: children being subjected to harmful online interaction with other users; (e.g. peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial purposes)
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying)
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Should staff consider students or staff to be at risk, they should speak to the Designated Safeguarding Lead.


## Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet, which is defined by either 'cyber-enabled' crimes (which happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' Crimes (committed only by using a computer). Children with particular skill and interest in computing and technology may unintentionally or deliberately stray into cyber-dependent crime.

Cyber-dependent crimes include

- unauthorised access to computers/illegal 'hacking' (e.g. accessing a school's computer network to look for test paper answers or change grades awarded)
- denial of Service (Dos or DDoS) attacks or 'booting' (i.e. attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources)
- making, supplying or obtaining malware/malicious software (e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence)

If there are concerns about a child in this area, staff should report to Designated safeguarding lead (or Deputy).

 Cyber Choices Programme.

<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

## Mental Health

Member of staff should also be aware that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. These experiences can impact on children's mental health, behaviour and education.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health issue. However, staff can observe children on a day-to-day basis and identify those whose behaviour suggests that they may be experiencing a mental health issue or be at risk of developing one. Should staff have any concerns about a student's mental health, this is also a safeguarding concern. Immediate action should be taken, following the child protection policy and speaking to the Designated Safeguarding Lead

(or Deputy). A referral can then be made to the school Counsellor, the Child and Adolescent Mental Health Service; or other external mental health services where appropriate.

## Early Help Procedures

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Keeping Children Safe in Education and Working Together to Safeguard Children set out a clear expectation that local agencies and schools will work together and collaborate to identify those children with additional needs and provide support as soon as a problem emerges. Providing early help is far more effective in promoting the welfare of children – and keeping them safe – than reacting later, when any problems, for example neglect, may have become more entrenched. The importance of using a child-centred approach in following the child's journey is also emphasised. To achieve this, members of staff involved in the Early Help process must have a clear understanding of the needs and the views of the individual child in their family and community context.

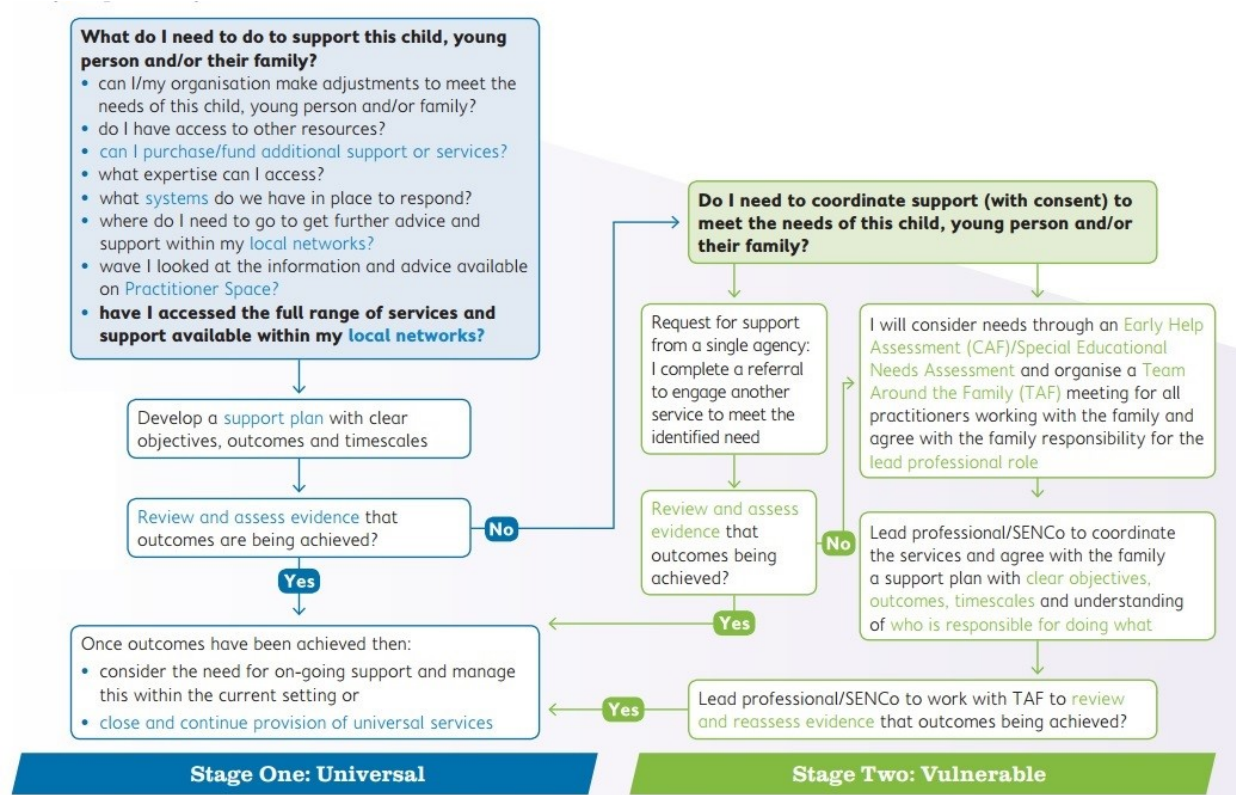
Our school is committed to ensuring everything possible is done to prevent the unnecessary escalation of issues or problems. Children, young people and their families will be offered help when needs and/or concerns are first identified and, as a consequence of the early help offered, children's circumstances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

The guiding principles of Early Help are:

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

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

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



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

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

- advice, face to face, on the telephone or by email;
- guidance about the early help pathway/staged intervention;

- support to identify universal and community services;
- attend Team Around the Family meetings to provide support and challenge where necessary;
- case consultation sessions;
- information and identification about early help learning and development for individuals or staff teams.

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

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

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

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

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

We have various support available in school such as our full-time in school counsellor and a behaviour support team. We also have a clear attendance policy led by our Attendance Officer and a specialist Education Welfare Officer for higher levels of absenteeism.

### **Stage Two - Targeted early help for vulnerable children and families**

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

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

### **Early Help Assessment**

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

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

### **Team Around the Family**

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

### **Lead Professional**

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

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

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

The lead professional's role is to:

- develop a successful and productive relationship with the child, young person and their family;
- co-ordinate the delivery of effective early intervention work and on-going support

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

When a member of staff is the lead professional, they are accountable to our school for their delivery of lead professional functions; they are not responsible for the actions of other professionals. When a member of staff is the lead professional, they will regularly review the support plan consider if changes need to be made or additional services required in partnership with the Team Around the Family. Where there is evidence that the support being provided is not achieving the desired outcomes within a reasonable timescale (using an appropriate tool to measure impact and progress) they will need to decide whether it is appropriate to do all or any of the following:

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

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

We also have access to the local drugs service for confidential referrals for young people in need of discussing substances. Parents do not need to give consent under the principles of Gillick competence and Fraser guidelines.

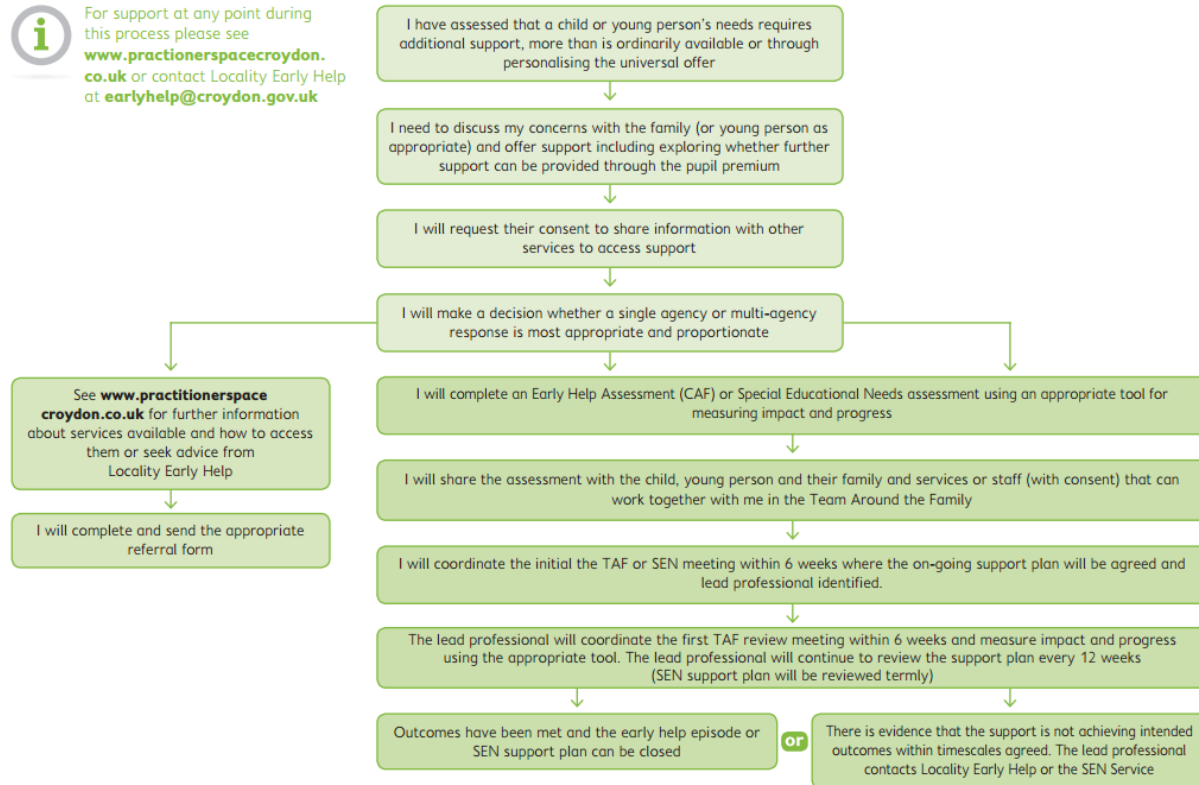
A diagram explaining the Stage Two pathway can be found on the next page.





For support at any point during this process please see [www.practitionerspacecroydon.co.uk](http://www.practitionerspacecroydon.co.uk) or contact Locality Early Help at [earlyhelp@croydon.gov.uk](mailto:earlyhelp@croydon.gov.uk)

### Stage 2 Pathway



For more help on how to assess need, complete the Early Help Assessment and organise and deliver a Team Around the Family contact our Early Help Advisor or email Early Help at [childreferrals@croydon.gov.uk](mailto:childreferrals@croydon.gov.uk)

## Child Protection Procedures

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### Taking Action

Should members of staff have any concerns about a child, these concerns must be referred to [safeguarding@sjc.ac](mailto:safeguarding@sjc.ac). If the child is at immediate risk of harm, the concern should be discussed as a matter of urgency with the Designated Safeguarding Lead, Deputy or other members of the safeguarding team. The DSL, Deputy or other members of the safeguarding team will make the appropriate referral to Children's Social Care via SPOC/MASH. However, any member of staff can refer to SPOC/MASH in the absence of the designated persons/ safeguarding team. Other options could include referral to specialist services or early help services, and should be made in accordance with the referral threshold set by Croydon Safeguarding Children Partnership.

If anyone other than the Designated Safeguarding Lead or Deputy makes the SPOC/MASH referral, they should inform the Designated Safeguarding Lead as soon as possible. The SPOC/MASH should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

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

### If a child discloses information to a member of staff

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

During the conversation with the child:

- Allow them to speak freely.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.

- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Tell the child what will happen next. The child may agree to go with you to see the designated safeguarding lead. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

### **Working in partnership with parents and gaining consent**

It is our policy to work in partnership with parents and carers to secure the best outcomes for our children. We will communicate as clearly and regularly as possible about the aims of the school and work with them in regards to their own child’s needs. The school will normally seek to discuss any concerns about a child with their parent/carers. This must be handled sensitively and the DSL or Deputy will make contact with the parent in the event of a concern, suspicion or disclosure and to seek consent to share this information with the Multi-Agency Safeguarding Hub. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from SPOC/MASH.

### **Referral to Croydon Single Point of Contact (SPOC)**

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

If a child is in immediate danger or is at risk of harm a referral should be made verbally immediately to SPOC via 0208 255 2888 and/or the police via 999. Any verbal MASH referrals or referrals that do not require an immediate response should be made via the Online MASH Referral form. The form is available here: <https://my.croydon.gov.uk/ChildReferrals?qWname=New&qServiceRef=ChildReferral>

Please keep in mind that as of February 2017 if you submit an online referral to Croydon SPOC you do not get to retain a copy of your referral. If you fill in the downloadable document and then attach as an email you get to retain a copy of your referral.

## Record Keeping

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

- Evidence has played an important part in inspections and legislation requires the maintenance of certain statutory records - we have to evidence what we say. Increasingly when managing early help and child protection concerns, accurate and timed records are invaluable.
- We will forget details – every aspect of the incident or concern might be crystal clear at the time but we can't guarantee this will be the same in a few days.

All records should be objective and accurate, be clear about names, dates, places etc. and also distinguish between fact and opinion, hearsay and direct information. Child Protection files should be in either a separate locked cabinet or on a separate Network Drive with access restricted to the Designated Safeguarding Lead (and their deputy), Headteacher and Nominated Governor. We also have a clear policy on the removal of files and by whom which includes:

- Files marked 'do not remove' or 'restricted access' – we will be clear who the restrictions apply to and who specifically is exempt;
- The Designated Safeguarding Lead must be informed if files are taken to a meeting and the file must be returned to them;
- A log is kept of those removing files with the reason why, the destination and a signed date taken and returned
- Confidentiality – while staff may need the general contextual information to support a child's welfare, private and individual circumstances should only be discussed with the Designated Safeguarding Lead or Deputy DSL, who will inform others on a 'need to know' basis
- Files should be regularly reviewed by another member of the Senior Leadership Team to ensure an independent overview to identify numbers and any patterns of concerns, and that these have been followed up.

All child protection concerns should be included in the child protection file (including those where a decision has been made not to make a formal referral to MASH. All other inform gathered that falls below the child protection threshold will be held in the child's pupil file held by the Pastoral team.

Examples of information gathered which does not meet the threshold of child protection are:

- Information gathered as part of an Early Help Assessment
- Discussions with parents/carers
- Lack of engagement with parents
- Concerns regarding hygiene, clothing
- Poor punctuality
- Absence from school/fixed term exclusions

- Under stimulation/poor concentration/underachieving
- Frequent absence/health concerns/missed appointments
- Concerns about diet
- Poor peer relationships
- Low self-esteem leading
- Bullying.

Remember that informal notes can be requested as evidence and whatever you write should be done objectively and with professionalism.

### **Transfer of information**

When a child moves to another school or educational establishment, all child protection records will be retained by our school, but copies of the records will be hand-delivered or emailed securely via Egress or other password protected means (if not possible, sent securely) to the receiving Designated Safeguarding Lead (DSL), separate from their general records and marked as strictly confidential; this should be done within 15 working days and we will always obtain written confirmation of receipt of these records. When copies of records are emailed securely, we will also make contact via telephone with the intended recipient within 5 minutes of the records being sent to ensure they have been received. Once we have received written confirmation that the child protection records have been received by the new school, the child protection records we hold will be destroyed/deleted in a confidential manner.

Child Protection records do not form part of the pupil's educational record and are not required to be disclosed to parents/carers. Any requests from a parent/carers solicitor to have child protection records disclosed to them will be passed to either our legal advisor or we will consult with the Legal Services team at Croydon Council.

### **Summary**

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

- It is recommended that a student's records are kept for 10 years after they leave compulsory education.

### **Confidentiality and sharing information**

All members of staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff should only discuss concerns with the designated person, head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head teacher. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. The school's policy on confidentiality and information sharing is available to parents and children on request.

### **Multi-agency working**

St Joseph's College is committed to multi-agency working in order to safeguard and promote the welfare of our students. Where St Joseph's College is named by the safeguarding partners as a 'relevant agency',

the school will be engaged, involved and included in safeguarding arrangements, and are under a statutory duty to co-operate in this process. The three safeguarding partners are; the local authority, a clinical commissioning group for an area within the local authority, and the chief officer of police for the locality.

## Online Safety and Site Safety

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The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

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

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

### Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or colleges IT system. As part of this process governing bodies and proprietors should ensure their school has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the school's IT system and the proportionality of costs Vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like:

- <http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring>

Guidance on e-security is available from the National Education Network-NEN. Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises.



Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

### **Staff training**

The school will ensure staff undergo regularly updated safeguarding training and that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Records are kept of when training takes place and who has attended this. All staff have an induction on the ethos of the school, as well as on Early Help and Child Protection Procedures.

### **Information and support**

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.internetmatters.org](http://www.internetmatters.org)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

[www.educateagainsthate.com](http://www.educateagainsthate.com)

[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

### **Health and Safety**

Entry to the school premises is controlled by secure doors and there are site security measures in places with gates, fences and staff supervision at key times. There are staff supervising students between classes, at break and lunch at all times and a record of accidents, illnesses and injuries is kept for all students. Serious incident Health and Safety records are held in the school including in regards to lettings' hire, safeguarding procedures of hirers and contractors.

## Safer Recruitment (In reference to Keeping Children Safe in Education)

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### Recruitment, Selection and Pre-Employment Vetting

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

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

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

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

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

In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management roles, an additional check is required to ensure they are not prohibited under any other provisions. More information is available on the DBS website -

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/519060/Guide\\_to\\_eligibility\\_v8.1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/519060/Guide_to_eligibility_v8.1.pdf)

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

For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009. Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of those checks can be found in Disqualification under the Childcare Act 2006 statutory guidance.

**If we, as a school, knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage or engaging in such work.**

### **Pre-appointment checks**

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

When appointing new staff, we will:

- request a minimum of 2 references, one of which must be the candidates current/previous employer and verify that these are to the school's satisfaction;
- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website - <https://www.gov.uk/government/publications/dbs-identity-checking-guidelines> ;
- obtain (via the applicant) a certificate for an enhanced DBS check which will include barred list information, for those who will be engaging in regulated activity;
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- for teaching staff, verify that the new candidate is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service - <https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>
- if a new appointee is to occupy a management post in an independent school, academy or free school as an employee, is to be a trustee of an academy or free school trust, or is to be a governor or member of a proprietor body for an independent school, we will check whether the

individual has been barred by the Secretary of State from taking part in the management of an independent school;

- verify the candidate's mental and physical fitness to carry out their work responsibilities;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow the advice on the GOV.UK website; <https://www.gov.uk/check-job-applicant-right-to-work>
- if the person has lived or worked outside the UK, make any further checks we consider appropriate;
- verify all professional qualifications in relation to teaching / working with children.

### **Employment history and references**

The school will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References will be sought on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

The purpose of seeking references is to obtain objective and factual information to support our appointment decisions. References should always be obtained, scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed. They will always be requested directly from the referee and we will not rely on open references, for example in the form of 'to whom it may concern' testimonials. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

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

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

### **Individuals who have lived or worked outside the UK**

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges). This includes an enhanced DBS certificate even if the individual has never been to the UK. Following the UK's exit from the EU, schools and colleges should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.

The Home Office has published guidance on criminal record checks for overseas applicants (<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants> ). The Department for Education has also issued guidance on the employment of overseas-trained teachers (<https://www.gov.uk/government/publications/employing-overseas-trained-teachers-from-outside-the-eea> ). This gives information on the requirements for overseas trained teachers from the European Economic Area to teach in England, and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the United States of America.

### **Agency and third-party staff**

The school will obtain written notification from any agency that they have carried out the checks on an individual who will be working at the school that we would perform to ensure it would be appropriate for them to do so. Where the position requires a barred list check this must be obtained, by the agency or third-party prior to appointing that individual. We must also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by our school, we will ensure that all necessary checks are carried out including the requesting of an enhanced DBS certificate (including and barred list information). Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks, and we will obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. We will also enter details of fee-funded trainees on our single central record.

### **Existing staff**

If we have concerns about an existing staff member's suitability to work with children, we will carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school or college moves from a post that was not regulated activity, into work which is regulated activity, the relevant checks for the regulated activity will be carried out. Apart from these circumstances, our school will request a renewed DBS check (with a barred list check where relevant) every 3 years.

**We have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.** The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals can be found on GOV.UK - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/501318/DBS\\_referral\\_guidance\\_completing\\_the\\_form\\_v1\\_1\\_Feb\\_16.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/501318/DBS_referral_guidance_completing_the_form_v1_1_Feb_16.pdf)

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

## **Volunteers**

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

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

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

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

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

When a Volunteer is being supervised:

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

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

### **School Governors**

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

### **Contractors**

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

**Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity.** We are responsible for determining the appropriate level of supervision depending on the circumstances. If a contractor working at a school or college is self-employed, the school or college should consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account. Schools and colleges should always check the identity of contractors and their staff on arrival at the school or college.

### **Visitors**

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

### **Adults who supervise children on work experience**

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

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

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

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

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

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

### **Children staying with host families**

We quite often make arrangements for our children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to which they are not related. This might happen, for example, but not only, as part of a foreign exchange visit or sports tour. Such arrangements could amount to “private fostering” under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006, or both. Where the school or college is the regulated activity provider, it should request a DBS enhanced check (which will include barred list information) to help determine their suitability for the arrangement. However, where the parents make the arrangements themselves, this will be a private matter between the child’s parents and the host parents and in these circumstances the school will not be the regulated activity provider.

Schools and colleges arranging for their children to stay with families overseas should be aware that the DBS cannot access criminal records held overseas. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. Schools and colleges should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. If they wish, local authorities and schools can contact the relevant foreign embassy or High Commission of the country in question and find out if similar checks can be done in that country.

### **Use of school or college premises for non-school/college activities**

Where our school premises are hired to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular



activities) we will ensure that appropriate arrangements are in place to keep children safe. When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. The governing body or proprietor should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

### **Single Central Record**

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

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children;
- and all members of the proprietor/governing body.

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

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- further checks on people living or working outside the UK
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

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

Our school does not have to keep copies of DBS certificates in order to fulfil our duty of maintaining the single central record. To help our school comply with the requirements of the Data Protection Act, where

we choose to retain a copy they should not be retained for longer than six months, or without the individual's consent. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications should be kept for the personnel file. The single central record is maintained by the Head teacher's PA on computer.

## **Allegations of abuse made against teachers and other staff**

### **Duties as an employer and an employee**

This part of the policy is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including supply staff and volunteers) in a school or college that provides education for children under 18 years of age has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

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

### **Initial considerations**

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

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The local authority designated officer(s) (LADO) will be informed of all allegations

that come to a school or college's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

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

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

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

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

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

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

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

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school. However, in other circumstances, such as lack of appropriate resource within the school, or the nature or complexity of the allegation will require an independent investigator.

In the event that an allegation is substantiated and it is thought that the individual has or may have engaged in conduct that has harmed or is likely to cause harm to a child, or they may pose a risk of harm to a child; a referral will be made to DBS.

### **Supporting those involved**

Our School also has a duty of care to our employees. We will act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice.

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

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's

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

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

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

### **Confidentiality**

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

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

In accordance with the Association of Chief Police Officers' (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted).

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

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

## **Managing the situation and exit arrangements**

### **Resignations and 'settlement agreements'**

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

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

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

## **Record keeping**

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

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

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention. [http://ico.org.uk/for\\_organisations/data\\_protection/topic\\_guides/employment](http://ico.org.uk/for_organisations/data_protection/topic_guides/employment)

## **References**

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

## **Timescales**

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below:

- the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases.
- It is expected that 80 per cent of cases should be resolved within one month,
- 90 per cent within three months, and
- all but the most exceptional cases should be completed within 12 months
- For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week.
- Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the school to deal with it, although if there are concerns about child protection, we will discuss them with the LADO. In such cases, if the nature of the allegation

does not require formal disciplinary action, the employer should institute appropriate action within three working days.

- If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

### **Oversight and monitoring**

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

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

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

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

### **Suspension of the accused until the case is resolved**

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

Suspension should be considered only in a case where there is cause to suspect a child or other children at the school are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or college or until the



allegation is resolved, and may wish to seek advice from their HR provider and the LADO. In cases where we are made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school or college it will be necessary to immediately suspend that person from teaching pending the findings of the NCTL's investigation.

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

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

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

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

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

Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the governing body of the school who are the employers of staff at the school. However,

where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, the LADO should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the school consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

### **Information sharing**

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

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

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

### **Specific actions**

#### **Following a criminal investigation or a prosecution**

The police should inform the school and LADO immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In those circumstances the LADO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

#### **On conclusion of a case**

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

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

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

#### **In respect of malicious or unsubstantiated allegations**

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

#### **Learning lessons**

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

**This policy has been ratified by:**

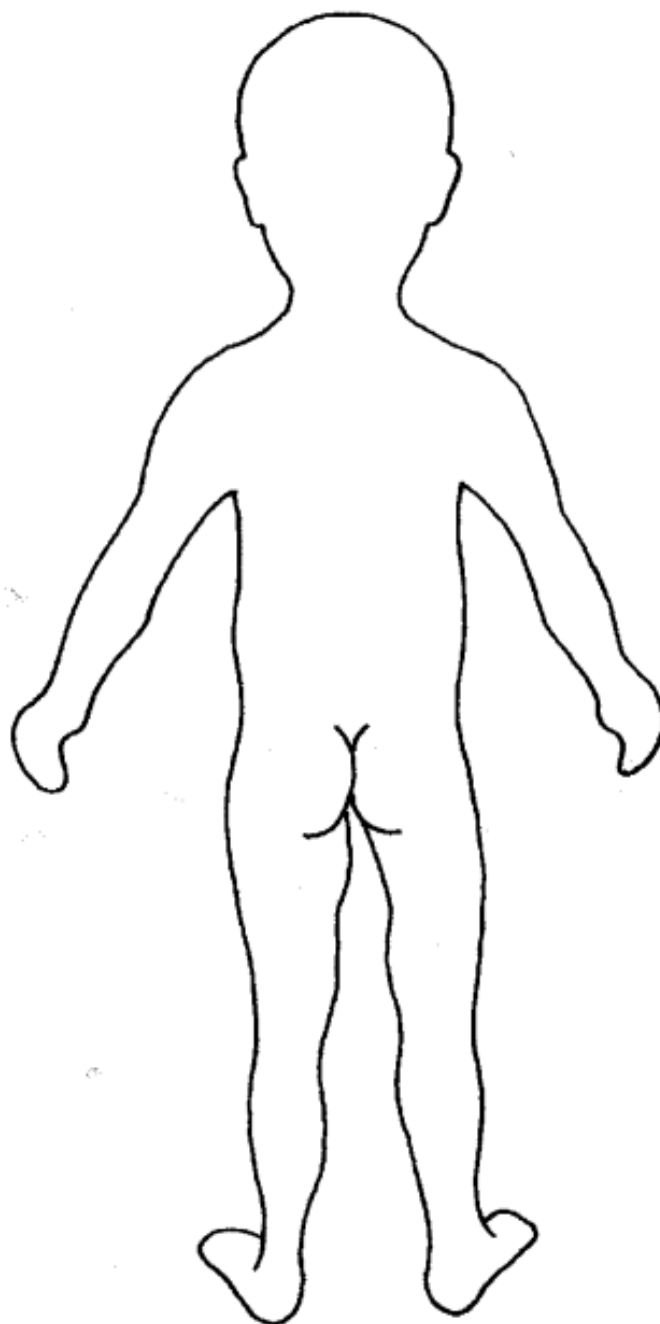
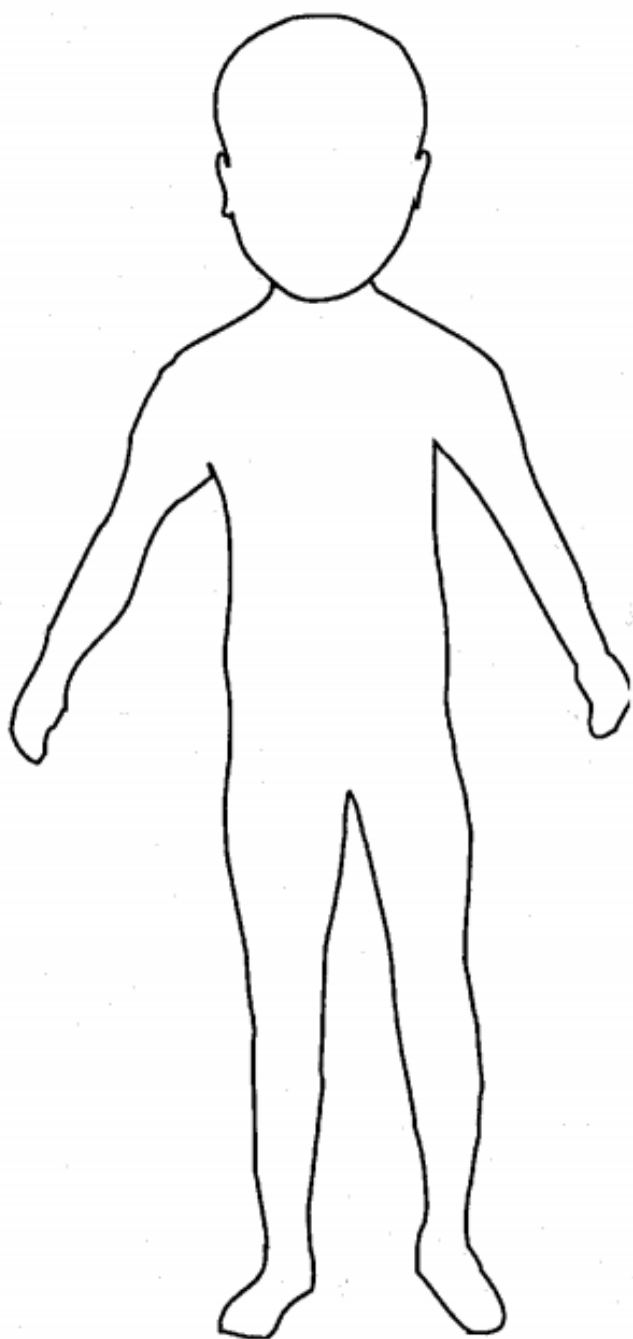
**Chair of Governors:**                      **Date:**

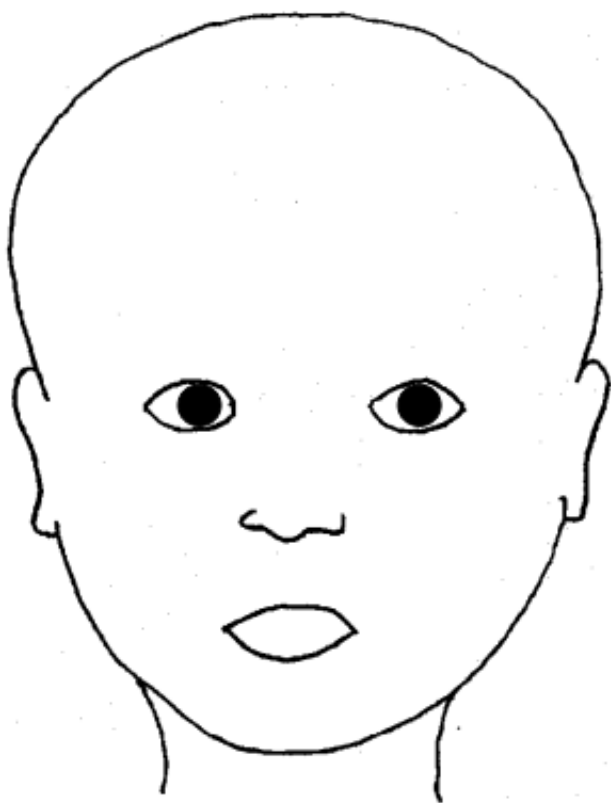
**Headteacher:**                              **Date:**

**Date of next review: October 2022**

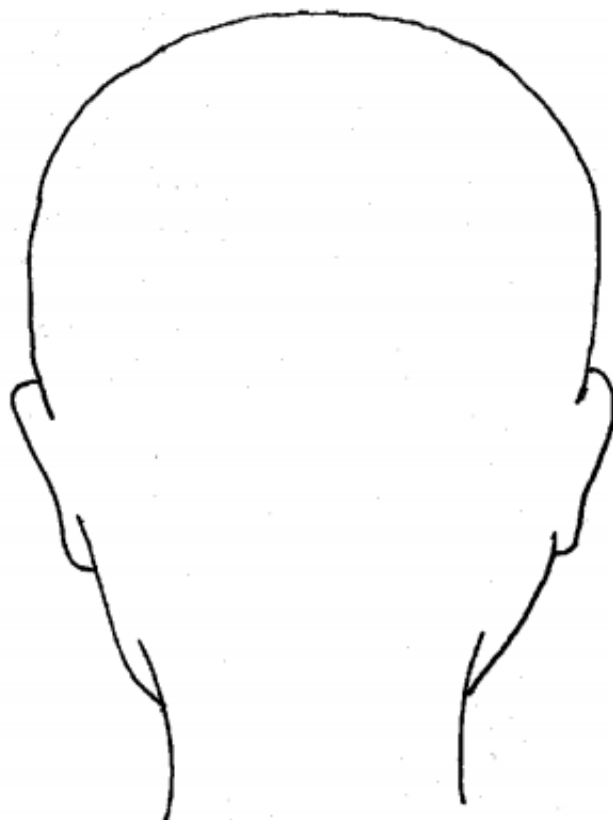
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Full Name		Date of Birth	
Home Address			
Post Code			
Person completing Map			
Date, time and place of observation			

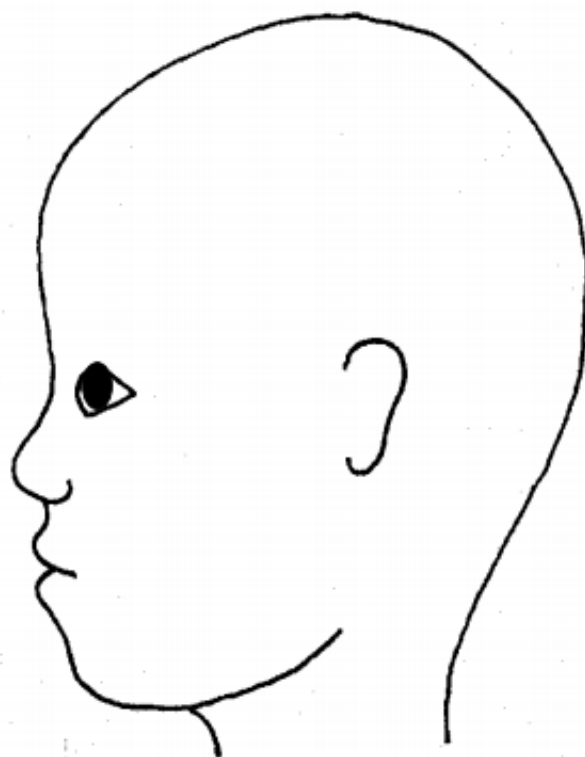
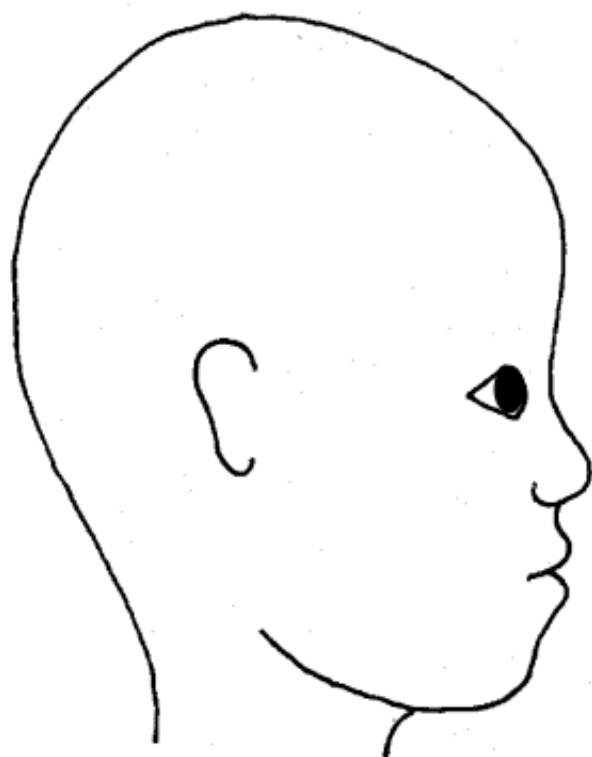




**FRONT**



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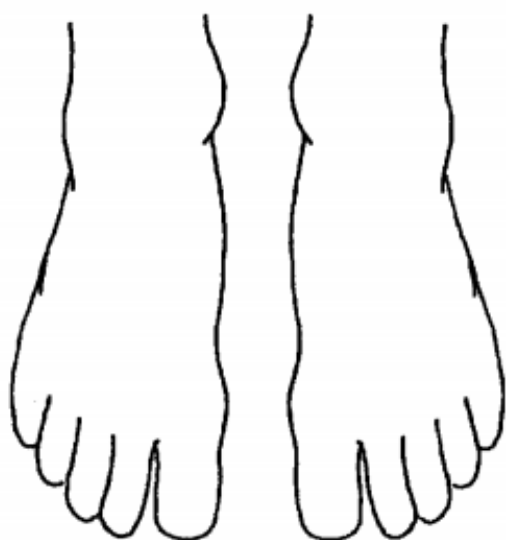
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PALM

Child Details:			
Full Name		Date of Birth	



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### **Regulated activity**

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

Regulated activity includes:

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

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

- c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:
  - personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
  - health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

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

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

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



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

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

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

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

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

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

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

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

## **EXAMPLES**

### **Volunteer, in a specified place**

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

### **Volunteer, not in a specified place**

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

### **Employee, not in a specified place**

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

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

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

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

ii Safeguarding Vulnerable Groups (Northern Ireland) Order 2007, Schedule 2, paragraph 5A, is as above on guidance on “supervision” for Northern Ireland.

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

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

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