



Safeguarding Children Policy and Protocol

September 2020

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1) CHILD PROTECTION POLICY STATEMENT

The Federation of St Joseph's Nursery Infant and Junior School.

The Federation of St Joseph's Nursery Infant and Junior School believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice that protects them. In addition Ofsted regard safeguarding as the Golden Thread that runs through all aspects of school life. We embrace this status that is given to safeguarding.

We recognise that:

- The welfare of the child is paramount
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse.
- This policy applies to all children and young people.
- Working in partnership with children, young people, their parents and carers and other agencies is essential in promoting young people's welfare.

Purpose of Policy

- To provide protection for the children and young people who are in the Federation of St Joseph's Nursery Infant and Junior School services, including the children of adult users.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of harm.

This policy applies to all staff, including senior managers and boards of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone acting on behalf of The Federation of St Joseph's Nursery Infant and Junior School This policy follows the statutory government guidance:

- Working Together to Safeguard Children July 2018
- Keeping Children Safe in Education updated September 2020
- What to do if you're worried a child is being abused: 2015
- Positive environments where children can flourish March 2018
- The London Child Protection Procedures: 2011
- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

We will review our child protection policy and protocol at least annually to ensure they are still relevant and effective.

2) DEFINITIONS & PRINCIPALS

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

Safeguarding and promoting the welfare of children means:

- 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

3) EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- > Have special educational needs (SEN) or disabilities (see section 9)**
- > Are young carers**
- > May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality**
- > Have English as an additional language**
- > Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence**
- > Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation**
- > Are asylum seekers**
- > Are at risk due to either their own or a family member's mental health needs**
- > Are looked after or previously looked after (see section 11)**

4) SCOPE OF SERVICES & INVOLVEMENT WITH CHILDREN

The Federation of St Joseph's Nursery, Infant and Junior school is a school. We also benefit from having a breakfast school and after school club on site. The school also has outside support for after school clubs that take place on site. These include a football club, a dance club, athletics clubs, and other suitable activities for the children to take part in.

5) DEFINITIONS OF ABUSE

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

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

those known to them or, more rarely, by a stranger.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child - see definition of *Fabricated or Induced Illness*.

Emotional abuse

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

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. Seeing or hearing the ill-treatment of another
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- Exploiting and corrupting children.

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

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

Sexual abuse includes abuse of children through sexual exploitation.

Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape under **Section 5 Sexual Offences Act 2003**.

Sexual abuse includes non-contact activities, such as involving children in

looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

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

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)**
- Protect a child from physical and emotional harm or danger**
- Ensure adequate supervision (including the use of inadequate care-givers)**
- Ensure access to appropriate medical care or treatment.**
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.**

6) FURTHER DEFINITIONS

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

Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, if you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Domestic (Family) Violence

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

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

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#). The DSL will provide support according to the child's needs and update records about their circumstances.

Bullying

Staff should be aware of and act in accordance with the Croydon Anti-Bullying Strategy.

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

Staff should always discuss instances of bullying with a senior manager. This should occur immediately if the situation is beyond their ability to deal with.²

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

Sexual Violence, including Peer on Peer Abuse

The Government's definition, amended in April 2013 to include 16 and 17 year olds, and coercive control is:

"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse":

- **Psychological**
- **Physical**
- **Sexual**
- **Financial**
- **Emotional**

Domestic abuse and sexual violence can have a huge impact on affected children

and young people. It can affect their safety, health and wellbeing, educational attainment, family and peer relationships, and their ability to enjoy healthy, happy, respectful relationships in the future. It is likely that there will be young people and staff within our school who are experiencing or perpetrating domestic abuse or sexual violence. Our school is responsible for making sure its learners and staff are safe and healthy.

This is why it is so important that everyone in a position of responsibility in our school is aware of, and committed to, a whole school approach to tackling domestic abuse and sexual violence.

It is important to always consider domestic and sexual 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 and sexual abuse.

- Persistent absence from school
- Eating disorders
- Early/unwanted pregnancy
- Anxiety
- Decline in behaviour, performance and engagement
- Depression
- Evidence of control over movement
- Substance misuse
- Self-harm
- Isolation
- Evidence of being monitored by family or other adults
- Attempted suicide
- Evidence that certain situation trigger memories of traumatic experiences

The Designated Safeguarding Lead will act as the first point of contact for any concerns about Domestic Abuse and Sexual Violence, including Peer on Peer Abuse. Our Designated Safeguarding Lead can seek advice from the MASH Consultation Line, or the Family Justice Centre on 0208 688 0100 or fjc@croydon.gov.uk . Any concerns that a child may be at risk of significant harm must be reported immediately via MASH on 0208 255 2888 and via the MASH online referral form.



Information and advice for families and professionals in relation to Domestic Abuse and Sexual Violence is available online:

<https://www.croydon.gov.uk/community/dabuse/domestic-abuse>

Barnardo's have developed a Domestic Violence Risk Identification Matrix that is available online:

[http://www.barnardos.org.uk/Barnardos Domestic Violence Risk Identification Matrix.pdf](http://www.barnardos.org.uk/Barnardos%20Domestic%20Violence%20Risk%20Identification%20Matrix.pdf)

The Bristol Idea is a list of standards for schools that make a real impact on promoting healthy relationships and tackling domestic and sexual violence. Information on the Bristol Idea is available online:

<http://www.bristolideal.org.uk/>

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour, and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks**
- The provision of pastoral and/or academic support**

Children Who Go Missing From Care and Home

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

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

Children Missing From Education (CME)

A Child Missing from Education is defined by the DfE as "a child of compulsory

school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more).” In Croydon, referrals for CME are accepted after 10 working days of reasonable checks being carried out by the educational provider and their Designated Safeguarding Lead.

- In Croydon, the main reasons behind Children Missing from Education are those who fail to start at an appropriate education provision either at the start of the new academic year or following a mid-year transfer, becoming lost from school rolls, or failure to register at a new school when moving in or out of the Borough.
- **Contacts for CME Team**
Email: ChildrenMissingfromEducation@croydon.gov.uk
Telephone: 0208 726 6000

Child Sexual Exploitation

Sexual exploitation is an increasingly common issue and staff should be aware of the possibility and refer as appropriate.

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology with or without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

If you believe a child is subject to sexual exploitation, you must refer the matter to Children's Social Care Duty Intake Service, via the Contact Centre.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- > Appearing with unexplained gifts or new possessions**
- > Associating with other young people involved in exploitation**
- > Suffering from changes in emotional wellbeing**
- > Misusing drugs and alcohol**
- > Going missing for periods of time or regularly coming home late**
- > Regularly missing school or education**
- > Not taking part in education**

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Private Fostering

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

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

The Law requires that the Local Authority should be informed at least six weeks in advance of a Private Fostering arrangement or 48 hours after the arrangement has been made if in an emergency. Social Workers will:

- Check the suitability of the Private Foster Carers through checks and assessment;**
- Make regular visits to the child and monitor the standard of care; and**
- Ensure that Private Foster Carers and birth families have all the necessary information and advice they require.**

Forced Marriages

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

Under-age Marriages

In England, a young person cannot legally marry or have a sexual relationships

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM (Female Genital Mutilation).

- 3 5.20 All staff in Education have a duty to report any FGM reported to them by a child. The procedure is for the member of staff who has had this disclosed to them to report this to the Police using the 101 number. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.**
- This duty does not apply in relation to "at risk" or suspected cases. In these cases the Designated Person will make appropriate and timely referrals to MASH if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to MASH even if it is against the pupil's wishes.**

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

- FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK**
- The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken**

place will be dealt with under the child protection procedures outlined in this policy

Preventing radicalisation

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

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

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 of terrorism 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.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force. We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- **Refusal to engage with, or becoming abusive to, peers who are different from themselves**
- **Becoming susceptible to conspiracy theories and feelings of persecution**
- **Changes in friendship groups and appearance**
- **Rejecting activities they used to enjoy**
- **Converting to a new religion**
- **Isolating themselves from family and friends**
- **Talking as if from a scripted speech**
- **An unwillingness or inability to discuss their views**

- **A sudden disrespectful attitude towards others**
- **Increased levels of anger**
- **Increased secretiveness, especially around internet use**
- **Expressions of sympathy for extremist ideologies and groups, or justification of their actions**
- **Accessing extremist material online, including on Facebook or Twitter**
- **Possessing extremist literature**
- **Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations**

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should always act if they are worried.

Ritualistic Abuse

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

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- **Appropriate staff have relevant information about children’s looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements**
- **The DSL has details of children’s social workers and relevant virtual school heads**

We have appointed a designated teacher, Katy Flegg who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- **Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to**
- **Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans**

For further information please see policy 'Designated teacher for looked-after and previously looked-after children'

7) WHAT TO DO IF YOU ARE CONCERNED THAT A CHILD IS BEING ABUSED

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken.

Speak to a member of the senior leadership team and/or take advice from local authority children's social care.

You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

The Role of The Federation of St Joseph's Nursery Infant and Junior School.

Prior to Referral.

Normally you or someone in at school will ask the parents for their explanation of our concerns and tell them that you are going to make a referral to Children's Social Care. Members of the Children's Workforce have a duty to act on child welfare concerns and their anonymity cannot be preserved.

However, we will not talk to the parents about concerns where it would jeopardies the child's safety, for example:

- **There are concerns about Sexual Abuse**
- **The child appears very frightened of their parents and fears reprisals**

Early Help (Intervention)

6.2 Sometimes a child may have additional needs, which require a

coordinated approach from the agencies involved, without the need to involve Children's Social Care. In such instances, advice about Early Help and CAF processes can be obtained from:

**Croydon Information and Support Service Locality Early Help –
Email: childreferrals@croydon.gov.uk**

Web: croydonlcsb.org.uk/what-to-do-if-youre-worried-about-a-child/

**Details of the services available and how they can be accessed are available online at
croydonlcsb.org.uk/what-to-do-if-youre-worried-about-a-child/**

Page: What to do if you're worried about a child

Click link to: [Effective Support Guidance – right help, right time](#)

Detailed guidance is available to help guide staff.

Recording

When staff become aware of possible abuse, they must make full written record as soon as possible and always within 24 hours of the situation arising. This may be recorded directly onto a MASH Online Referral (making sure you print a copy to keep on child's records), or if there is a lot of detail, be recorded in a separate appended document. The NSPCC provides a sample form for recording concerns about the welfare of a child or young person.⁴

- **Recording should include as many of the following details as you know:**
- **Index details of the child, and if known, their family, or carers, alleged offenders, witnesses, other involved children. Index details are names, dates of birth, addresses, gender**
- **As much information as possible about the incident of concern i.e. what lead up to it, what was heard or witnessed, staff member's responses, location of the event, date, time and details of anyone present**
- **Any action taken by the member of staff as a result of the incident**
- **Other relevant background information.**

When you record:

- **Distinguish between fact and opinion**
- **Try to describe what happened fully but succinctly**
- **Make the recording legible**
- **Sign and date the recording and ensure your name and designation are**

clearly typed or printed.

It may be a good idea to record what you have seen on a body map (included in the appendix C) for an accurate record that cannot be misinterpreted. Body maps may also be useful for your first aid records.

You should record only what you can see without removing additional clothing.

All records of child protection issues will be kept in a central, lockable, non-portable cabinet.

Referral Time Scales

Referrals following specific incidents should be made within 24 hours. Where concern has built over a period of time, referral may be delayed. However, you must avoid long delays, based on the fact that you cannot obtain a Manager or Designated Officer's agreement within the time scales above. If such a delay is likely, you must make the referral yourself.

Contact Details

The Referral is to the Social Care Team in the Borough in which the child resides. As our school is on a boundary and close to several others we need to be in contact with different teams.

Croydon Referrals:

Contact to the Safeguarding Consultation Line:

- By telephone: to the Croydon Mash on 0208 255 2888
 - Out of Hours: 0208 726 6400
 - Always follow up telephone calls in writing within 24hrs via MASH Online Referral Form www.croydon.gov.uk/childreferral.
- For advice contact the Contact to the Safeguarding Consultation Line:
- Always follow up telephone calls in writing within 24hrs (See Referral Form in Appendix F)

Referrals to Lambeth Social Care Team

By telephone: 020 7926 5555 (September 2019)

For help and advice via egress: helpandprotection@lambeth.gov.uk

Referral and
Assessment 4th Floor,
International House Canterbury
Crescent Brixton SW9 7QE

Referrals to Bromley Social Care Team

Children's referral and assessment team September 2020

Email: mash@bromley.gov.uk

Tel: 020 8461 7373 / 7309

Address: Civic Centre, Stockwell Close, Bromley, BR1 3UH

Out of hours emergencies only Bromley:5.00pm - 8.30am and weekends

Tel: 0300 303 8671

What To Put In Your Referral.

You should give as much of the following information as possible:

<u>Your Details:</u>	Name, designation and contact details Date and time of referral
<u>Subject Child(ren):</u>	Address, name, DOB
<u>Family Details:</u>	Address (s), names (including any aliases), (DOBs or ages) & the relationship to the subject child(ren) of ALL members of the household (& family if situation is complex, family members at other addresses) Details of regular household visitors, if known
<u>Summary of Concerns:</u>	What you have seen or heard to make you concerned Anything you have done in response to this Your assessments and opinions, specified as such

What You Think Should Happen

Emergencies

If you believe a child is in immediate physical danger you should call the Police on 999.

If a child is injured or showing signs of illness, you should seek medical assistance and try to contact the child's carers, who will normally be able to

consent to treatment. Depending on your degree of concern you may want to contact the London Ambulance Service immediately.

Dependent on age and understanding, the child may be able to consent to treatment, or medical staff may decide that the emergency is such that consent should be over ridden.

It is your responsibility to access help and try to access the child's parent or carer, not to determine consent issues.

Disagreements About The Need For Referral

If staff and managers disagree about the need for a referral, they should seek advice. If the matter cannot be resolved, members of staff can make a referral in their capacity as a citizen.

Dissatisfaction With The Response To Referral

If you are dissatisfied with the outcome of your referral and particularly if you are concerned that a child may be left at risk, you must ask to talk to one of the managers in the service. If you continue to be concerned you may ultimately need to speak with the Service Manager or Service Lead.

8) HOW TO RESPOND TO A CHILD TELLING YOU ABOUT ABUSE

Sometimes you will be concerned about abuse because of what a child says to you. If this happens you should:

- **Stay calm and reassuring. Respond with tact and sensitivity and do not make judgements.**
- **Find a quiet place to talk and allow the child to speak in their own time (this should still be in the open but away from the crowd and you should tell somewhere else where you are going and with whom).**
- **Believe in what you are being told; take allegations or suspicion of abuse seriously.**
- **Listen, possibly confirm details but do not press for information or ask leading questions as this may void any disclosure you receive in a court case or investigation.**⁶
- **Make brief notes using the person's own words. Do not interpret what has been said or make assumptions.**
- **Say that you are glad that the child told you.**
- **Acknowledge that the child may have angry, sad or even guilty feelings about what happened, but stress that the abuse was not the child's fault.**
- **If necessary, seek medical help and contact the police or social services.**
- **Ensure the safety of the child and that they are away from the alleged abuser.**
- **Follow procedures for reporting allegations and suspicions to the designated child protection coordinator.**

Do not:

- **Promise confidentiality, but do discuss with the child who you need to tell.**
- **Investigate the allegation yourself and do not contact the parents/carers until advised to do so by the local authority/officer in charge of the allegation.**
- **If it will help the child to cope say that the abuser has a problem.**
- **Say that you will do your best to protect and support the child.**

Acknowledge to yourself:

- **That you may need help dealing with your own feelings and your employer/organisation should provide additional support this could include a follow up session, time off or counselling.**

9) SUSPICIONS ABOUT MEMBERS OF STAFF, VOLUNTEERS OR SUPPLY STAFF

Introduction

It is essential that any allegation of abuse made against a member of staff, supply staff or volunteer is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the

allegation.

What Is Meant By an Allegation Against A Member of Staff, volunteer or supply staff

You should be concerned if you believe that a member of staff, volunteer or supply staff 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 they are unsuitable to work with children**
- **Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children,**

This part of the guidance applies whether the child is someone with whom the member of staff is acquainted through their work, is a family member, friend, or stranger. As well as the safety and wellbeing of the subject child and other involved children, it is important to consider the staff member's long term attitude, access and level of risk to children.

This part of the guidance applies to all staff whether the member of staff is paid, a volunteer, a permanent, or an agency member of staff. It includes anyone who has access to children, or data about them.

Role of LADO

- **Where there is reason to suspect that the individual of concern may be unsuitable to work with children, the matter must be reported to the Local Authority Designated Officer, who will decide where the threshold for investigation under Child Protection procedures is met and will make arrangements to coordinate activity. Once it is clear that the individual should be referred, this should occur without delay, so that an agreement can be made about immediate action and what information can and cannot be shared.**

The Croydon LADO is: Steve Hall

Telephone Number: 020-8255- 2889

E Mail: Steve.hall@croydon.gov.uk

LADO@croydon.gov.uk- best contact to use.

steve.hall@croydon.cjsm (secure CJSM system)

Location:

4th Floor, Bernard Weatherill House

8 Mint Walk

CROYDON

CR0 1EA

Action

If you are concerned that a member of staff may have abused a child you must:

- **Ensure that the child or young person is safe**
- **Make a written note of the concerns ensuring names and times are clearly recorded. Do not speak to the child, young person or the member of staff in respect of the allegation**
- **Talk immediately to your Designated Child Protection person and decide who is going to discuss the matter with the LADO**
- **If your concern relates to the Designated Manager or Designated Child Protection Officer, discuss with the LADO in Children's Quality Assurance immediately**
- **Where a member of staff has obviously assaulted a child or young person the Police should be informed.**
- **In deciding whether to take immediate action in respect of the member of staff against whom the allegation was made, it will be necessary to balance any ongoing risks to children, against the risks of alerting the member of staff in such a way that they may silence children, or destroy evidence.**

A member of staff may be suspended with immediate effect by their manager if there are grounds for concern. However, the LADO should be consulted before action is taken.

What Happens After Referral

- **Following referral to the Contact Centre/ Assessments, the Team will forward the matter to Children's Quality Assurance, who will:**
- **Undertake checks on those involved**
- **Decide whether an multi agency Allegations Strategy Meeting is required**
- **If a multi agency meeting is required, convene it, normally within 2 working days**
- **Provide advice and guidance to employers**
- **Track the different processes to their conclusion including any criminal investigation.**

If an allegation is substantiated and it is through that the individual has or may have engaged in conduct that has harmed or is likely to have harmed a child, or that they pose a risk of harm to a child then a referral will be made to the DBS

10) MANAGEMENT SUPERVISION

Case Supervision is vital to sound Child protection Practice. Supervision is a formal process, in which the supervisor helps the practitioner to review and reflect on their work with the child about whom there are child protection concerns and their family. It is important that the supervisor is able to: Relate

child protection procedures and what works in child protection practice to the particular case. Challenge and check. Help the practitioner think about the way in which the relationships between the child the family and the professional group, affect them and their work.

Sometimes Case Supervision will be undertaken by the person who has overall responsibility for the individual's workload, performance and development. In very small organisations, or organisations which are unused to safeguarding and child protection, this may not be possible. Where management and supervision are separate, the supervisor and manager must liaise. It may be necessary for such organisations to negotiate together to obtain supervision support.

11) CONFIDENTIALITY & INFORMATION SHARING

Information may be shared to protect a child or vulnerable person, or to prevent a crime. Early sharing of information is the key to providing effective early help where there are emerging problems. The *Data Protection Act* is not a barrier to sharing information, but provides a framework to ensure that personal information about living persons is shared appropriately.

When working with children, guarantees of absolute confidentiality must not be given. Those working with children should tell them that information will be shared if it is necessary to keep a child or vulnerable adult safe.

Staff should be open and honest with the child (and their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

Staff should seek advice if they are in any doubt.

Staff should follow the normal rules for safe data storage and transfer.

Recording should include the decision and the reasons for it – whether it is to share information or not. It should include what was shared, with whom and for what purpose.

12) CONTINUING WORK FOLLOWING A REFERRAL TO CHILDREN FAMILIES AND LEARNING (CFL) IN CROYDON

A member of staff may be asked to remain involved with a child or a process, following referral to CFL. They may be asked to:

- Continue their normal level of contact with the child and report back to the Social Worker, if there is one
- They or their manager may be asked to attend a Child Protection Conference

- A manager in the service may be asked to take action in relation to a member of staff about whom there have been allegations.

PART 2: CREATING A CHILD PROTECTIVE CONTEXT:

Introduction

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

Designated Persons with responsibility for Safeguarding Lead

The designated person (and their deputy) needs to complete child protection awareness training and have a good understanding of 'What to do if you are worried a child is being abused'. They will have a DBS check.

The role of the designated child protection person is to:

- **Know about the signs and symptoms of abuse and know how abusers behave.**
- **Ensure the organisations child protection policy and procedures are followed and updated.**
- **Ensure information is shared appropriately.⁷**
- **Receive and record information from anyone who has concerns and store information in a locked drawer/cupboard.**
- **Assess the information promptly and carefully, clarifying or obtaining more information when they need to.**
- **Consult initially with a statutory child protection agency; such as the local children's social care teams or the NSPCC's child protection helpline (0808 800 5000), to talk about any doubts or uncertainty.**
- **Make a formal referral to a statutory child protection agency or police.**
- **The designated person must have relevant contact number and addresses of statutory agencies in their area.**

Code of Conduct/ Behaviour for Everyone

This Code of Behaviour is for all volunteers and staff and volunteers involved in The Federation of St Joseph's Junior, Infant and Nursery School children.

You must:

- **Treat all children equally and with respect**
- **Provide an example of good conduct you wish others to follow**
- **Ensure that, whenever possible, there is more than one adult present during activities with children (or where the staff member or volunteer is under 18) or at least that you are within sight or hearing of others. If you are asked to talk in private ensure someone else knows where you are**

and leave a door ajar or stay in clear view, always make a note of the conversation, tell the child or young person they are free to leave or stop talking at anytime

- **Respect a young person's right to personal privacy/encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like**
- **Remember that someone else might misinterpret your actions, no matter how well intentioned**
- **Be aware that physical contact with a child may be misinterpreted**
- **Recognise that special caution is required when you are discussing sensitive issues with children**
- **Operate within the organisation's principles and guidance and any specific procedures**
- **Challenge unacceptable behaviour and report all allegations/suspensions of abuse.**
- **You must tell the Head teacher if you have come into contact with the Police for reasons of criminal activity.**
- **You must tell the Head teacher if you have come into contact with social care as part of your children's welfare- even if this is historic.**

⁷ See page 55 of 'What to do if you are worried a child is being abused'. This resource can be accessed at:

<https://www.education.gov.uk/publications/standard/publicationdetail/page1/DFES-04320-2006>

You must not:

- **Engage in sexual activity with a young person (even if they are over 18) you have met through your duties within the organisation, this would be an abuse of trust**
- **Invite a child to your home or arrange to see them outside set activity hours**
- **Give out personal contact details or contact them unnecessarily outside of activity hours**
- **Give child gifts personally, any appropriate gifts such as token birthday gifts should come from the organisation. You should not accept gifts from children unless they are small token gifts appropriate to a celebration. All gifts must be reported to your activity leader**
- **Lend or borrow any money or property**
- **Allow yourself to be drawn into inappropriate attention-seeking behaviour/ make suggestive or derogatory remarks or gestures in front of children**
- **Jump to conclusions about others without checking facts**
- **Either exaggerate or trivialise child abuse issues**
- **Show favoritism to any individual**
- **Rely on your good name or that of the organisation or to protect you.**
- **Believe 'it could never happen to me'**

- Take a chance when common sense, policy or practice suggests another more prudent approach
- Allow abusive peer activities e.g. initiation ceremonies, bullying or horse play.

You should give guidance and support to inexperienced helpers. Staff relationships are based on mutual respect and it is everyone's responsibility to ensure a positive working environment.

13) STAFF/VOLUNTEER SELECTION AND TRAINING

Staff and volunteers will be selected based on their suitability to the role. All staff/volunteers are required to complete the recruitment process before activity commences.

Job descriptions and personal specifications will be made for each new role/position and agreed with staff/volunteers.

Staff/volunteer's ability to deal with disclosures should be assessed. Special consideration should be given when recruiting under 18s.

All staff/volunteers will be required to:

- Complete an application form.
- Provide proof of identity and qualifications.
- Provide two references who may be contacted before interview.
- Attend an interview, with at least two interviewers.
- Explain gaps in employment.
- Complete a self-disclosure form.
- Obtain a full disclosure through checks from the Disclosure and Barring Service (DBS) (when they will be in contact with children or vulnerable adults both directly and indirectly).
- Complete an agreed probationary period.
- Undertake induction and training.

A senior member of the organisation will review all of the recruitment material to decide whether the individual is appropriate to work with children. Advice will be sought when recruiting someone with a criminal record. This will come from the Designated Safeguarding Professional and a member of Human Resources, if available.

Any applicant refusing to go through the vetting and barring system or DBS check will not be employed as a paid member of staff or as a volunteer if their role includes regulated or (and currently) controlled activities that require registration. Current definitions of controlled and regulated activity can be found

on the DBS website.

The Disclosure and Barring Service (DBS) Process (former CRB)

All staff and volunteers will go through DBS checks as necessary.

All staff/volunteers who have regular, unsupervised access to children or vulnerable adults will need a DBS check as will the designated person for child protection.

Staff/volunteers who have regular contact with children and young people through mixed groups (activities that both adults and children participate in together), and who have positions of responsibility and trust where contact with children is possible will also need a DBS check.

14) COMPLAINTS PROCEDURE

The Federation of St Josephs Nursery Infant and Junior school learns from complaints and uses them to improve our services.

Stage 1 Informal

Expression of concern made to class teacher.

Or Head Teacher in the case of lunchtime incidents.

This will clarify the facts and we will hope to deal with the matter as fairly and speedily as possible and resolve through discussion.

Stage 2 Complaint

Concerns raised with the Head Teacher.

Investigation conducted and outcome communicated to the complainant within 15 school days.

If the complaint is against the Head Teacher the complaint should go to the Chair of Governors.

The Head Teacher will discuss your concern in person or by phone within two days of seeking an appointment.

Once a decision has been reached the Head Teacher should ensure that the complainant is clear about the action taken.

If requested the Chair of Governors may be seen informally (but would then be excluded from sitting on panel in stage 4).

Stage 3 Formal Complaint

The complainant makes a formal written complaint to the Head Teacher within 10 school days of the 'outcome' discussion held in stage 2.

The written response from the Head Teacher should include a full explanation of the decision and the reasons for it. Where appropriate this includes what action the school will take to resolve it.

If you are not happy with the outcome tell the Head Teacher you wish to take the complaint to the Governing Body.

Stage 4 Governing Body

Complaint very rarely reach this formal level, but should it be needed complaints should be made in writing to the Chair of Governors within 10 days of the written response from the Head Teacher in stage 3. The chair will then convene a Governing Body Complaints Committee to consider the complaint, a written decision will be given within 5 working days of that meeting.

Your letter to the chair of Governors needs to set out why you remain unhappy and what you wish to see happen. You will receive an acknowledgement within 5 days of receipt. The Governing Body Complaints Committee will consist of 3 Governors who have not previously been involved with the complaint.

Information regarding the procedure for this meeting is circulated to all parties prior to the meeting.

Stage 5 LEA & Diocese

Details available on request

Stage 6 Ombudsman

Details available on request.

Whistle blowing is supported when reporting concerns of actual or possible unethical, illegal or unprofessional conduct by anyone within the organisation. Complaints should be reported through normal line management unless they are unable to deal with the matter, in which case it should be taken to the management team.

For more information on the specific guidance for whistle blowing please see our detailed **-WHISTLE BLOWING PROCEDURE FOR: THE FEDERATION OF ST JOSEPH'S JUNIOR, INFANT AND NURSERY SCHOOL**

The Federation of St Joseph's Junior Infant and Nursery school subscribe annually to the Croydon whistle blowing provision.

Who to Contact for Advice on the Procedure

Please use the following contact

details: Email:

schoolwhistle@croydon.gov.uk

Telephone: 0208 760 5496.

APPENDIX A: SPECIAL CIRCUMSTANCES

Trips Away From Home

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

General

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

Using activity centres and other external providers

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

Staff/Volunteers

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

- Even greater care should be taken over trips abroad.

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

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

APPENDIX B: Working With Children with Disabilities

For a number of reasons, children with disabilities are more vulnerable to abuse than others. For example children with disabilities may be more dependent on others for intimate care and may be less able to tell people about any abuse they experience. For these reasons, it is essential that rigorous safe recruitment procedures are in place, especially with regard to recruitment checks on volunteers and paid workers, whistle blowing policies, and having clear guidelines setting out acceptable behaviour by those working with children with disabilities. Training which covers the interface of disability and safeguarding, will also be required.

Use of the Internet

The Federation of St Joseph's Nursery Infant and Junior School has an online safety policy February 2018.

In addition we have a dedicated 'Incident Response Tool' from South West gfl Boost. The subscription is renewed yearly. This provides specific online safety advice and strategies. We have a school log in to access the document online as it is regularly updated to accommodate the ever changing nature of online safety. There is comprehensive flow chart of scenarios for staff to use. The school is also able to access certificated online training for staff. It also enables us to have a shield on our own website that children can click on to report any bullying/ concerns.

We are also able to access digital literacy resources. It also gives us access to reputation alerts (if anything unpleasant is posted about our school/staff).

Social Networking

Over the past years the use of social networking sites such as Snapchat, Twitter, Instagram and Facebook has become increasingly popular. Such sites are used to share information, photographs and news with friends across the world.

Whilst the use of such sites (known as social networking) has very many benefits there are potential problems concerning privacy and appropriate usage. These may include breaches of confidentiality, unsuitable language or images, and in some cases breaches of the law.

Examples of such problematic usage of publicly accessible social networking could be:

- Staff/volunteers referring to children by name on their profiles.**
- Staff/volunteers referring to private organisation matters**
- Staff/volunteers using derogatory or offensive language about fellow colleagues or children.**

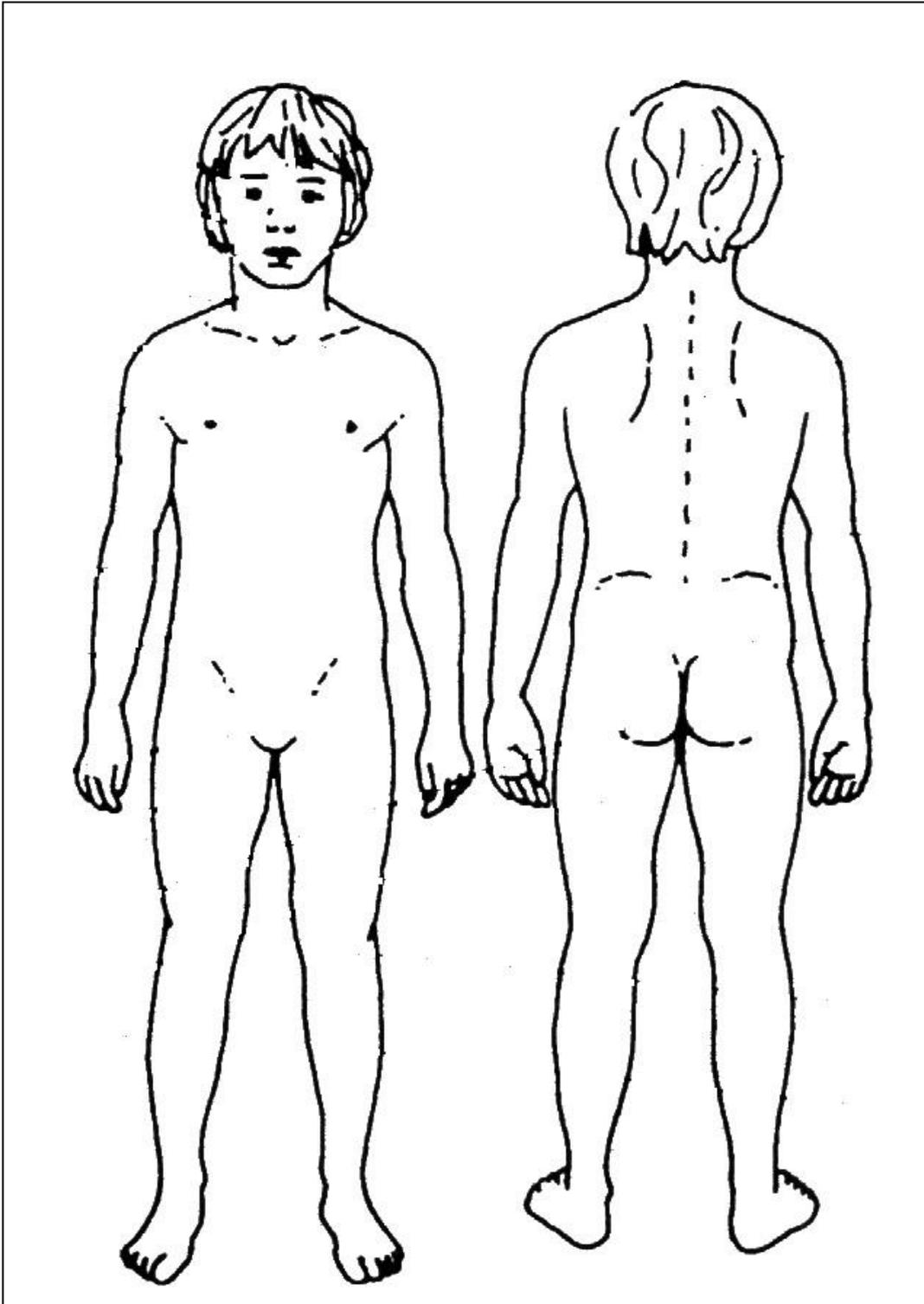
- **Staff/volunteers posting images of themselves in inappropriate dress or situations, especially when it can be accessed by children and young people.**
 - **Staff/volunteers participating in illegal activities such as the sharing of indecent images of children.**
 - **Photos published can identify the staff/volunteers home.**
-
- **Professional staff must not use personal social network accounts to contact young people. Work related accounts may be used with management approval. Such sites should be able to be checked and audited by managers.**
 - **Staff and volunteers must have appropriate security on their profiles to stop anyone viewing them that they are not friends with.**
 - **Friend requests from children and young people, or their families, should be declined by explaining it is against the organisations policy to do so.**
 - **Staff/volunteers should not create web pages, groups or contact lists concerning professional activities carried out on behalf of the organisation without expressed permission.**

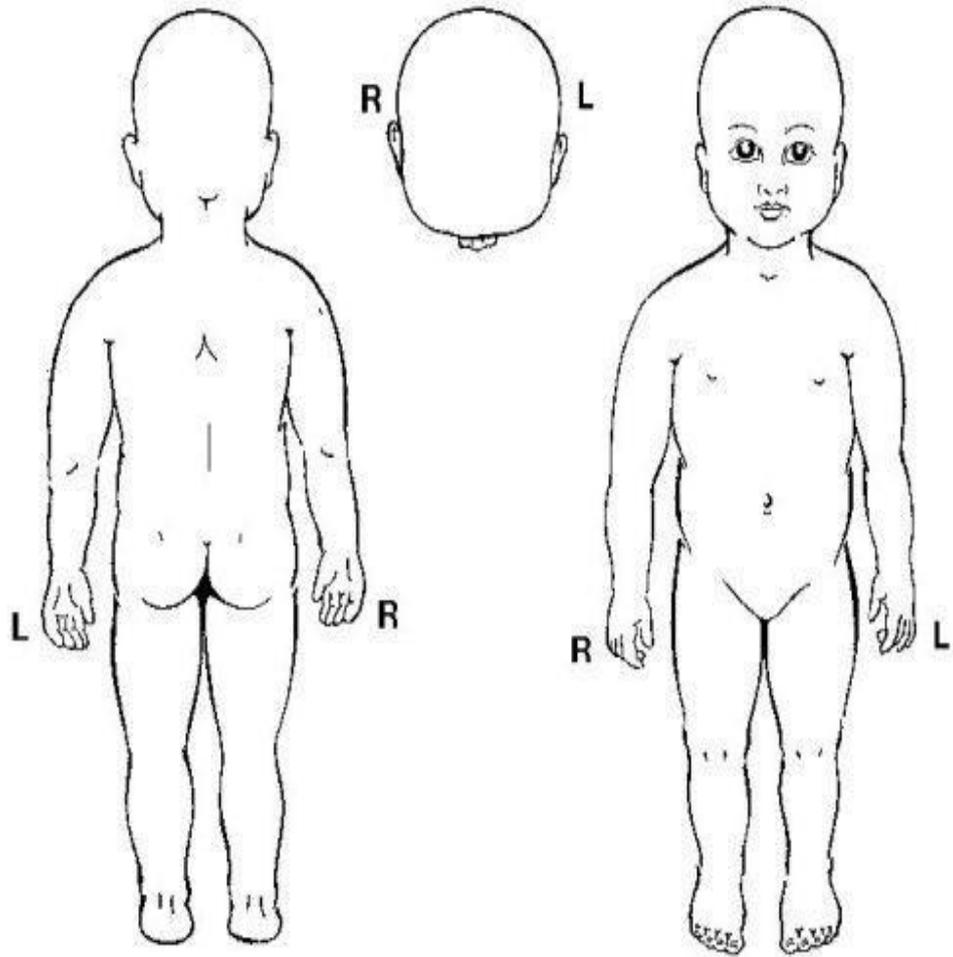
There must be absolutely no private online contact between professionals and any young people with whom they have a work-related relationship.

APPENDIX C IMPLEMENTATION CHECKLIST

- **Identify a designated child protection officer (CPO) and deputy.**
- **Add Child protection coordinator (CPC) name and contact details to procedure**
- **Ensure CPC attends training on child protection and updates that training regularly**
- **Ensure all staff and volunteers have a copy of child protection procedures which, they have signed to say they understand them**
- **Ensure that all staff and volunteers know what to do if they have concerns about a child**
- **Ensure all existing staff and volunteers who have contact with children have DBS checks.**
- **Ensure that new staff/volunteers who have contact with children have DBS checks before they start work and that someone has approved they are fit to work with children, before they begin**
- **Ensure that the premises conforms to health and safety guidelines**
- **Ensure that any letting arrangements are bound by contracts that include an agreement to adhere to the host organisations child protection procedures**

APPENDIX D BODY MAPS
Child body map





Baby/infant Body Map

APPENDIX E: SIGNS & SYMPTOMS OF ABUSE & NEGLECT

Signs of Abuse

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

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

Physical Abuse

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

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

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

Changes in behaviour that can also indicate physical abuse:

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

Emotional Abuse

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

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

Being unable to play

Fear of making mistakes

Sudden speech disorders

Self-harm

Fear of parent being approached regarding their behaviour

Developmental delay in terms of emotional progress

Sexual Abuse

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

It is also important to remember that it not just adult men who sexually abuse children

– there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

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

Changes in behaviour which can also indicate sexual abuse include:

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

Neglect

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

The physical signs of neglect may include:

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

Changes in behaviour which can also indicate neglect may include:

Complaining of being tired all the time

- **Not requesting medical assistance and/or failing to attend appointments**
- **Having few friends**
- **Mentioning being left alone or unsupervised.**

Bullying

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

Persistent bullying can result in:

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

Signs that a child may be being bullied can be:

Coming home with cuts and bruises

- **Torn clothes**
- **Asking for stolen possessions to be replaced**
- **Losing dinner money**
- **Falling out with previously good friends**
- **Being moody and bad tempered**
- **Wanting to avoid leaving their home**

- **Aggression with younger brothers and sisters**
- **Doing less well at school**
- **Sleep problems**
- **Anxiety**
- **Becoming quiet and withdrawn**

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

APPENDIX F: GENERAL DEFINITIONS

- 1 **Parental Responsibility (PR)** is where an adult is responsible for the care and well-being of their child and can make important decisions about the child's life. Without parental responsibility you cannot make the decisions about a child's life, such as choice of school or religion, surname or guardian on your death.
- 2 A child's mother always has PR (it is only lost if a child is adopted). A father always has PR if married to the mother, or if not married, a Court has given him PR. Since 2005 an unmarried father can acquire PR if he registers the birth of the child with the mother. He has to attend at the Registry Office. Persons who have a Residence Order for a child normally exercise day to day full parental responsibility for children. Persons who have a Special Guardianship Order for a child or young person exercise full Parental Responsibility for that child, with limited exclusions. For example the person cannot consent to adoption or emigrate with the child.
- 3 **A Looked After child** or young person is one who is cared for by the Local Authority either under Section 20 or Section 31 of the Children Act 1989. If the Local Authority has an interim Care Order or a Care Order they share PR with those people who have it (i.e. parents). However parents in these circumstances cannot discharge PR to the detriment of the child. If a child is cared for under section 20 the Local Authority does not share PR – the parents retain full PR.
4. **Accommodation** under Section 20 occurs either when the child has no one who can care for them, or the child's parents agree to the Local Authority looking after them.
- 5 The following principles guide the way in which members of staff work with children:
 - The safety and well-being of the child is the paramount consideration in all child work with children. Where there is a conflict of interests between adults and a child, staff will work in a way which promotes the child's welfare.
 - Children and young people should be listened to and consulted and their views taken into account, according to their age and understanding
 - Children are best brought up within their families and when considering who should care for a child, Social Workers will always choose the least intrusive option, compatible with the child's safety
 - Issues affecting children's safety and well-being should be resolved in a

timely manner

- **Whilst the Local Authority Children's Social Care Division has the lead responsibility for protecting children, safeguarding is everybody's business and there is a duty on public bodies to cooperate to safeguard children.**

The Croydon Referral form to refer a child to social care or to Early Help is now the same form. September 2019

<https://www.croydon.gov.uk/healthsocial/families/childproctsafe/childprotect>

This form is downloadable and is a better choice to the online version as it times out and you cannot add to it.

This form is in our Teacher Share Child Protection Folder.

Remember this is only to be used for children who live in the borough of Croydon.

Service Locality Early Help : childreferrals@croydon.gov.uk

Social Care referrals : childreferrals@croydon.gov.uk

The Lambeth Referral form to refer a child to social care or to Early Help:

Is this child at immediate risk of serious harm or injury? if so call 999 and ask for the police.

If you wish to make a referral to Children's Services please call [0207 926 3100](tel:02079263100) or complete this form and email it to helpandprotection@lambeth.gov.uk (or help.protection@lambeth.cjsm.net for secure email – *please note, if the email account you are sending from is not secure the form will not be accepted by the Lambeth secure mailbox*)

Complete this form fully and provide as much detail as possible, incomplete forms result in delays which can place a child at significant risk

Where a threshold decision cannot be determined from the information provided, multi agency research will be conducted to ensure the most appropriate service to support the child/family can be accessed

NB. All telephone referrals should be followed up in writing using this form within 24 hours.

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