



Safeguarding and Child Protection Policy and Procedures

Centre Academy London

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Next review date: October 2018

Signed:

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Date:

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Signed:

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Date:



1. Introduction

Our Safeguarding and Child Protection policy at Centre Academy London (CA London) applies to all members of staff. Staff encompasses anyone who works for CA London; this includes Senior Management Team (SMT), paid staff, volunteers, agency staff or anyone working on our behalf. It applies wherever staff are working with pupils, even if this is away from the School, for example on a residential trip or on an education visit.

Safeguarding and Child Protection are intrinsically linked, with Safeguarding being the broader area within which Child Protection sits. Safeguarding is the proactive promotion of child welfare, so it encompasses much of the work done at CA London from travel training and mindfulness to anti-bullying and e-safety. The central core of Safeguarding is Child Protection, as it concerns identifying and protecting individual children or young people who may be suffering or at risk of suffering significant harm.

Much of this document draws on legislation and guidance for those under the age of 18. Despite this, the policy and procedures set out here will encompass all students at CA London, regardless of age. For the purposes of this document the term child or young person should be taken to mean any student within CA London, and the age of the student should not be a barrier to reporting concerns. The reporting stream for Safeguarding or Child Protection concerns for young people over 18 may be different, however we believe all students at the school require the same vigilance as to their welfare. Where Local Authority (LA) Children's Social Care is mentioned in this document, the Designated Safeguarding Lead will ensure that the correct Local Authority adult team is contacted for individual students who are over 18.

As both Safeguarding and Child Protection fall within the same remit, this policy will set out the structure within the school for both.

1.1 Purpose

The purpose of this policy is to protect CA London's students by:

- providing staff with information and guidance about Safeguarding and Child Protection.
- giving clear direction to staff about the action to take if they have concerns that a child is in need of protection.
- Ensuring the children and young people at CA London receive the protection and support they need if they are at risk of abuse.

We believe that no child or young person should experience abuse of any kind and that a child's welfare is paramount. Every member of staff, therefore, has a responsibility to promote the welfare and safeguarding of all children and young people.



This document includes additional information beyond the core Safeguarding and Child Protection Policies and Procedures (see section 5). This additional information may be summarised from other CA London Policies and Procedures and this policy should therefore be read alongside the following policies and procedures

- Data Protection
- Handbook for Staff and Faculty
- E-safety, Internet and Laptop Use
- Anti-bullying
- Complaints
- Whistleblowing
- Health and Safety

1.2 Internal Key Personnel

Any member of staff with a concern about a child or young person has a duty to report it. In the majority of cases this means contacting the Designated Safeguarding Lead, or in their absence the Deputy Designated Safeguarding Lead. In CA-London the personnel assigned to deal with Safeguarding or Child Protection concerns are:

Ms Rachel Maddison – Designated Safeguarding Lead

Ms Samina Yar – Deputy Designated Safeguarding Lead

In addition, our school counsellor is available to speak to students should a member of staff feel this is appropriate.

Mrs Kathy Manners – Student Counsellor and Advisor to teachers and/or parents

1.3 External Contacts

In the event of an emergency contact the police or ambulance service: 999 or 112

NSPCC Helpline: 0808 800 5000 help@nspcc.org.uk

ChildLine: 0800 1111

As students at CA London come from a variety of different Local Authorities (LA), external contact details for Safeguarding and Child Protection concerns will vary depending on the student. Contact details for LA Social Care departments can be found in Appendix 4.



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2. Safeguarding Policy

At CA London we recognise that the welfare of our children and young people is paramount, as set out in the Children Act (1989). Further to this, we know that all children and young people regardless of age, disability, gender, race, religion, sexual orientation or identity, have the right to equal protection from harm or abuse.

Our students and young people are often additionally vulnerable and we need to work with them, their parents/carers and local authorities to ensure that health and welfare are promoted. Our students have the right to the best outcomes and safe effective care.

CA London will:

- appoint a Designated Safeguarding Lead (DSL) and a deputy.
- establish a safe physical environment for children, young people and staff.
- work with parents/carers and local authorities to share appropriate and relevant information to create a secure environment around the child
- review the Safeguarding and Child Protection Policy annually.
- adopt strong Safeguarding and Child Protection practices through this policy and all related policies and procedures; including Anti-bullying, E-safety, Internet Use, Allegations against Staff, Complaints and Whistle-Blowing.
- remedy, as soon as possible, any weaknesses in Safeguarding arrangements that are brought to its attention.
- use safer recruiting methods, ensuring all checks are made.
- provide staff with the necessary information and training required to keep children and young people safe.
- provide an effective structure for staff support, supervision and training.
- create and maintain a professional and secure process for recording and storing Safeguarding information.
- transfer Safeguarding and Child Protection files appropriately at time of transition from one school to another.

Staff will:

- be provided with the necessary information and training.
- set a good example by conducting themselves appropriately.
- monitor students in class and around the school to ensure safety and wellbeing.
- be vigilant; identifying when students are troubled and referring welfare concerns.
- ensure that the teaching of values is given a high priority through their lessons.

Students will:

- have their opinions listened to, respected and valued.
- have access to support, advocacy and assistance when they need it.



3. Child Protection Policy

CA London is committed to ensuring to protecting children and young people who are suffering or who are at risk of suffering significant harm as a result of abuse or neglect. We recognise that “no single professional can have a full picture of a child’s needs” (Working Together to Safeguard Children, 2015 P.5), thus the protection of our students is the responsibility of every member of staff.

In addition to responsibilities set out in the Safeguarding section above CA London will:

- ensure the DSL and Deputy DSL have regular training and time to meet to ensure strong communication around vulnerable or at-risk students.
- provide information and training to staff on the different types of abuse, ways that abuse might be disclosed and how to manage disclosures.
- give staff information about how to pass on concerns and follow up with staff after a concern has been made.
- liaise with relevant local authorities to ensure that they have all relevant information to make informed decisions about the risk of harm to children or young people.
- ensure that, where a child is the subject of a Child Protection plan, that an appropriate member of staff is an active member of the core group.
- follow up concerns if we are not satisfied with the response from local the authority children’s social care.

In addition to responsibilities set out in the Safeguarding section above staff will:

- raise concerns they have about children or young people.
- be good listeners.
- be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.
- be alert to changes in students’ behaviour.

In addition to responsibilities set out in the Safeguarding section above students will:

- have all their concerns and allegations taken seriously.

3.1 Reporting Child Protection Concerns

Further information about reporting Child Protection concerns can be found in Section 4. The Reporting flowchart in section 4.4.1 can be used to ensure that the concern is dealt with appropriately.

It is important to emphasise that if any member of staff has a Child Protection concern, they should immediately report it. Further to this, if a child or young person is at immediate danger or in need of emergency medical attention please refer to section 4.4.2 or more information.



4. Procedures for Reporting Safeguarding and Child Protection Concerns

“all...staff have a responsibility to provide a safe environment in which children can learn”
(Keeping Children Safe in Education, 2016 p.5)

4.1 Introduction

There are many factors both external and internal that can prevent children and young people from reaching their potential, these Safeguarding Procedures are in place to ensure that staff are aware of their part in the process of keeping our students safe.

There are different levels of Safeguarding needs/intervention, however the severity of a concern may not always be obvious to an individual member of staff. It is only through a complete picture of the child that we can adequately understand their needs. Due to this the procedures concerning Safeguarding and Child Protection concerns are combined into a single section. It is important for all staff to report all concerns about a student's welfare. This section covers important information about the ways staff should deal with disclosures, the tiers of need and school responses.

4.2 Tiers of Need

The London Child Protection Procedures and Practice Guidance sets out the Four Levels of Need in its guidance threshold document. These are as follows:

Tier 1: no additional needs

The majority of children will fall under this category, this is where the child or young person receives consistent and child-focused care from their parent or carer. They will, therefore, have no additional needs outside those accessed through universal services.

Tier 2: early help

“all staff should be aware of the early help process, and understand their role in it.”
(Keeping Children Safe in Education, 2016 p.6)

Children or young people with additional needs, unclear needs or unknown needs may require early help. These children may be vulnerable, showing early signs of abuse and/or neglect, or receiving adult-focused care. Children within this tier will require additional services e.g. family support services, parenting programmes and children's centres. The additional support, however, will come from universal or targeted services provisions, not from children's social care.

Tier 3: children with complex multiple needs

Children in this tier will require specialist services, or long term intervention, to prevent significant impact on their health or development. The threshold for tier 3 will be led by children's social care, although provision may be made for the child outside of children's social care.



Tier 4: children in acute need

This is the threshold for Child Protection and children in this tier are those suffering or at risk from suffering significant harm. They will probably already have suffered adverse effects and poor outcomes. This tier is discussed in more detail in our Child Protection Procedures.

4.3 Dealing with Disclosures

4.3.1 Ways concerns might be brought to your attention

The NSPCC indicates that concerns, up to and including disclosures, might be raised in a number of ways. Not all disclosures are made directly so it is important that staff are vigilant. The ways that disclosures can be made are:

- A child or young person might make a direct disclosure about themselves.
- A child or young person may make a direct disclosure about another child
- A child might offer information that is worrying, however, is not a direct disclosure
- A member of staff might be concerned about a child or young person's appearance or behaviour
- A member of staff may be concerned about the behaviour of a parent or carer towards a child or young person
- A parent or carer might make a disclosure about abuse that a child is suffering or at risk of suffering
- A parent or carer might offer information about a child that is worrying but not a direct disclosure

4.3.2 Talking to a child or young person

"All staff should know what to do if a child tells them he/she is being abused or neglected."

(Keeping Children Safe in Education, 2016 p.7)

It is important that the actions of staff do not abuse children further or prejudice professional enquires. Care, therefore, needs to be taken when speaking to students and the following guidelines should be followed.

- **Do not promise confidentiality**, even if this means the student does not continue to speak. Tell the child or young person that it is your duty to report concerns, however, that you will only tell people who need to know.
- **Listen** to what is being said, without displaying shock or disbelief. Do not assume anything, speculate or jump to conclusions. Listen quietly, carefully and patiently.
- **Accept** what is being said. It is not your role to decide if the child is telling the truth.



- **Do not investigate.** Your role is to listen, not to question and the student should set the pace. Questions should, therefore, be only to clarify or to allow the student to continue e.g. 'Is there anything else you want to tell me?'; 'Yes?'; 'And?'
- **Do not ask a child to remove or adjust clothing.** It is acceptable to observe marks or bruises but only if the child or young person does not have to remove or adjust clothing to show you.
- **Reassure**, but only as far as is honest and reliable. It may seem to you like a meaningless phrase, but to our students it could be seen as a promise that is then broken. It is therefore important to think before speaking and avoid saying things that you cannot deliver e.g. 'It will be alright now'; 'I'll stay with you all the time'.
- **Do not offer advice or give opinions.** It is, however, appropriate to acknowledge to the student how hard it is for them to talk about it.
- **Do not criticise the perpetrator.** This may be someone they love.
- Do not ask them to repeat for another staff member. Explain what you will do next.
- **Take brief, discreet notes** at the time and write these up as soon as possible. Record exactly what the child has said including any swear words or slang, do not try to write what you think the child means.
- **Record the specifics**, including the date, time, place and how the child appeared to you. Only include facts and observable things, do not include assumptions or interpretations.
- **Do not destroy original notes.** Sign and date these and pass these to the DSL when referring.
- **Refer** the matter as appropriate, this will depend on the nature of the disclosure. The section on the Process for Reporting a Concern will give guidance on this.
- **Do not discuss with anyone outside those who need to know.**
- **Be aware at all times**, do not place yourself at risk of harm or allegations from a student. If alone with a student, make sure the door viewing window is not obscured or that the door is left open.

4.4 Process for Reporting a Concern

'If staff members have any concerns about a child...they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to children's social care'
(Keeping Children Safe in Education, 2016 p.7)

'If anyone other than the Designated Safeguarding Lead makes the referral, they should inform the Designated Safeguarding Lead as soon as possible.'
(Keeping Children Safe in Education, 2016 p.8)



This section set out the process for reporting Safeguarding or Child Protection concerns. The only difference for staff between reporting a Safeguarding concern and a Child Protection concern is the immediacy with which the reporting needs to happen.

4.4.1 Reporting flowchart

The blue flowchart shows the steps involved in reporting a concern, the green flowchart contains additional information that staff members may find useful.





4.4.2 Where a Child is in Immediate Danger

'If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed as soon as possible that a referral has been made.'

(Keeping Children Safe in Education, 2016 p.8)

If a child or young person is in immediate danger and is with you, remain with them and call the police. If the child or young person is not with you, contact the police and explain the situation to them.

If the child or young person requires emergency medical attention and you are outside the school environment, call the ambulance and, while you are waiting get help from a first aider if available. If there is no first aider available, support the child or young person if any way you can.

If a child or young person requires emergency medical attention while at school, then ensure that the ambulance service and the office are both contacted so that the first aid and emergency medical help can be coordinated.

Once the immediate danger or medical emergency has been dealt with, any additional Safeguarding or Child Protection concerns should be followed up using the Child Safety Response flowchart in section 4.4.1.

4.5 Levels of Action

All reported concerns will be treated with the utmost care and diligence, no matter how minor they may seem. The action taken will reflect the corresponding degree of urgency and gravity of concern. A diagram to show the actions to be followed is also included.

Level 1: no further action

Child or young person's welfare and safety is not in danger. No further action to be taken, however the concern will be logged and may be subject to review especially if additional concerns are raised. The student may be referred to CA London's counsellor.

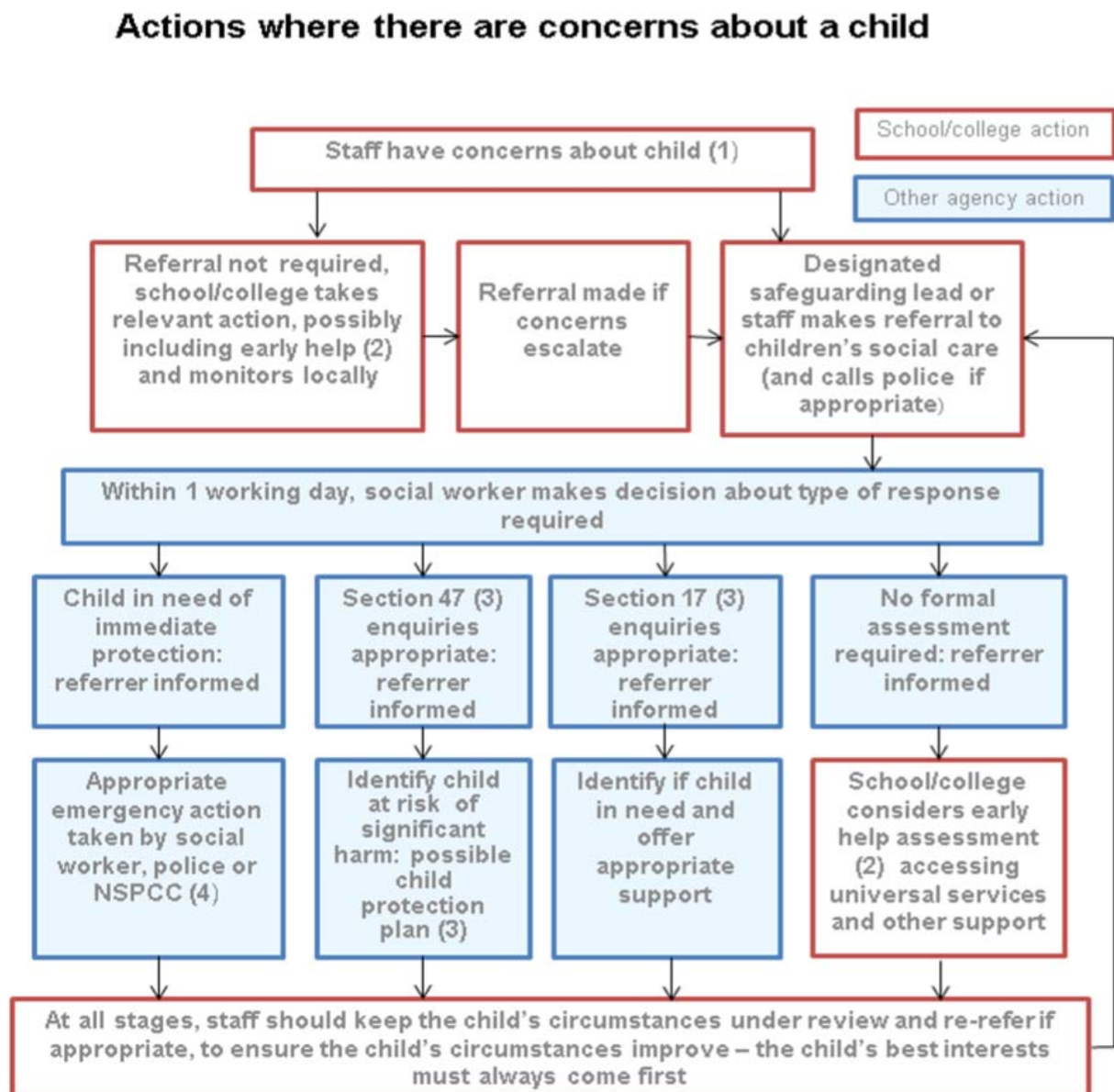
Level 2: early help

The child or young person's welfare or safety is of more immediate concern and some action needs to be taken. Parents may or may not be contacted subject to the type of concern raised. In school support might be arranged and/or external agencies may be contacted. Detailed guidance on the inter-agency early help process can be found in Chapter 1 of the Government's Working Together to Safeguard Children guide (2015).

Level 3: referral

This child is suffering or likely to suffer significant harm and the DSL will go refer the concern directly to the relevant LA Children’s Social Care. The DSL will follow up in writing within 48 hours. Should a decision on the next course of action not be received within 24 hours, the DSL will follow up the referral. If it is possible a crime may have been committed, the matter will be immediately reported to the local police.

Diagram of actions to be taken when there are concerns about a child, this diagram is from DfE guidance and shows the levels of action the school will take following a concern being raised.



(Keeping Children Safe in Education, 2016 p.10)



5. Additional School Policies and Procedures

Safeguarding and Child Protection involves consideration of many more areas than the above core policies and the procedures.

As set out in the introduction, this document includes the following information connected to Safeguarding or Child Protection, which may come from other CA London Policies and Procedures:

- Staff Responsibilities
 - The Principal
 - The Head of School
 - The Designated Safeguarding Lead
 - Deputy Designated Safeguarding Lead
 - Staff
- Whistleblowing
- Managing Allegations against Staff
 - Contact Details for the Wandsworth LADO
- Managing Allegations against Other Children
- Safer Recruitment
- Working with Parents and Carers
- Multi-Agency Partnership
- Children Missing from Education
- Storage, Transfer and Retention of Child Protection Records

As information in this document may be summarised from other CA London Policies and Procedures, it should be read in conjunction with other documents as set out in section 1.1.

5.1 Responsibilities

In addition to vigilance for and reporting of concerns about the welfare of our students, individual staff have the following Safeguarding and Child Protection responsibilities within the school.

5.1.1 The Principal

The Principal will coordinate with the school's DSL and Deputy DSL on Safeguarding issues and will also:

- Reviewing and agreeing any changes to CA London's policies and procedures.
- Ensure that procedures to manage allegations against staff members are in place, referring allegations to the Local Authority Designated Officer (LADO) as explained in section 5.3.1.
- Liaise with the Proprietor as necessarily on Safeguarding matters.



5.1.2 The Head of School

The Head of School is currently the Designated Safeguarding Lead, should this change, the Head of School will ensure that a suitable member of the SMT is appointed to the Safeguarding team. In addition to this the Head of School has the following responsibilities for Safeguarding within the school:

- Reviewing and agreeing any changes to CA London's policies and procedures.
- Implementing and monitoring compliance of the Safeguarding policy.
- Arranging for staff to be available for Children's Social Care meetings e.g. core meetings and Child Protection conferences. This will usually be the DSL, however, they may nominate another appropriate member of staff if required.
- Ensuring DSL, Deputy and staff receive regular Safeguarding and Child Protection training.
- Ensuring that this policy is available to parents.

5.1.3 Designated Safeguarding Lead

The DSL will:

- Ensure they are up to date with the latest local and national Safeguarding and Child Protection guidance and advice.
- Ensure staff are informed of Safeguarding and Child Protection updates and information as required.
- Undergo appropriate training at least every two years.
- Respond to training needs arising in the school, either as a result of new legislation, or in response to specific situations affecting one or more students at the school
- Provide support and guidance to staff with regards to Safeguarding and Child Protection.
- Review and update the Safeguarding and Child Protection policy on at least an annual basis.
- Ensure all concerns raised are investigated and appropriately dealt with in accordance with this policy.
- Arrange for urgent medical treatment if necessary.
- Contact the Prevent Duty Channel panel if a student is thought to be vulnerable to being drawn into terrorism.
- Contact and seek advice from local authority teams as appropriate.
- Complete and send Early Help Assessment or referral forms for the appropriate local authority depending on the student.
- Follow up on referrals as needed.
- Ensure all relevant notes, reports and paper work are correctly filled in e.g. signed with date and time information.



- Ensure that Safeguarding and Child Protection records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- Attend, or arrange for another appropriate member of staff to attend, Children's Social Care meetings. Prior to the meeting they will have gathered information and prepared information to present.
- Collate, hold and refer information relating to students about whom concerns have been raised.
- Serve as a point of contact for parents, Local Authorities and other agencies or parties external to the school, sharing information where appropriate.
- Not discuss concerns with parents where it is thought that a child may be at risk of further harm, or in the initial stages of a referral without agreement from Children's Social Care.
- Notify Children's Social Care if a child with a Child Protection plan is absent for more than two days without explanation.
- Ensure that when a child leaves the school, their Child Protection information is passed to the DSL at their new school and, if the student is on the Safeguarding children register, the child's social worker is informed.

5.1.4 Deputy Designated Safeguarding Lead

The Deputy will:

- Ensure they are up to date with the latest Safeguarding and Child Protection guidance and advice.
- Review and advise on updates to the Safeguarding and Child Protection policy on at least an annual basis.
- Undergo appropriate training at least every two years.
- Work with the DSL to ensure that CA London's Safeguarding and Child Protection policy is followed.
- Respond to and/or coordinate Safeguarding or Child Protection communication in the absence of the DSL.

5.1.5 Staff

All staff will

- Receive external training on Safeguarding and Child Protection on at least every two years.
- Be provided with a copy of Part 1 of DfE Keeping Children Safe in Education document and CA London's Safeguarding and Child Protection policy, which staff will sign to say that they have received and read.
- Ensure they are aware of their duties for Safeguarding and Child Protection.
- Be made aware of the names of DSL and deputy DSL.
- Be vigilant of the indicators of abuse as set out in Appendix 2.



- Speak to the DSL or Deputy DSL if they are unsure about concerns they have.
- Refer any Child Protection concerns immediately to the DSL or, in their absence, the Deputy DSL, using the form in Appendix 10.
- Refer any Safeguarding concerns as soon as possible that day to the DSL or, in their absence, the Deputy DSL, using the form in Appendix 10.
- Remember that any member of staff can refer to the authorities. The message to teachers and staff is clear; if in doubt, always refer.
- If staff refer directly then they should inform the DSL within 12 hours.

5.2 Whistleblowing

All staff are required to report to the DSL any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm.

If a member of staff brings information about a wrongdoing to the attention of their employers or a relevant organisation, they are protected in certain circumstances under the Public Interest Disclosure Act 1998. This is commonly referred to as 'blowing the whistle'.

Qualifying disclosures are disclosures of information where the worker reasonably believes (and it is in the public interest) that one or more of the following matters is either happening, has taken place, or is likely to happen in the future.

- A criminal offence
- The breach of a legal obligation
- A miscarriage of justice
- A danger to the health and safety of any individual
- Damage to the environment
- Deliberate attempt to conceal any of the above.

If a worker is going to make a disclosure it should be made first to the Head of School or Principal, contact details are available on the Staff Contact list.

There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. All staff are aware that anyone can make a referral.

5.3 Managing Allegations against Staff

Any member of staff who hears an allegation of abuse against another member of staff should refer it. It is better to do so and for it later to turn out to be unfounded than not



to refer and a find that a child has been further harmed. Staff should always consider that it could happen here.

All members of staff therefore have the responsibility to raise a concern if they think another staff member has:

- Behaved in a way that has, or may have, harmed a child.
- Possibly committed a criminal offence against or in relation to a child.
- Behaved towards a child or children in a way that indicated they may pose a risk of harm to children.

Staff should report the allegation immediately to the Head of School, unless the Head of School is the person against whom the allegation is made. Any allegations made against the Head of School should be reported to the Principal who acts on behalf of the Governing Body. If the allegation is against the Principal, then the allegation should be reported directly to the Proprietor.

The report should be directed only to the attention of the persons named above; the report or concern should not be directed to or at the person about whom the allegation is made.

If an allegation is made against any staff member, the Principal will consult the LADO for advice within 24 hours and before any investigation. If the allegation is about a historic allegation of abuse or against a teacher who is no longer teaching, the allegation will also be referred to the police.

With regards to allegations against staff members, CA London takes its guidance from Part Four of the DfE Keeping Children Safe in Education document. CA London recognises that many allegations will not meet the necessary criteria and it is important to support staff by dealing with allegations quickly, fairly and consistently.

The above procedures will also be followed if the individual has volunteered the information themselves.

5.3.1 Contact Details for the Wandsworth LADO

Following any allegations against staff the Wandsworth LADO will be contacted within 24 hours and prior to any investigation. The contact details and further information about the Wandsworth procedures are as follows:

Contact Number: 020 8871 7440

Email: LADO@wandsworth.gov.uk

Additional Information:

http://www.wscb.org.uk/wscb/downloads/94/managing_allegations



5.3 Managing Allegations against Other Children

In the situation of one student behaving inappropriately towards another, it is important to decide first whether the problem behaviour is due to the diagnoses and Special Educational Needs of the student. In this case the concern would be considered to need early help intervention and could be managed through the school's social skills, PSHE or mentor sessions.

If in doubt, any concerns should be referred to the DSL to help make this decision.

If the behaviour is not related to the students SEND diagnosis or if the concerns are of a persistent or harmful nature a further decision has to be made whether the problem behaviour constitutes a bullying or a Child Protection concern. This decision will be made by the DSL in consultation with other relevant staff and/or the LA's Children's Social Care department.

Following the conclusion of this decision, the behaviour will either under CA London's anti-bullying policy and procedures or under these Safeguarding and Child Protection policy and procedures. If the matter is deemed to be a Child Protection concern, CA London will then follow the advice and direction from Children's Social Care about the steps to be followed.

For information, a summary of advice has been included from the NSPCC about the difference between bullying incidents and Child Protection incidents.

The incident will generally be considered bullying if:

- there is little difference in power between the students.
- if the behaviour is perpetrated by or directed at a group rather than a single student.
- the behaviour involves teasing, rumour-spreading or harassment
- the behaviour is perceived as bullying by the victim.

The incident will generally be considered a Child Protection concern if:

- There is a difference in power (e.g. age difference) between the students.
- The behaviour involves sexual or physical assault (other than the most minor physical assault)
- The behaviour may be considered abusive, particularly if it is sexual in nature.
- The behaviour is not a one-off incident
- The behaviour, if sexual, is not part of normal experimentation that takes place between children and young people. Normal experimentation will generally be between children and young people of similar ages and understanding. It will also



be carried out without the use of threats and bribes and generally not carried out in secret.

5.3.1 Bullying

This section should be read in conjunction with CA London's Anti-bullying Policy.

Bullying can take place in different ways and happen to anyone. It is behaviour that is intended to hurt, intimidate, frighten, harm or exclude. It is usually something that happens persistently over time and can leave the target feeling defenceless.

Some of the types of bullying are:

- Verbal
- Physical
- Emotional
- Cyber
- Racist
- Homophobic

CA London has a zero tolerance of bullying, and all instances should be recorded and reported to the Head of School on the same day. Any allegation of bullying will be investigated and dealt with appropriately.

There are instances when bullying will become a Child Protection concern, this will be dealt with as set out in section 5.3.

5.4 Safer Recruiting

The school endeavours to ensure that we do our utmost to not employ staff who pose no risk of harm to our students. CA London therefore includes guidance from part 3 of the DfE's Keeping Children Safe in Education guidance in its recruitment practices. This should be read in conjunction with CA London's Recruitment, Induction and Training policy.

CA London's procedures to ensure all staff at CA London do not pose a risk to our students begin with Safer Recruitment. All applicants will be interviewed with at least one interviewer having undertaken safer recruitment training.

Once a successful candidate has been identified, employment offers will be subject to the provision of:

- two referees, including at least one who can comment on the applicant's suitability to work with children.
- evidence of identity and qualifications.



- DBS check, including DBS barred list check.

All new members of staff will undergo an induction that includes familiarisation with CA London's Safeguarding and Child Protection policy and identification of their own Safeguarding and Child Protection training needs. All staff sign to confirm they have received a copy and read the Safeguarding and Child Protection policy.

The school will maintain a single central register, listing all the staff who are employed by the school. Temporary or locum staff will also be included on the single central register.

Visitors to the school are escorted around the site and provided with visitors' badges; all visitors have to sign in and out of the school.

External professionals coming in to work with students e.g. Educational Psychologists will have their identification checked. This identification will be photocopied and kept on file.

5.5 Working with Parents and Carers

CA London recognises the important of the partnership between school and parent or carer. CA London will therefore attempt to discuss any allegations or concerns with parents or carers as soon as possible and, of course, when and where appropriate. Permission will be sought by the DSL from the parents and carers before discussing a referral about them with other agencies (unless doing so would place the child at risk of significant harm or prejudice a criminal investigation). Children's Social Care advice will be sought if needed to determine if parental or carer contact would be inappropriate.

5.6 Children Missing from Education

'all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have'.

Keeping Children Safe in Education (2016)

At CA London registration is taken twice a day. If a child is absent steps are taken to ensure their safety. Parents are contacted by the office if a child does not arrive at school in the morning by 09:30.

5.7 Multi-Agency Partnership

CA London works in partnership with Children's Social Care from a number of Local Authorities. We liaise with Wandsworth Safeguarding Children Board in cases allegations against staff, however in relation to Safeguarding or Child Protection referrals we cooperate with the child or young person's Local Authority Children's Social Care team.



5.8 Storage, Transfer and Retention of Child Protection Records

CA London follows the principles of record keeping from the Data Protection Act 1988, the Human Rights Act 1998 and the Freedom of Information Act 2002. The school retains files in accordance with legally defined retention periods.

Safeguarding and Child Protection records are stored in a secure location accessible only by the DSL and Deputy DSL. These files are stored separately from students' files.

When a child leaves the school, their Child Protection records will be passed to the DSL at their new school and, if the student is on the Safeguarding children register, the child's social worker will be informed.

5.9 Photograph and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the child's first name or initials with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them.

5.10 Physical Contact with Pupils

Whilst a degree of physical contact is often unavoidable (passing in corridors, exchanging books or items, coaching during PE or sessions of Occupational Therapy) it should be avoided where at all possible. In a school such as CA London which accommodates a range of sensory, learning, communication and emotional difficulties, it is easy for physical contact to be misconstrued and misunderstood.

It is vital that appropriate physical boundaries are observed at all times, both to assist in the student's understanding of the world, and protect the teacher against the possibility of complaint or accusation.

Exception to these rules may include the following:

- The prevention of injury or harm (ie, preventing a student from falling)
- Assisting if a student is ill



- Where physical contact is understood to be necessary to the current activity, such as role-play or game-playing

5.11 E-safety

Most of our children will use mobile phones and computers at some time. However, we know that some men, women and young people may use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

For this reason, CA London requires that each student hands in phones and other communication or internet enabled devices to the Mentor at the start of the school day. These items are kept in a locked box during the day and are collected at home time.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. As it is important for children and young people to access these types of sites in a safe way CA London regularly holds e-safety lessons across all the classes.

6. Confidentiality

It is important to reiterate to all staff members that they may not promise confidentiality when a student discloses any information. Staff at CA London have a professional responsibility to refer information concerning the protection of children with other relevant professionals. Within this it is however important to ensure that information is only disclosed on a need-to-know basis and confidential or sensitive information should not be shared beyond what is necessary. The child should therefore be reassured that the matter will be disclosed those who need to be made aware.



Appendix 1: Legal Framework

There is no single piece of legislation that covers Safeguarding and Child Protection in the UK. This policy, therefore, draws upon both the latest laws and guidance from a number of locations, namely:

Children Act, *November 1989*

United Convention of the Rights of the Child, *December 1991*

Data Protection Act, *July 1998*

Human Rights Act, *November 1998*

Adoption and Children Act, *November 2002*

Sexual Offences Act, *November 2003*

Children Act, *November 2004*

Safeguarding Vulnerable Groups Act, *November 2006*

The Role and Responsibilities of the Designated Teacher for Looked-After Children: Statutory guidance for school governing bodies, *November 2009*

Protection of Freedoms Act, *May 2012*

Children and Families Act, *March 2014*

Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies, *October 2014*

Special Education Needs and Disability (SEND) Code of Practice: 0 to 25 years – Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, *Revised January 2015*

The Education (Independent School Standards) Regulations, *Revised December 2014*

Working Together to Safeguard Children: a guide to inter-agency working to safeguard and promote the welfare of children, *March 2015*

Information Sharing: Advice for practitioners providing Safeguarding services to children, young people, parents and carers, *March 2015*

Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the to the need to prevent people from being drawn into terrorism, *Revised July 2015*

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, *September 2016*

London Child Protection Procedures and Practice Guidance, *Revised October 2017*



Appendix 2: Types of Abuse

“all...staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.”

(Keeping Children Safe in Education, 2016 p.7)

The Government’s Working Together to Safeguard Children guidance (2015, p. 92) defines abuse as:

“A form of maltreatment...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.”

This appendix includes sections on each of the main types of abuse, including information about indicators, both physical and behavioural, that can be signs of abuse. The indicators themselves do not prove that abuse has occurred, as many can result from medical conditions or life events that do not involve abuse e.g. divorce.

For all types of abuse, direct or indirect disclosure is one of the clearest indicators. The following behaviours are also non-specific signs that indicate that something is wrong:

- Significant changes in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Lack of self-esteem

It is also important to note that abuse of a child or young person does not always remain within a specific type, for instance, emotional abuse is almost always present when other forms of abuse occur.

Appendix 2.1 – Significant Harm

Harm is defined as the “ill-treatment or impairment of health or development” of a child or young person (Children Act, 1989 section 31). This definition was later amended to also include the “impairment suffered from seeing or hearing the ill treatment of another” (Adoption and Children Act, 2002 p.71).

The London Safeguarding Children Board (2017) procedures set out the difficulty in defining what makes harm ‘significant’ as there are “no absolute criteria” to rely on (section 1.1.2). In some instances, one single event would be enough to constitute significant harm or, more often, a series of events, either acute or longstanding.



Appendix 2.2 – Physical Abuse

The Government's Working Together to Safeguard Children guidance (2015, p. 92) defines physical abuse as:

"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."

Physical Indicators

- Unexplained bruises, welts, cuts, abrasions
- Unexplained burns or cigarette burns
- Unexplained fractures
- Infected wounds indicated delay in treatment

Behaviour Indicators

- Is wary or displays inappropriate or excessive fear of adults or of a particular individual
- Antisocial behaviour such as substance abuse, bullying, violence to animals or other children, truancy, running away, fear of going home
- Unusual shyness, wariness of physical contact
- Is dressed inappropriately to hide bruises or other injuries
- May be extremely aggressive or extremely withdrawn
- Self-abuse
- Cannot recall how the injuries occurred or gives inconsistent or unbelievable explanations

Appendix 2.3 – Sexual Abuse

The Government's Working Together to Safeguard Children guidance (2015, p. 93) defines sexual abuse as:

"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."



It would be unusual for the physical indicators of sexual abuse to be observed in a school setting, however it is possible that a child or young person may make a direct disclosure of one or more physical indicators rather than of the abuse itself.

Physical Indicators

- Torn, stained or bloody underclothing
- Complaints of pain, itching, injury or irritation of the genitals
- Blood in urine or faeces
- Sexually transmitted diseases
- Pregnancy
- Frequent, unexplained sore throats, yeast or urinary infections

Behaviour Indicators

- Age-inappropriate sexual play with toys, self, others
- Sophisticated, age-inappropriate or unusual sexual knowledge
- Reluctance to participate in physical activity or change clothes for games
- Fire lighting by boys
- Lack of trust in adults or in a particular individual
- Unexplained gifts or new possessions
- Depression, self-harm, drug or alcohol use, eating disorders or suicide attempts
- Promiscuity or prostitution
- Uses younger children in sexual acts
- Tries to make self as unattractive as possible

Please also refer to Appendix 3: Specific Safeguarding Issues, such as Child Sexual Exploitation, which is a form of sexual abuse.

Appendix 2.4 – Emotional Abuse

The Government's Working Together to Safeguard Children guidance (2015, p. 92) defines emotional abuse as:

"The persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), 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, though it may occur alone.”

Physical Indicators

- Bed-wetting that has no medical cause
- Frequent psychosomatic complaints (eg. Headaches, nausea, abdominal pains)
- Prolonged vomiting or diarrhoea
- Has not attained significant developmental milestones
- Dressed differently from other children in the family
- Has deprived physical living conditions compared with other children in the family

Behaviour Indicators

- Severe developmental gaps
- Severe symptoms of depression, anxiety, withdrawal or aggression
- Severe symptoms of self destructive behaviour – self harming, suicide attempts, engaging in drug or alcohol abuse
- Overly compliant; too well-mannered; too neat and clean
- Attention seeking behaviours or extreme inhibition in play
- At play, behaviour may model or copy negative behaviour and language used at home

Appendix 2.5 – Neglect

This is potentially the most complex abuse for staff to recognise, yet can have a long lasting and damaging effect on the child or young person. Having any one of the signs below is not conclusive indication of neglect, however multiple or persistent signs could indicate a serious problem. It is therefore important to raise concerns as or when they occur in order that patterns can be spotted.

The Government’s Working Together to Safeguard Children guidance (2015, p. 93) defines neglect as:

“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."

More information about neglect can be accessed through the DfE research report 'Missed opportunities: indicators of neglect – what is ignored, why, and what can be done?' (November, 2014).

Physical Indicators

- Poor hygiene
- Unsuitable clothing or being inadequately dressed for the weather
- Untreated injury or illness
- Lack of immunisations
- Always hungry, perhaps requiring food before the school day starts

Behaviour Indicators

- Begging for or collecting leftovers
- Chronic absenteeism
- Unusual school attendance
- Chronic tiredness or lethargy
- Reporting no caregiver at home

Appendix 2.6 – Domestic Abuse

Domestic abuse defined by the Home Office (March 2013) as:

"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality.

This can encompass, but is not limited to, the following types of abuse:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional."

The definition of harm includes the recognition that it can come from seeing or hearing the ill-treatment of others (see section 2.1). This means that children who come from households with domestic abuse can suffer harm even if they are not direct victims.

Wandsworth LA explains the ways children can witness domestic abuse:



- They may be in the same room and may even get caught in the middle of an incident in an effort to make the violence stop.
- They may be in the room next door and hear the abuse or see the victim's physical injuries following an incident of violence.
- They may be forced to stay in one room or may not be allowed to play.
- They may be forced to witness sexual abuse or they may be forced to take part in verbally abusing the victim.

It is important to note that all children witnessing domestic violence are being emotionally abused and are also, in about half of domestic abuse situations, being directly abused themselves.

Physical Indicators

- Complaints of physical symptoms such as tummy aches
- Difficulty sleeping

Behaviour Indicators

- Self-harm, eating disorders, truancy or alcohol/drug use
- Anger, guilt, insecurity, aloneness, fear, powerlessness, confusion, anxiety or depression
- Behaving as though they are much younger
- Easily startled
- Ambivalent feelings towards the abusing and the non-abusing parent.



Appendix 3: Specific Safeguarding Issues

CA London keeps up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. In that light our staff are supported to recognise warning signs and symptoms in relation to specific issues and to include such issues in an age appropriate way in their curriculum.

This section sets out in detail some of the specific Safeguarding issues of which staff should be aware. Staff should recognise that there are other specific Safeguarding issues in addition to the ones mentioned here in detail. Further information and guidance on some of these can be found in other CA London Policies or through the gov.uk website; they include:

- Drugs
- Fabricated or induced illness
- Faith abuse
- Forced Marriage
- Gangs and Youth Violence
- Gender-Based Violence/Violence against Women and Girls (VAWG)
- Hate
- Mental Health
- Missing Children and Adults
- Relationship Abuse
- Sexting
- Trafficking

Appendix 3.1 – Extremism and Radicalisation (The Prevent Duty)

CA London in line with its duty under section 26 of the Counter-Terrorism and Security Act 2015 has a responsibility to prevent people being drawn into terrorism. This is known as the Prevent duty.

Further to this duty, in CA London the promotion of extremist religious or political views within the teaching of any subject will not be tolerated. It is important for staff members to offer balanced viewpoints to students and provide them with the knowledge and skills to challenge extremist opinions.

Should a member of staff be concerned that a student is at risk of being drawn into terrorism, this should be treated as a Child Protection concern and be reported immediately to the DSL. The DSL will then liaise with the LA Prevent lead or seek advice from the DfE dedicated helpline (020 7340 7264).

A DfE advice document entitled “The Prevent Duty: Department advice for schools and childcare providers” is available through the gov.uk website with more information.



Appendix 3.2 – Female Genital Mutilation

Female Genital Mutilation (FGM) is a form of so-called 'honour-based' violence. It is prohibited by law in England, Scotland and Wales, whether it is committed against a United Kingdom national or permanent United Kingdom resident in the UK or abroad.

FGM is an abuse of the human rights of girls and women and therefore a Child Protection issue.

It is, of course, only in very unusual cases that teachers would see visual evidence and they should not be examining pupils, however any disclosure, indication or suspicion that FGM is a risk, imminent, or has already taken place should be immediately reported to the DSL. The DSL will ring, without delay, for advice from the Relevant LA Safeguarding Team.

Further to notifying the LA, if the act appears to have been carried out (as opposed to at risk or suspected) the teacher, supported by the DSL, will also notify the police. This is in line with the statutory duty to report set out in the Female Genital Mutilation Act 2003 (section 5B), as inserted by section 74 of the Serious Crime Act 2015.

In support of this provision, the school will do everything it can to ensure that:

- The school creates an 'open door' culture where students feel able to discuss issues without prejudice
- Materials explaining FGM are available to staff
- Advice and notices are available for accessing additional help, e.g. Childline, NSPCC
- Training about FGM is incorporated in the school's Safeguarding Training.

A Home Office FGM factsheet entitled "New duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police" about this mandatory reporting is available online.

Appendix 3.3 – Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of sexual abuse. It involves an individual or group taking advantage of a power imbalance to coerce, manipulate or deceive a child or young person into sexual activity. In this type of exploitative situation or relationship, the young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by



gangs and groups. It does not always involve physical contact and could also occur over the internet.

It is important to recognise that CSE is never the victim's fault, even if the victim is 'consensual' or if the victim accepts something in exchange. This is due to the imbalance of power in the relationship which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Possible indicators

- Acquisition of money, clothes or gifts from unknown sources
- Gang-association
- Unexplained absences from home or school, persistently going missing
- Excessive receipt of texts or phone calls
- Having multiple mobile phones and worrying about losing contact by phone
- Inappropriate sexualised behaviour
- Relationships with controlling or older individuals or groups
- Being picked up by multiple unknown adults or peers
- Increased secretiveness around behaviours

More information on Child Sexual Exploitation can be found online through the DfE publication *Child Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (February 2017).



Appendix 4: Local Authority Social Care Contact Details

Barnet	
Children: 020 8359 4066	Adults: 020 8359 5000 socialcaredirect@barnet.gov.uk
Brent	
Children: The Brent Family Front Door: 020 8937 4300 Family.FrontDoor@brent.gov.uk	Adults: 020 8937 4300 safeguardingadults@brent.gov.uk
Croydon	
Children: 020 8255 2888 childreferrals@croydon.gov.uk	Adults: 020 8726 6500
Enfield	
Children: 020 8379 2507 childreninneedservice@enfield.gov.uk	Adults: 020 8379 3196
Merton	
Children: 020 8545 4266 or 020 8545 4227 mash@merton.gov.uk	Adults: 0845 618 9762 safeguarding.adults@merton.gov.uk
Redbridge	
Children: 020 8708 3885 cpat.referrals@redbridge.gov.uk	Adults: 020 8708 7333
Southwark	
Children: 020 7525 1921 RAD@southwark.gov.uk	Adults: 020 7525 3324 OPPDcontactteam@southwark.gov.uk
Wandsworth	
Children: 020 8871 6622 mash@wandsworth.gov.uk	Adults: 020 8871 7707 safeguardingadults@wandsworth.gov.uk



Appendix 5: Safeguarding or Child Protection Concern Form

Important information about completing this form can be found at the end.

<input type="checkbox"/>	<p>Child Protection Concern if you suspect the student is at risk of significant harm, please add a cross (x) to this box</p>
--------------------------	---

Child's full name:		Mentor Group:	
--------------------	--	---------------	--

Your full name:		Signature:	
-----------------	--	------------	--

Date and Time form passed to DSL:	
-----------------------------------	--

Reason you concerned about this child:
--

--

What you observed, heard or were told: please include details of when, where and between whom these observations or discussions took place

--

Have you spoken to the child? <input type="checkbox"/> Yes <input type="checkbox"/> No
--

What did they say? Use the child's own words where possible including any swear words or slang

--

Have you spoken to anyone else about your concern? <input type="checkbox"/> Yes <input type="checkbox"/> No

If so, who?	
-------------	--



Is this the first time you have raised concerns about this child? Yes No

If you have used additional sheets, or took notes during meetings with students please sign and date these and staple them to this form.

Number of additional sheets:

Form information:

Use this form to record concerns about a child's welfare. If you suspect the child may be suffering or at risk of suffering from significant harm, you must add a cross to the Child Protection Concern box and hand it to the Designated Safeguarding Lead (DSL) immediately (or as soon as practically possible). For other welfare concerns, leave this box blank and give the form to the DSL before the end of the day. In the absence of the DSL, this should be given to the Deputy DSL.

Please speak to the DSL or Deputy DSL for advice or guidance on any Safeguarding or Child Protection matters. This can be done prior to completing this form.



Appendix 6: Staff Signature Sheet

Please read the Safeguarding and Child Protection Policy and also Part 1 of the DfE guidance on Keeping Children Safe in Education. Then sign this page and return it to the School Office.

- I confirm that I have received and read the school Safeguarding and Child Protection Policy.
- I have also received and read Part 1 of the DfE Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges document.
- I have been made aware of my duty to safeguard and promote the welfare of CA London students and understand the procedure for reporting concerns.
- I know who the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are for the school.

Name: _____

Position: _____

Signature: _____

Date: _____