Carshalton Boys Sports College

Policy	**Child Protection and Safeguarding Policy**
Policy Number:	S09
Review Date:	September 2020
Approved by the Governing Body Committee:	October 2020
Next Review Date:	March 2021

COVID-19 changes to our Child Protection Policy 01/09/2020 page
(Amended to meet each new DFE update)

All staff and volunteers in school are well placed to notice when there is concern for child. They should be alert to the signs of abuse and must refer any concerns to the designated teacher responsible for child protection immediately.

Any parent or carer who has concerns about the welfare of a child at Carshalton Boys Sports College (CBSC) can speak with the Designated Safeguarding lead (DSL) for Child Protection, Deputy Principal Paul Avery.

If a child is in immediate danger, call the Police on 999.

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Paul Avery	safe@carshaltonboys.org 0208 714 3100
Deputy DSL	Suzanne Barker	safe@carshaltonboys.org 0208 714 3100
Children First Contact Service (Sutton MASH)		childrensfirstcontactservice@sutton.gov.uk 020 8770 6001/6072 Out of hours (after 5pm): 0208 770 5000
Local authority designated officer (LADO)	Sima Hirani	Sima.hirani@sutton.gov.uk 0208 770 4776
Chair of governors	Ms Rebecca McGowan	jlong@carshaltonboys.org 0208 714 3100
Sutton LSCP Local Safeguarding Children Partnership	Information for Parent & Carers page	https://www.suttonlscp.org.uk/lscp-parentsandcarers.php

The procedures contained in this policy apply to all staff and governors and are consistent With those of the Sutton Local Safeguarding Children's Partnership (LSCP) and locally agreed procedures. https://www.suttonlscp.org.uk/

CBSC takes seriously its responsibility to protect and safeguard the children in its care and

follows the guidance of:

- Keeping Children Safe in Education (2020)
- Working Together to Safeguard Children (2018),
- Governance Handbook.
- London Safeguarding Children Board https://www.londoncp.co.uk/
- Sutton LSCP https://www.suttonlscp.org.uk/index.php
- Children Act 1989 & 2004 The Children Act 1989 & 2004 amendment
- Children and Families Act 2014
- Education Act 2002 (Section 175) Education Act 2002
- School Staffing (England) Regulations The School Staffing (England) Regulations 2009
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 & Statutory guidance on FGM
- The Rehabilitation of Offenders Act 1974 which outlines when people with criminal convictions can work with children
- 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
- https://www.sutton.management.of.selfharm.protocol
- Mental Health and Behaviour in Schools' 2018 https://DFE.MentalHealth&BehaviourinSchools
- UKCCIS Guidance Sexting in Schools: advice and support around self-generated images https://UKCCIS.Guidance-Sexting-in-Schools
- Sexual Violence and Sexual Harassment between children in schools https://DFE.Sexualviolence&sexualharassmentinschools
- Children Missing Education (CME) https://DFE.CME
- Screening, Searching and Confiscation https://DFE.Searching-Screening&Confiscation

Introduction

All staff at CBSC have a statutory duty to keep students safe and promote their welfare both inside and outside of school.

Safeguarding and Promoting the Welfare of Children is defined as:

- Protecting children from harm & maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best life chances.

Working Together to Safeguard Children 2018

Keeping adolescents safe is complicated because of their developmental stage and greater agency. Risk- taking is a normal and healthy aspect of adolescence. However, it is often out of step with the emotional maturity to manage impulses and assess the consequences of actions. Alongside this, as adolescents get older they have an increasing capacity to override the wishes and demands of family, authority figures and the state. It is not often realistic to simply tell a young person that they must disengage from high-risk activities.
The purpose of this safeguarding policy is to:

1. Safeguard young people from impacts on their welfare and wellbeing
2. Identify what may put young people at risk from harm.
3. Illustrate indicators of concern for young people who are unsafe or being harmed.
4. Present the Carshalton Boys safeguarding structures.

1. Safeguarding young people from impacts on their welfare and wellbeing

Activities become harmful when they impact on the welfare of a young person and cause them (or put them at risk of) harm, or impair their wellbeing and development. The Children's Act 1989 identifies four aspects of harm which constitute the grounds for a Child Protection investigation: Physical, Sexual, Emotional and Neglect. They are outlined in more detail below. Under the Children's Act all those under 18 are considered to be children and are subject to the protection that it affords. A young person may not recognise impacts on their welfare or wellbeing as harmful, especially if they provide pleasure or perceived protection.

2. What puts young people at risk of harm?

Adolescents face risk from others, and can also present risk to themselves and others. This includes:

- Adults – such as parents, carers, relatives or in the wider community.
- Children – such as siblings or peers.
- Themselves – A young person can be personally at risk whilst also threatening the safety of others. In such a case, it is essential not to lose sight of risks to the perpetrator. Young people can become unsafe due to a wide range of activities and experiences located in their home, at school, in the wider community and increasingly online. Examples might include:
- Domestic Violence, Parental drug use, Toxic Trio, Poor diet or hygiene.
- Bullying and Self-Harm.
- CSE, Harmful Sexual Behaviour, Sexual exploitation, Criminal exploitation, Serious Youth Violence, Drugs and Alcohol, Radicalisation and FGM.

These activities may be inter-related and occur in multiple locations. Detailed definitions are set out below. A vulnerable young person may experience a number of these activities as both a victim and a perpetrator.

3. Indicators of concern

The many potential indicators of harm and poor wellbeing are presented below, some of which are specific to particular activities. However, **all** abusive, threatening and dangerous

experiences can cause chronic [on-going] and/or acute [one-off] trauma and this will impact on a young person's emotional wellbeing. The first indicator that a young person is unsafe may be confrontational, defiant or withdrawn behaviours which demonstrate they are struggling to manage this trauma. When a student discloses concerns directly to a member of staff they should follow the protocol contained in this policy (Page 5)
A young person processing emotional trauma may be vulnerable to further risks as they try to support or improve their wellbeing on their own terms.

4. Carshalton Boys Sports College Safeguarding Structures

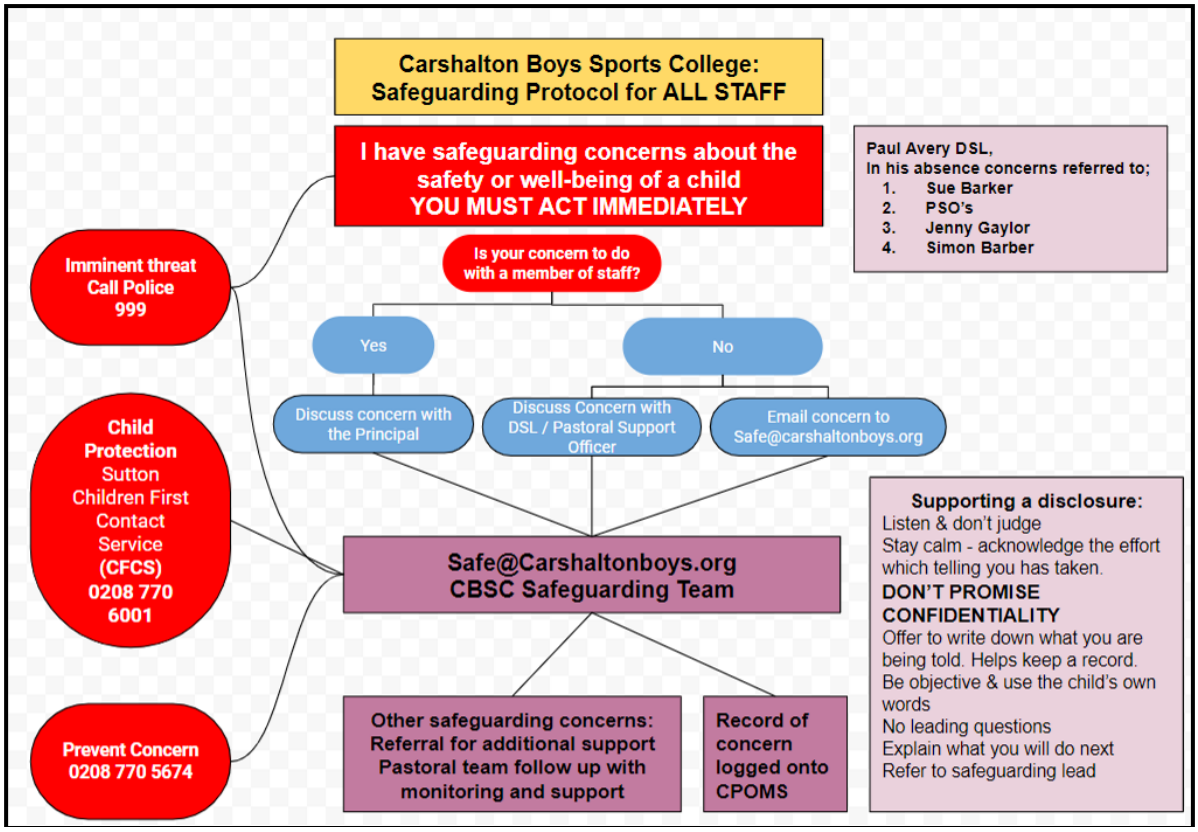
There are four key dimensions to CBSC Safeguarding Structures which are presented in more detail below.

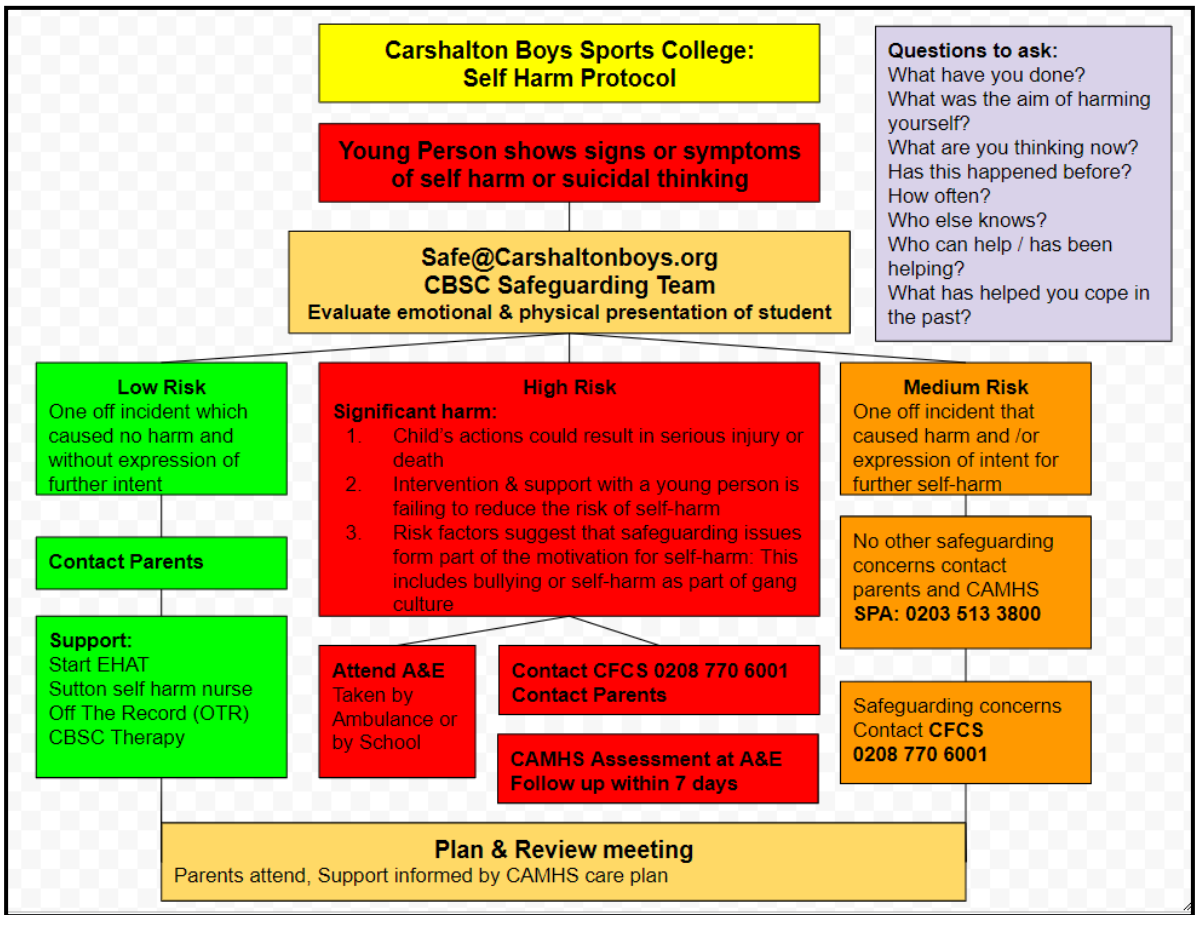
a. Establishing a safe environment in which children can learn and develop.
b. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of safeguarding concern.
c. Raising awareness of Safeguarding issues and equipping children with the skills needed to keep them safe through the curriculum.
d. Supporting pupils who have been abused or radicalised in accordance with plans shared and agreed with statutory and non-statutory agencies.

Safeguarding requires that we place the child's wellbeing at the centre of all our work.
It is essential that every member of CBSC staff understands and follows the procedure for reporting safeguarding concerns. This procedure is presented in the flow diagram below. A record of all concerns should be emailed to **safe@carshaltonboys.org**

The reporting of all Safeguarding concerns is a mandatory statutory duty. Failure to understand or comply with the schools agreed protocols and practice will be treated very seriously and could lead to disciplinary action.

Where the school is concerned that a referral has not been dealt with appropriately by the relevant body, the matter should be escalated by the Principal and DSP according to the LSCB Escalation Policy (see Appendix A, p29)


Carshalton Boys Sports College:
Safeguarding Protocol for ALL STAFF
I have safeguarding concerns about the safety or well-being of a child
YOU MUST ACT IMMEDIATELY
Paul Avery DSL,
In his absence concerns referred to;
1. Sue Barker
2. PSO's
3. Jenny Gaylor
4. Simon Barber
Imminent threat
Call Police
999
Is your concern to do with a member of staff?
Yes
No
Discuss concern with the Principal
Discuss Concern with DSL / Pastoral Support Officer
Email concern to Safe@carshaltonboys.org
Child Protection
Sutton
Children First
Contact
Service
(CFCS)
0208 770
6001
Safe@Carshaltonboys.org
CBSC Safeguarding Team
Supporting a disclosure:
Listen & don't judge
Stay calm - acknowledge the effort which telling you has taken.
DON'T PROMISE CONFIDENTIALITY
Offer to write down what you are being told. Helps keep a record.
Be objective & use the child's own words
No leading questions
Explain what you will do next
Refer to safeguarding lead
Prevent Concern
0208 770 5674
Other safeguarding concerns:
Referral for additional support
Pastoral team follow up with monitoring and support
Record of concern logged onto CPOMS


Carshalton Boys Sports College:
Self Harm Protocol
Young Person shows signs or symptoms of self harm or suicidal thinking
Safe@Carshaltonboys.org
CBSC Safeguarding Team
Evaluate emotional & physical presentation of student
Questions to ask:
What have you done?
What was the aim of harming yourself?
What are you thinking now?
Has this happened before?
How often?
Who else knows?
Who can help / has been helping?
What has helped you cope in the past?
Low Risk
One off incident which caused no harm and without expression of further intent
Contact Parents
Support:
Start EHAT
Sutton self harm nurse
Off The Record (OTR)
CBSC Therapy
High Risk
Significant harm:
1. Child's actions could result in serious injury or death
2. Intervention & support with a young person is failing to reduce the risk of self-harm
3. Risk factors suggest that safeguarding issues form part of the motivation for self-harm: This includes bullying or self-harm as part of gang culture
Attend A&E
Taken by Ambulance or by School
Contact CFCS 0208 770 6001
Contact Parents
CAMHS Assessment at A&E
Follow up within 7 days
Medium Risk
One off incident that caused harm and /or expression of intent for further self-harm
No other safeguarding concerns contact parents and CAMHS
SPA: 0203 513 3800
Safeguarding concerns
Contact CFCS
0208 770 6001
Plan & Review meeting
Parents attend, Support informed by CAMHS care plan

1. Safeguarding young people from impacts on their welfare and wellbeing

There are four categories of abuse that present a risk of harm to a child and which may result in them being placed on the Child Protection Register. They are:

Physical Abuse
Emotional Abuse
Sexual Abuse
Neglect

Definitions of child abuse
'Child Abuse and Neglect' are generic terms encompassing all ill treatment of children, including serious physical and sexual assaults, as well as cases where the standard of care does not adequately support the child's health or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting. The perpetrator may be known or not known to the child. These categories overlap and an abused child may suffer more than one type of abuse.

Physical Abuse
Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child (now described as 'fabricated or induced illness').

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

- Conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.
- Imposing developmentally inappropriate expectations.
- Causing children to feel frightened or in danger e.g. witnessing domestic violence.
- Exploitation or corruption of children.

Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse 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 and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts. It may also include 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 involves the persistent failure to meet a child's basic physical and/or psychological needs; such that it is likely to result in the serious impairment of the child's health and development. This may involve failure to provide adequate food, shelter or clothing; failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

NB. *This guidance is provided as a useful reminder of the types and indicators of abuse but should not be considered as a substitute for more comprehensive training.*

2. What puts young people at risk of harm?

www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/
Young people place themselves at risk of harm through a wide range of activities and experiences located in their home, at school, in the wider community and increasingly online.

Domestic Violence
www.refuge.org.uk Domestic violence and emotional abuse are behaviours used by one person in a relationship to control the other. Violence can be criminal and includes physical assault (hitting, pushing, shoving, etc.), sexual abuse (unwanted or forced sexual activity), and stalking. Although emotional, psychological and financial abuse are not criminal behaviours, they are forms of abuse which can lead to criminal violence. Overt and covert exposure to domestic violence has traumatic impacts on children of all ages, from birth to adolescence.

Parental Drug Use
Parents with drug dependencies may lack the capacity to care for their children if meeting the needs of their addiction becomes their highest priority throughout the day. Their children are also exposed to increased risk from drug paraphernalia, other drug users and drug dealers.

Toxic Trio
The term 'Toxic Trio' has been used to describe the issues of domestic abuse, mental ill-health and substance misuse occurring in the same household. They are viewed as indicators of significantly increased risk of harm to children and young people.

Poor Diet and Hygiene
Providing a balanced and nutritious diet to growing children is an essential element of their healthy development. This can be more difficult for households on low incomes and requires very careful household management. When a family is being affected by other risks, such as Domestic Violence, important aspects and routines of child care may be neglected, impacting on the child's well-being.

Self-Harm [CBSC Protocol page 5, Sutton Self Harm Protocol – Appendix B page 30]
www.nshn.co.uk/whatis.html Self-harm (also known as self-injury or self-mutilation) is the act of deliberately causing harm to oneself either by causing a physical injury, by putting oneself in dangerous situations and/or self-neglect. Each individual's relationship with self-harm is complex and will differ. There can be many reasons behind self-harm such as childhood abuse, sexual assault, bullying, stress, low self-esteem, family breakdown, dysfunctional relationships, mental ill health and financial worries. Self-harm is primarily a coping strategy, providing a release from emotional distress and can enable an individual to regain feelings of control. Self-harm can be a form of self-punishment for feelings of guilt. It can also be a way to physically express feelings and emotions when individuals struggle to communicate with others. It is, therefore, important that individuals that self-harm are able to express these feelings, thoughts and emotions in other ways whenever possible. It can be difficult to share the reasons behind the self-harm with others and to gain the help and support that may be needed.

Bullying
www.stopbullying.gov/index.html Bullying is unwanted, aggressive behaviour among school-aged children that involves a real or perceived power imbalance. It is a form of emotional and/or physical abuse and the school-based context should not distract from its very serious impacts on those who are bullied, those who bully, and those who witness bullying. A significant amount of bullying now takes place over the internet [cyber-bullying] This adds a complexity to the risk as it is simultaneously more private [from adults] and more public [to peers]. Bullying is linked to many negative outcomes including impacts on mental health, substance use, and suicide.

Harmful and Abusive Behaviour (Peer-on-Peer Abuse) [Appendix G page 34]
Behaviours are **harmful** when they have a detrimental impact upon the physical safety or mental well-being of an individual. Emotional impacts are very significant given the very strong correlation between the debilitation of self-esteem and subsequent episodes of self-harm. The potential threat of harmful behaviours to students' well-being and outcomes requires them to be viewed within the school safeguarding structures. As such every member of staff who suspects that an incidence of harmful and abusive behaviour has taken place has a duty to report it to safe@carshaltonboys.org where appropriate refer it to our Designated Safeguarding Team.
Behaviours are **abusive** when they are perpetrated by a person[s] who is able to exert power and control over an individual. These are non-consensual experiences involving acts of threat and coercion. A fundamental outcome of abuse is to reinforce a position of superiority, which enables the behaviour to continue. The root of this actual or perceived power is primarily grounded in discriminatory and prejudicial views, which purport to justify abusive actions. This may relate to; **misogyny, homophobia, racism, disability, gender identity and body image**.
For more detail on identification and response to peer-on-peer abuse, please refer to our Harmful and Abusive Behaviour Policy

Harmful Sexual Behaviour [Appendix E page 33]
Sexual behaviour between children is considered harmful if one or more of these conditions are met:

- The experience is non-consensual
- It is enabled by a power imbalance, involving coercion or threat
- It involves sexual activity which is not age appropriate

HSB has a clear cross-over with issues such as CSE (see below) and peer on peer abuse, HSB occurs in a number of forms which may be generalised into 'Contact' and 'Non-contact' types.

It is helpful to distinguish between problematic and abusive sexual behaviour:
Problematic

- Problematic behaviours don't include overt victimisation of others may be disruptive to the child's development and can cause distress, rejection or increase victimisation of the child displaying the behaviour.
  They include behaviours involving sexual body parts that are developmentally inappropriate or potentially harmful to the child or others. They range from problematic self-stimulation and nonintrusive behaviours, to sexual interactions with other children that include behaviours more explicit than sex play, and aggressive sexual behaviours.
  Sometimes, the term 'problematic sexual behaviour' is used to describe behaviours that may be developmentally appropriate but that are expressed inappropriately in a given context.
- When this type of behaviour appears to be trauma-related – for example when symptoms originate from sexual abuse the child has experienced – the behaviour may be termed sexually reactive. Sexually reactive and sexually problematic behaviours are more commonly associated with children in the pre-adolescent age range.

Abusive

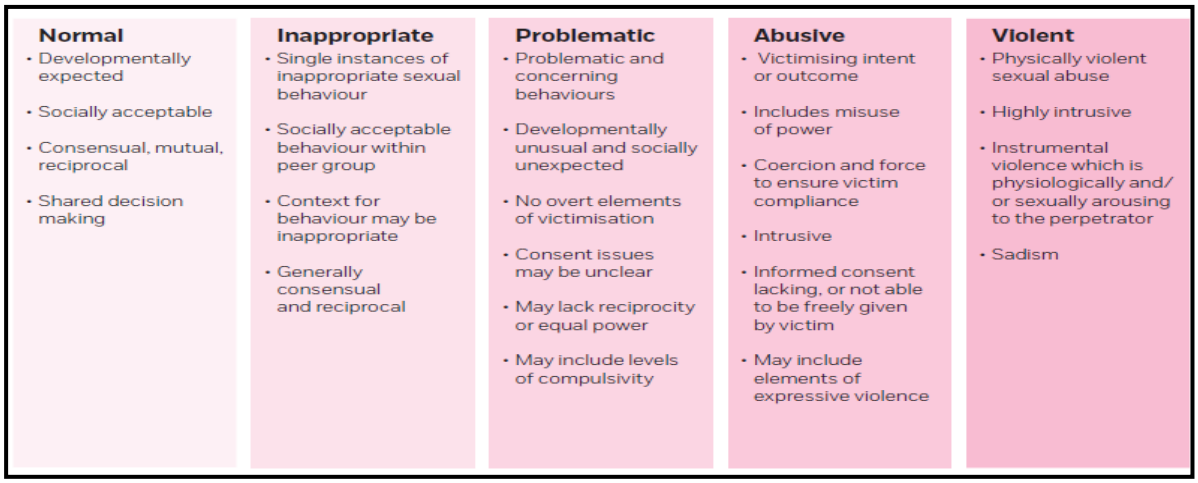
- Abusive behaviours involve an element of coercion or manipulation and a power imbalance that means the victim cannot give informed consent, and where the behaviour has potential to cause physical or emotional harm. Power imbalance may be due to age, intellectual ability, disability or physical strength.
  Abusive sexual behaviour may or may not have resulted in a criminal conviction or prosecution. Such behaviours are more commonly associated with young people over the age of criminal responsibility or those in puberty.

As both problematic and abusive sexual behaviours are developmentally inappropriate and may cause Developmental damage, a useful umbrella term is 'harmful sexual behaviour' or HSB.
Forms of HSB;

- Touching
- Sexual Exploitation
- Exposure
- Sexualised Language
- Pornography
- Sexting (more detail below)

It is essential for staff to recognise, challenge and report incidents of HSB in order to promote a culture in the school which views HSB as unacceptable and gives students the confidence to disclose their own experiences.

Hackett (2010) Continuum of model



Normal	Inappropriate	Problematic	Abusive	Violent
• Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making	• Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal	• Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity	• Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence	• Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

Child Sexual Exploitation [Appendix I page 34]

www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/ Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where 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. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim 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 cyber-bullying 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.

Sexting (Youth produced sexual imagery) – [Appendix F page 33]

https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

On this basis this advice introduces the phrase **'youth produced sexual imagery'** and uses this instead of 'sexting.' This is to ensure clarity about the issues this advice addresses. 'Youth produced sexual imagery' best describes the practice because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

A 2016 NSPCC/Office of the Children's Commissioner England study found that just over one in ten boys and girls (13%) had taken topless pictures of themselves (around one in four of those were girls) and 3% had taken fully naked pictures. Of those who had taken sexual images, 55% had shared them with others. 31% of this group had also shared the image with someone that they did not know.

Although most young people aren't creating or sharing this type of imagery, the potential risks are significant and there is considerable concern about the issue in schools and amongst parents. Research conducted by 'The Key' found that 61% of its secondary school head teacher members reported 'sexting' as a concern. This placed it higher than drugs, obesity and offline bullying in terms of frequency of reporting as a concern.

Radicalisation [Sutton Prevent Roadmap, Appendix C p26]
www.preventforschools.org/index.php?category_id=83
Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity. The process of radicalising children involves the identification of vulnerable individuals who are susceptible to the grooming process and drawing them into increasingly active involvement. This can put young people at risk of exposure to violent imagery as well as involvement in criminal and violent activities.
See also CBSC Anti-Radicalisation Policy

Gangs and Serious Youth Violence - www.nspcc.org.uk/preventing-abuse/keeping-children-safe/staying- safe-away-from-home/gangs-young-people/
Young people who feel excluded from family, education and other normative social/community structures may be drawn into gangs. These young people are often targeted because of their vulnerability and brought into the gang through a grooming process. Gang involvement for young people exists as a hierarchy, progression though the

hierarchy requires increased involvement in criminality [stealing, carrying drugs or weapons] and violence. This exposes them to a very significant risk of harm.

Female Genital Mutilation [FGM] - www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female- genital-mutilation-fgm/what-is-fgm/

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

Breast Ironing

Keeping Children Safe in Education (2020) mentions Breast Ironing, under so-called 'Honour-based Violence'. Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further.

Further Information on Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, halfblood or marriage/affinity). To help keep children safe and support families, all parents and private foster carers must notify the Local Authority of care arrangements for children so they can ensure a child is well cared for. If you suspect a child may be being privately fostered without formal arrangement it is important you share this information in case a child is at risk of harm.

Child Criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential
involvement in county lines are periods of absence from school, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 98 should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

County Lines Exploitation – Practice guidance for YOTs & frontline practitioners

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/839253/moj-county-lines-practical-guidance-frontline-practitionerspdf.pdf

3. Indicators of concern

There are many potential indicators of harm and poor wellbeing which are specific to particular activities or experiences. The lists below help to identify students whose welfare is affected by harmful behaviours.

Indicators of Neglect

- Sudden changes in behaviour or in school performance.
- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Emaciation.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Destructive tendencies.
- Low self-esteem.
- Neurotic behaviour.
- No social relationships.
- Running away.
- Compulsive stealing or scavenging.

Indicators of Sexual Abuse

- Sudden changes in behaviour or in school performance.
- Displays of affection in a sexual way, inappropriate to age.
- Tendency to cling or need reassurance.
- Regression to younger behaviour e.g. thumb sucking, acting like a baby,
- Complaints of genital itching or pain, or anal pain.
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger.
- Unexplained gifts or money.
- Depression and withdrawal.
- Apparent secrecy.
- Sleep disturbances, nightmares, bedwetting, daytime wetting and/or soiling
- Chronic illness, e.g. throat infection, venereal disease or other STD *
- Anorexia, bulimia.
- Unexplained pregnancy.
- Fear of undressing e.g. for sport.
- Phobias or panic attacks.

Indicators of Emotional Abuse

Physical and/or mental and/or emotional development lags.

- Sudden changes in behaviour or in school performance.
- Admission of punishment that appears excessive.
- Over-reaction to mistakes.
- Continual self-deprecation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour e.g. thumb sucking, hair twisting, rocking.
- Self-mutilation.
- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug/solvent abuse.
- Running away.
- Compulsive stealing or scavenging.

Indicators of Physical Abuse

- Sudden changes in behaviour or in school performance.
- Unexplained injuries including burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries.
- Admission of punishment which seems excessive.
- Bald patches.
- Withdrawal from physical contact.
- Arms and legs covered, even in hot weather.
- Fear of returning home.
- Fear of medical help.
- Self-destructive tendencies.
- Aggression towards others.
- Running away.

Indicators of Child Sexual Exploitation (CSE)

- Sudden changes in behaviour or in school performance.
- Inappropriate sexual or sexualised behaviour.

- Repeat sexually transmitted infections.
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).
- Going to hotels or other unusual locations to meet friends.
- Getting in/out of different cars driven by unknown adults.
- Going missing from home or care.
- Having older boyfriends or girlfriends.
- Associating with other young people involved in sexual exploitation.
- Truancy, exclusion, disengagement with school, opting out of education Altogether.
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual).
- Drug or alcohol misuse.
- Getting involved in crime.
- Injuries from physical assault, physical restraint, sexual assault.

Indicators of Radicalisation
Self-identification

- Naming new ideological leaders / role models.
- Lingering concern with questions of meaning and identity.
- Concentrated self-image.
- Very strong devotion to a particular identity change.
- Newfound patriotism.

Us vs. Them Societal View

- Seeing society as the enemy.
- Verbal expression against the Government.
- Expressed feelings of disconnection with peers, family or community.
- Change in personal narrative.

Social Interaction

- Disconnecting with former community.
- Initiating personal violence.
- Forcing customs on other.
- Dependence on communication technology.

Association with Extremist Groups

- Word choice – promotion or demonstration of extremist views.
- Change in physical appearance and/or attire.
- Internet identity.

Indicators of Female genital mutilation (FGM)

- Sudden changes in behaviour or in school performance.
- Holiday requests made to school for significant lengths of time (Pre warning).
- Long periods of time away from the classroom during the day with bladder or menstrual problems.
- Avoidance of P.E.
- Difficulty walking, sitting or standing.
- Prolonged absences from school.
- Noticeable behaviour changes.
- Withdrawal.
- Depression.
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain.

Dealing with a Safeguarding Disclosure

It is vitally important that if a student speaks to you about a Child Protection incident that they tell you everything that will help to make them safe. If a child discloses a safeguarding concern the member of staff should:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
- Listen to what is being said without displaying shock or disbelief.
- It is essential the student knows that you cannot guarantee confidentiality if you feel they may be unsafe. However – explaining this to them MUST NOT prevent or dissuade them from telling you important information. You should not interrupt them to tell them about confidentiality.
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, do not ask leading questions.
- Do not criticise the alleged perpetrator.
- Reassure the child that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Explain what has to be done next and who has to be told.
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of disclosure.
- Speak with the Designated Senior Person for Child Protection, and provide them with the signed, dated written record, without delay.
- Confidentiality should be observed and staff should not discuss any observations with colleagues, students, parents or carers unless it is deemed necessary for the protection of the child.
- The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.
- Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- When the Designated Senior Person for Child Protection, or in their absence, the Principal and Deputy Person for Child Protection, has been informed, they will make the decision whether or not to refer the concern to Social Care. The Multi Agency Safeguarding Hub (MASH) will be consulted when there is uncertainty about whether to refer.

4. Carshalton Boys Sports College Safeguarding Structures

a. Establishing a safe environment in which children can learn and develop.

Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- 'Keeping Children Safe in Education' September 2020
- 'Working Together to Safeguard Children' August 2018
- London Safeguarding Children's Board (SCB) 'London CP Procedures' May 2018
- Self-Harm Protocol 'Sutton Local Safeguarding Children's Board' 2017
- Procedures set out by the Sutton by the Sutton Safeguarding Children's Board (LSCB)
- LBS DSL in Education Handbook 2017
- 'What to do if You are Worried a Child is Being Abused' March 2015
- Children Act 1989 & 2004
- Children and Families Act 2014
- Education Act 2002 (Section 175)
- Mental Health and Behaviour in Schools' March 2016
- UKCCIS Guidance 'Sexting' in Schools: advice and support around self-generated images
- Sexual Violence and Sexual Harassment between children in schools May 2018
- Children Missing Education (CME) September 2016
- Searching, Screening and Confiscation January 2018
- Dealing with allegations of abuse against teachers and other staff
- Designated teacher for looked after & previously looked after children February 2018
- The Education (Pupil Information)(England) Regulations 2005
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents & Careers July 2018

More specifically, we will:

- Ensure we have a designated senior person for child protection, and deputy person for child protection, who have received appropriate training and support for their roles.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name and role of the designated senior person for child protection and their deputy.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus/website.
- Notify Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a Child Protection Plan.
- Contact the child's social worker directly if there is an unexplained absence of a child who is Looked After. This may then trigger actions identified in the "Joint Police and Social Care Protocol for Dealing with Children Missing from Care".
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep detailed, accurate, secure written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all safeguarding and child protection records are kept securely, separate from the main pupil file, and in locked locations (This could be electronic secure storage).
- Follow the procedures set out in Keeping Children Safe in Education 2018, if an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

Dealing with Allegations against School Staff

An allegation is any information which indicates that a member of staff /volunteer may have:

- 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 which indicates s/he would pose a risk of harm if they work regularly or closely with children.

This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life.

Following the guidance of Keeping Children safe in Education 2020, if staff members have concerns about another member of staff then this should be referred directly to the Principal.

The Principal will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) for Education, who is Sima Hirani on 0208 770 4776 or email sima.hirani@sutton.gov.uk or Duty LADO 020 8770 4776 Email: LADO@sutton.gov.uk

If the allegation meets any of the three criteria set out above then the Principal shall contact the LADO (Education) without delay, and provide the LADO with written confirmation of the allegation.

The Principal shall, as soon as possible, following briefing from the LADO inform the subject of the allegation.

If there is an allegation or concerns raised against the Principal, then the Chair of Governors will be contacted. The Chair of Governors for this school is: Rebecca McGowan.

In the event of allegations or concerns against the Principal the Chair of Governors (or the Vice Chair) will contact the LADO, whose contact details are given in this policy.

Rigorous Recruitment

We adhere to the Local Safeguarding Children Board (LSCB) Key Standards for Recruitment, Ofsted and SAFEchild guidelines for recruiting all staff, paid or unpaid, by obtaining full personal details and application forms (not CVs) with particular relevance to previous work with children and young people. CBSC will implement recruitment procedures as recommended in Keeping Children Safe in Education, 2018

- We always take up two written references and insist that any appointment, where staff have direct and/or unsupervised access to children and young people will only be confirmed subject to a satisfactory Enhanced DBS check at the appropriate level.
- At interview we have sound procedures and recording to ensure we are satisfied, and can evidence that the applicant is appropriate and suitable.
- At least one person on each interview panel will have undertaken Safer Recruitment Training.
- Our Single Central Record is up-to-date and procedures are reviewed annually by the Local Authority.
- All Governors have an enhanced DBS check.

Online & Social Media (eSafety)

There are 3 strands of eSafety at CBSC:
1. Security of the school system
2. Providing students with the understanding and skills to make safe use of the internet
3. Providing opportunities for students to engage safely online

CBSC enforces, an Acceptable Use Policy and ensures web connected computers are in public areas, and all browsing history is monitored.
CBSC internet security and layered filtering ensure that access to extremist or abusive websites is restricted.

- Staff and pupils should alert their Learning Coordinator or Pastoral Support Officer if they find, see or receive something they are concerned about online, or in their emails.
- We maintain the right of senior teacher (or designate) to search the phone of any student where we believe them to be at risk of harm or perpetrating harm on others
- In line with the school behaviour policy, refusal to comply with this request will result in a fixed term exclusion.
- Where safeguarding concerns are raised we will follow our normal safeguarding protocol.

For specific details on the eSafety protocols and practice see the CBSC eLearning Policy

Visitors to CBSC
Visitors to the CBSC working with students are vetted and where appropriate will evidence their DBS clearance.
A member of CBSC staff will be present during sessions to support visitors and students.

b. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of safeguarding concern

The Principal's Roles and Responsibilities: Safeguarding

In line with the statutory guidance Keeping Children Safe in Education, 2020 the Principal will ensure that:

- All staff will receive a copy of this policy and new staff will be given a copy as part of their induction programme. All staff will also receive a copy of the document "Keeping Children Safe in Education: information for all school and college staff" as recommended in the statutory guidance "Keeping Children Safe in Education" 2020.
- The policies and procedures adopted by the governing body or proprietor are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other interagency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies, where appropriate.
- Safe recruitment practice is followed whenever recruiting to posts.
- Appropriate action is taken whenever an allegation is made against a member of staff in line with Keeping Children Safe in Education 2020

The Designated Senior Person for Child Protection's Roles & Responsibilities

Broad areas of responsibility proposed for the Designated Senior Person for Child Protection.

- Recognise how to identify signs of abuse and neglect and when it is appropriate, to make a referral to other agencies.
- Refer cases of suspected abuse or allegations to the relevant statutory agencies (children's social care or the police).
- Act as a source of support, advice and expertise to staff within the educational establishment when deciding whether and when to make a referral to relevant statutory agencies.
- Seek advice from, and share information with, relevant statutory agencies before seeking consent or informing parents of a referral. Where practicable, concerns should be discussed with the family and agreement sought for a referral to children's services unless this may, either by delay or the behavioural response it prompts, place the child at risk of significant harm.
- Liaise with the Principal to inform her of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new or part-time staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise.
- Feedback and reassure staff who have raised a child protection concern.
- Be able to keep detailed, accurate, secure written records of referrals and/or concerns.
- Obtain access to resources and attend any relevant or refresher training courses.
- Ensure the establishment's child protection policy and procedures are updated and reviewed annually and work with the governing body.
- Ensure parents can see copies of the child protection policy and procedures which alerts
- them to the fact that referrals about suspected abuse or neglect may be made and the role of CBSC in this.
- Where children leave CBSC, to ensure their child protection file is provided for any new establishment as soon as possible but transferred separately from the main pupil file.

The Role & Responsibilities of all Staff within School

- Staff are not responsible for investigating cases of suspected abuse – this is the role of the Social Services Department, the police and other agencies. Staff must pass on their concerns to the Designated Teacher for Child Protection – Deputy Principal, Paul Avery, and then co-operate, as required with external agencies.
- The importance of recording cannot be over stressed, however trivial an incident may seem. If you feel concerned, then record it. It is by doing this that significant patterns emerge. All staff will ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns. This means that they must:
- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse.
- Take seriously any disclosures made to them.
- Follow the Safeguarding protocol and disclosure guidance.

The Governing Body's Roles & Responsibilities re: Safeguarding

Keeping Children Safe in Education, 2020 provides the following statutory guidance:

- Governing bodies and proprietors are accountable for ensuring their school has effective policies and procedures in place in accordance with this guidance and for monitoring their school's compliance with them. They should ensure that an appropriate senior member of staff is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff liaising with the local authority and working with other agencies.
- In light of this statutory guidance, the Governing Body will nominate a governor who will be responsible for Safeguarding and Child Protection and will liaise with the DSP on matters relating to Safeguarding and Child Protection.
- The Governing Body will ensure that:
- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, and the policy is made available to parents on request.
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- The school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures.
- A senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding and child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.
- In addition to basic child protection training, the designated senior person undertakes training in inter-agency working that is provided by, or to, standards agreed by the Sutton LSCB, and refresher training at two yearly intervals to keep her knowledge and skills up to date.
- The Principal, and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively; that it is kept up to date by refresher training at two yearly intervals, and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- The Principal remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to his/her attention.
- A member of the governing body (Jo Damianou) is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Principal.
- The Governing Body reviews the child protection policy and procedures annually.
- Communication with Parents:
  - Parents and carers will be made aware of CBSC's policy through published information and in initial meetings with parent and carers of new children.
  - Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them.
  - This decision will be made in partnership between Education Services and Social Care. It will be made clear that this is a legal obligation and not a personal decision. The Governing Body makes this policy available to parents, carers and children through the school website. A hard copy is also available on request.

Record Keeping (CPOMS)

The School currently uses CPOMS to record and store safeguarding related information
The completed forms/records will be kept for the duration of the child's school career and where a child changes school, the forms/records will be forwarded to the Link Teacher at the receiving school.
The school will retain a receipt for the records signed by the receiving school.
The information contained will be regarded as confidential. Any request for access to the information by non-Sutton Local Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent), will be referred to the Principal/Child Protection Designated Senior Person who is advised to seek legal advice before acting.

Attendance
Close monitoring of attendance is fundamental to safeguarding students. Registers are taken in the morning (Am tutor time) and the afternoon (Period 5)

- First day absence is followed up by the school's attendance officer
- Where a student is missing a lesson the class teacher will email missingstudent@carshaltonboys.org so that a welfare check on the student or contact home can be carried out
- Where non-attendance becomes a concern there is a clear stepped procedure monitored by the attendance officer, Deputy Principal and EWO to inform parents of their legal duties and offer additional support.

Children Missing Education [Appendix J page 37]
In line with the statutory guidance Keeping Children Safe in Education, 2020 & Sutton LSCB Missing Children and Young People Protocol, 2016

- Persistent Absence is reported to the School Attendance Officer and where appropriate court action is taken
- The LA will be immediately informed of any student who misses 10 consecutive days of non- attendance
- The LA will be immediately informed of any student who
    a) transfers to another school within the LA (Alternative Provision, Permanent Exclusion, Managed Move, Mid/End of Year Transfer)
    b) Who moves out of the LA
    c) Whose parents elect to educate them at home

Contact Sutton Children Missing Education at **cme@cognus.org.uk**

Preventing Radicalisation [Appendix C page 30]
The Counter-Terrorism and Security Act, July 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent Duty").

- Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity.
- Extremism is defined as vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; we also include in our definition of extremism calls for the death of members of the armed forces.

Reporting Prevent Concerns [Appendix C page 30]

The Counter-Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education 2020 are listed in the Act as partners of the panel.
CBSC will follow the guidance set in Keeping Children Safe in Education 2020

- If any member of staff has concerns about the possible radicalisation of a student, they should report it immediately to the DSL.
- The DSL will contact Childrens First Contact on 0208 770 6001 Email: childrensfirstcontactservice@sutton.gov.uk
- Abu Ullah Community Safety Officer (Hate Crime & Prevent Lead) 020 8649 0672 or Email: prevent@sutton.gov.uk

If additional support is required, the case will be taken by the prevent manager to the Channel Panel. If the concerns relate to an imminent threat (or are out of normal working hours), then the DSP should contact the anti-terrorism hotline or 999 [the local area Prevent Team should be alerted at the next available opportunity].

Reporting FGM Concerns

https://www.suttonlscp.org.uk/static/guidance_files/Sutton%20FGM%20Booklet.pdf

All schools have a mandatory duty to report FGM concerns:

- If an incidence of FGM is disclosed by a student, this should be reported to the Police – 101
- If you have concerns that incidence of FGM may have occurred or may be arranged, this should be reported directly to the Sutton MASH Team as with all other Child Protection concerns.

Guidance on Safer Working Practices for Adults in School

This guidance is to ensure that all adults working in school are clear as to their roles and the expectations placed upon them as professionals in an education setting. The guidance aims to protect both staff and the students within the school. As a result of their knowledge, position and the authority invested in their role, all adults working in education settings are in positions of trust in relation to the young people in their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

- A relationship between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people.
- Adults therefore have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
- Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others.
- Adults should not provide any intimate care to students. In particular the staff should not go into a toilet with a student or clean intimate parts of their body. Students who soil themselves will need to be collected and taken home by parents.
- Adults should not physically block or restrain students unless they are preventing the student from hurting themselves or others, from damaging property, or from causing disorder.

- They should report and record any incident with this potential to the DSP for Child Protection,

Paul Avery. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
Therefore:

All staff should be aware of their duty to raise concerns about the attitude of actions of colleagues. They should speak of their concerns to their principal line leader, who will take these to the DSP for Child Protection, Paul Avery, or staff can speak directly to the DSP for Child Protection.

Email and Phone Communication

In order to make best use of the many educational and social benefits of new technologies, students (children and young people) need opportunities to use and explore the digital world, using multiple devices from multiple locations. It is now recognised that that e-safety risks are posed more by behaviours and values than the technology itself. Adults working in this area must therefore ensure that they establish safe and responsible online behaviours.

This means working to the school's Acceptable Use Policy and eSafety Policy. These detail the way in which new and emerging technologies may and may not be used and identify the sanctions for misuse.
From time to time, it is possible that adults working with students may be in contact with them via phone. It is also possible that students and staff will use email as a means of communication when not in lessons or after school.

- Adults should also be circumspect in their communications with students so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming.
- They should not as a matter of course give their personal contact details to students including e- mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a child/young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based websites.
- When in contact with students via electronic communication, adults should report the circumstances and context of any misunderstanding, accidents or threats to Jenny Gaylor or the Principal.

Meeting Students and Social Contact Outside of School

No student (child or young person) should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/carers and a senior manager or Principal. Staff should therefore be vigilant about maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations. At the same time in relation to social contact, adults should:
Have no secret social contact with students (child or young person) or their parents/carer.
Consider the appropriateness of the social contact according to their role and nature of their work.
Advise senior management of any social contact they have with a student (child or young person) or a parent/carer with who whom they work, which may give rise to concern.
Report and record any situation, to the DSP for Child Protection, Jenny Gaylor, which may place a child at risk or which may compromise the school/service or their own professional standing.
Be aware that the sending of personal communications such as birthday or faith cards should always be recorded and discussed with their principal line leader.
Understand that some communications may be called into question and need to be justified.
Not provide transport to students in their own cars.

Raising awareness of Safeguarding issues and equipping children with the skills

needed Safeguarding Training to keep them safe through the curriculum.

- The Principal will in line with recommendations in the "Keeping Children Safe in Education – Statutory guidance for schools and colleges 2020" undertake training on child protection at least once every three years.
- The Designated Senior Person (DSP) will attend the LSCB Level 2 "Working Together to Safeguard Children" training, and then undertake refresher safeguarding training at least every two years (statutory requirement).
- The Deputy DSP will also meet the training requirements.
- The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training at least once every three years.
- All members of staff will receive training on child protection annually.
- All new members of staff will receive child protection training as part of their induction programme.
- Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur.
- At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

Induction & Training

Induction Programme
On arrival all new staff receive a Safeguarding brief as part of their initial Induction which includes:

- An introduction to Safeguarding at CBSC.
- Identification of key Safeguarding personnel.
- A review of Safeguarding Flow diagram.
- Google drive questionnaire and support resources
- Time to read and sign up to the "Working Together to Protect Children".

Training Programme
All staff at CBSC will receive Child Protection and safeguarding every year with termly Updates, Details of staff training records will be kept by the HR manager Joanne Long.

All staff receive a safeguarding briefing as part of our start of term:

- CBSC Safeguarding policy and flow charts
- Identification of key staff
- KCSiE Part 1 & Appendix A
- Contextual safeguarding
- Google drive questionnaire and support resources
- Weekly

When	who	Training	Provider

1st day of term September	All Staff	All staff training: Keeping Children Safe in Education (KCSiE) (updates and confirmation staff have read Part 1) School policy's	CBSC DP/DSL
First half term	Parents	Parent information and Support: Online safety and support	CBSC DP/DSL
Start of each Term	All Staff	KCSiE updates and confirmation staff have read part 1	CBSC DP/DSL
Staff Briefing	All Staff	Local and regional Safeguarding updates	DSL
Throughout the year	All Students	Online Safety Harmful & Abusive behaviour Positive Mental Health etc	Assembly, PSHCE, External visitors
Every Term	DP / Governor	Deputy Principal and Link Governor review policy and practice	

Carshalton Boys Curriculum

Carshalton Boys Sports College recognises that safeguarding and child protection is best achieved through a holistic approach, which is rooted in students understanding and valuing of themselves and their place in society.

The CBSC PSHCE Curriculum is delivered by form tutors / experts and guest speakers. It provides age appropriate opportunities for students to develop the skills and understanding required to assess and make sound judgements as they mature and develop into young adults.
This includes developing the skills to recognise and stay safe from abuse and to successfully navigate risky situations, as well as critically evaluating the material they read, watch & listen to [including extremist political and religious views]. The PSHCE Curriculum also contributes to the promotion and development of students' understanding of Fundamental British Values.
The PSHCE Curriculum is also supported by the schools Tuesday Newsday & Wednesday Wellbeing programme and School Assemblies.

eSafety Awareness

Issues surrounding eSafety are addressed through the school curriculum and PSHCE. Students are taught how to protect their online privacy and identity and how to report a range of concerns, as well as recognising inappropriate content, contact and conduct.
Further information on eSafety is shared through Tuesday Newsday, Assemblies, Tutor time and School Council as well as on the school website.
The guiding principal for eSafety at Carshalton Boys is that students are reminded little and often about importance of staying safe online, ensuring that they are regularly reminded and informed of new and arising issues.

Supporting pupils who are in need of additional support or intervention in accordance with plans

shared and agreed with statutory and non-statutory agencies.

All students with Multi-Agency Involvement

To ensure Multi-Agency Meetings [TAC, CiN, CP, EP and EHCP] are fully informed and key CBSC staff are aware of outcomes the following protocol is in place.- Learning Coordinators and Pastoral Support Workers will be invited to all meetings involving students from their Year Group.

Learning Coordinators and Pastoral Support Workers should be cc'd into all emails which involve students from their Year Group.

Team Around the Child (TAC) at CBSC

Should there be concerns surrounding a student, a TAC meeting will be held. This meeting will involve all key professionals who will discuss the student's needs and decide on the next course of action to support the child and their family. The professional who is most involved with the child or their family is nominated as the Lead Professional. The Lead Professional ensures that the actions agreed at the TAC are followed accordingly and that regular reviews are held to ensure progress. Where appropriate the Lead Professional may be identified from the CBSC staff.

TACs stepped up to Statutory Plans

If members of the TAC are concerned that progress is not being made to improve the welfare or wellbeing of a young person, or that there is an increased risk of harm, the case should be referred back to Children's Social Care as a matter of priority through the Multi Agency Safeguarding Hub [details below]. The case may be taken on for further assessment or as part of a statutory investigation.

Working with Students on Statutory Plans

We work closely with all external agencies ensuring that there is a holistic understanding of the student. Where appropriate a representative from CBSC will attend Core Group meetings as well as CiN Reviews and CP Conferences. For students on a Statutory Plan there will be a designated person in the school responsible for liaising with the Lead Professional and effectively supporting relevant actions to improve welfare and well-being.

Statutory Plans stepped down to TAC

If a student is part of a statutory plan and their social worker decides that the case no longer meet the statutory threshold in will be 'Stepped Down'. There will be a final CIN (Child In Need) meeting where a new Lead Professional will be identified and the TAC process identified above will commence.

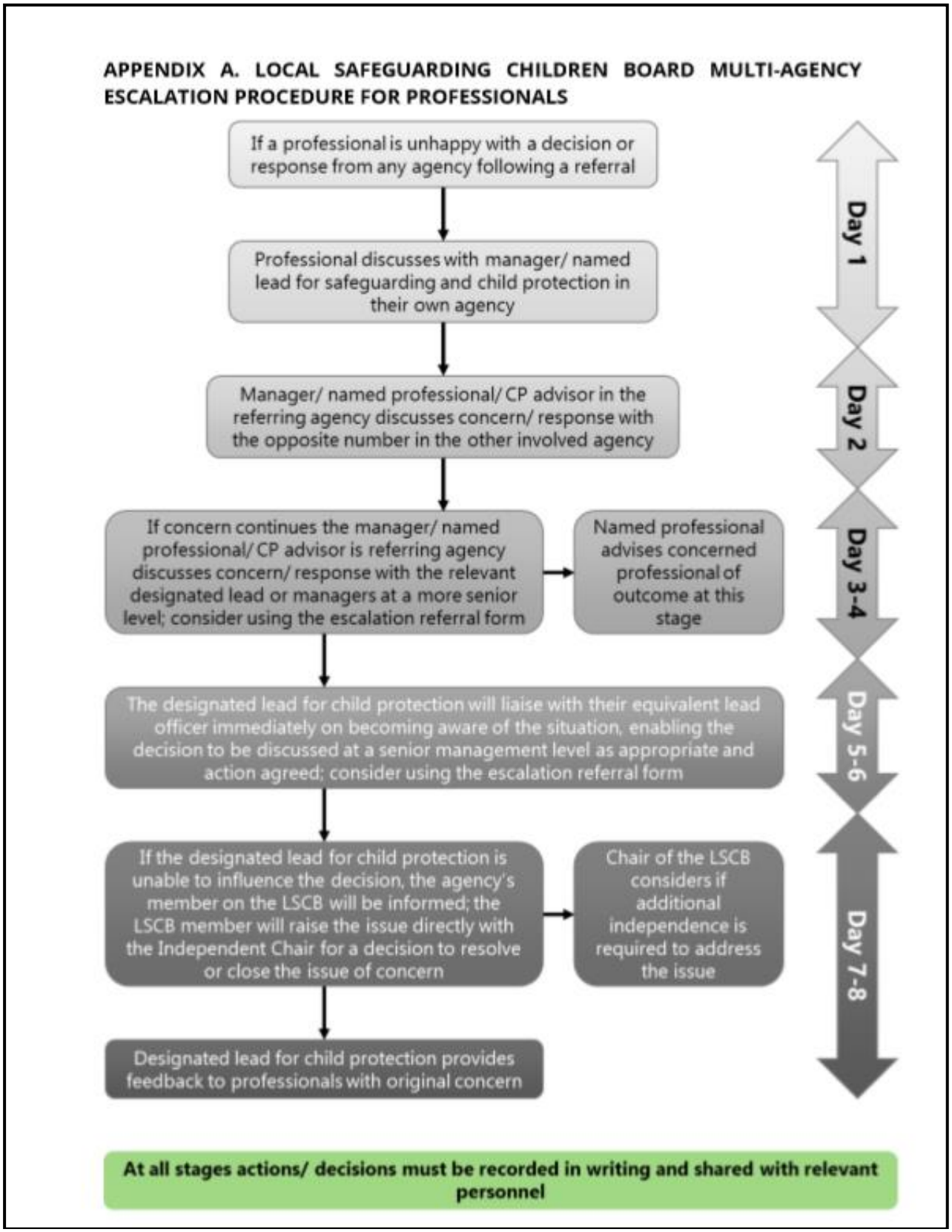
Referrals will be made as soon as possible by telephone and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the

Childrens First Contact on 0208 770 6001 Email: childrensfirstcontactservice@sutton.gov.uk

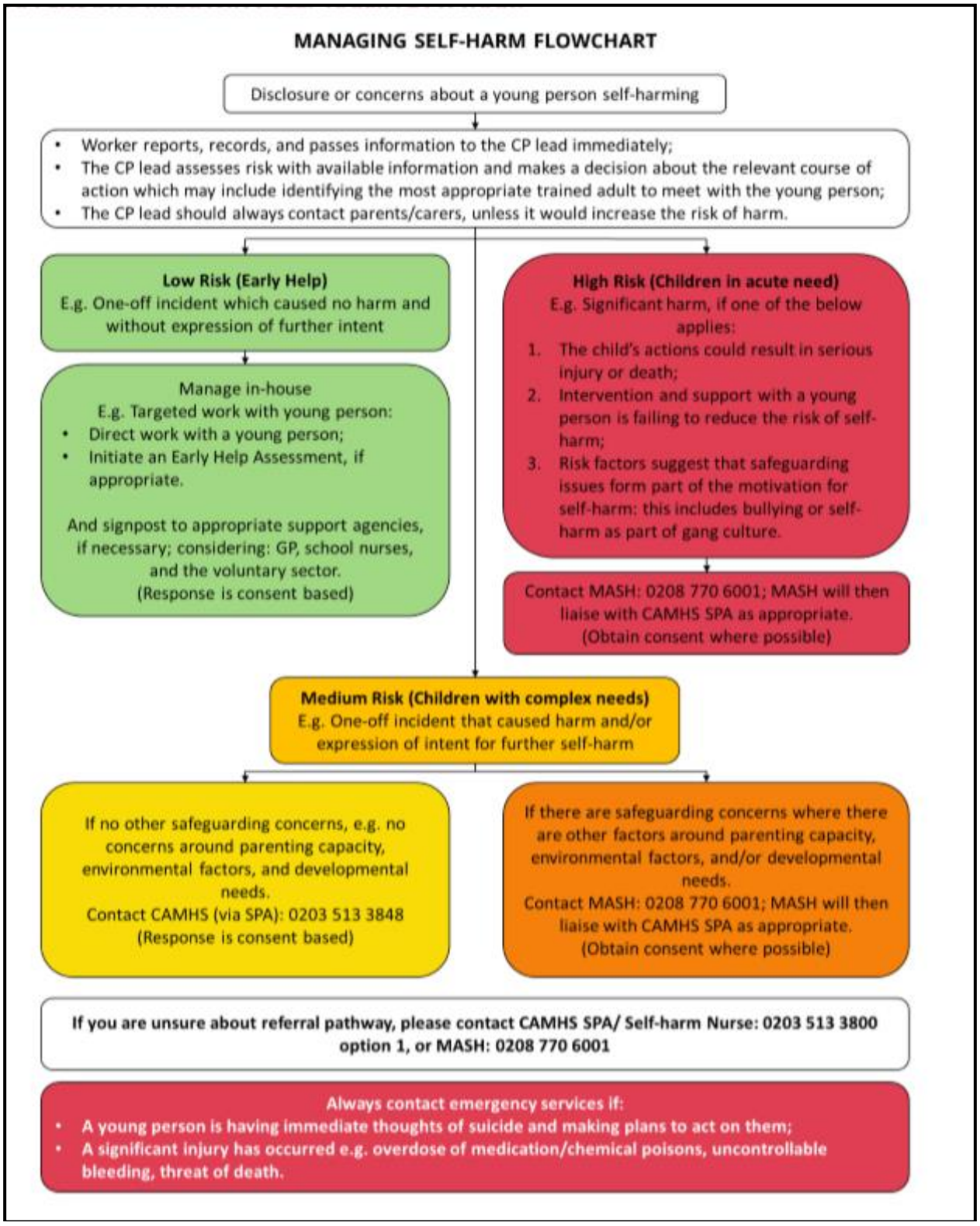
Appendices:

Appendix A:	LSCB Multi-agency escalation procedure for professionals
Appendix B:	Sutton Protocol for managing Self-Harm
Appendix C:	Sutton – Prevent Roadmap
Appendix D:	Forms of Harmful Sexual Behaviour
Appendix E:	Managing reported incidents of HSE
Appendix F:	Managing reported incidents of Sexting
Appendix G:	Managing reported incidents of Harmful and Abusive Behaviour
Appendix H:	Therapeutic Pathways
Appendix I:	Child Sexual Exploitation (CSE) Sutton Referral & Risk Assessment Pathway
Appendix J:	CBSC Attendance Procedures & Sutton CME Protocol
Appendix K:	Safeguarding/CP support for Sutton Schools
Appendix L:	Covid-19

Appendix A: LSCB Multi-agency escalation procedure for professionals



Appendix B: Sutton protocol for managing SELF-HARM



Appendix C : Sutton Prevent Roadmap

Preventing terrorism and radicalisation

Sutton

What is Prevent?

Prevent is about safeguarding people & communities from the threat of terrorism. It is a national strategy aiming to stop people supporting terrorism or becoming violent extremists. Channel is the process that supports people at risk of being drawn towards terrorism or violent extremism.

All forms of extremism

Prevent aims to deal with all forms of extremism including far right racist extremism, animal rights extremism & religious extremism.

Possible Risk Factors

- Isolation & social exclusion
- Victim of bullying or hate crime
- Family tensions
- Search for personal identity
- Influence/exploitation via the internet
- Extrovert behaviour glorifying violence
- Race & hate crimes
- Personal grievances

Possible signs of Radicalisation

- Notable changes in behaviour
- Lack of self esteem
- Expressing extreme political or radical views
- Increasingly sympathetic to terrorists acts
- Change in appearance
- Change of friends
- Spend excess time on their own or on the internet

Make a referral

By raising your concerns and making a referral, you can help someone who you believe is at risk of radicalisation get support and can prevent them becoming involved in potentially violent activities, long before any criminal activity occurs. If you need guidance, consult the Prevent Practice Lead (if there is one) or Sutton's Prevent Lead at prevent.gcsx@sutton.gcsx.gov.uk

If you see or hear something that could be terrorist related, trust your instincts and call the confidential

Anti-terrorist Hotline
0800789321

In emergency, Always call 999

Concern regarding someone at risk of radicalisation or involved in terrorism?

Refer Children to the Multi-Agency Safeguarding Hub (MASH)
020 8770 6001 (9AM to 5PM Weekdays)
020 8770 5000 (out of hours) mash@sutton.gov.uk
or mash@sutton.gov.uk.cjsm.net (secure*)
Refer Adults to prevent.gcsx@sutton.gcsx.gov.uk

*you cannot send a secure email to this email address unless you have an email account that has access to the CJSM secure email system

More information

Sutton Statutory Prevent Duty
https://www.sutton.gov.uk/info/200514/community_safety_and_policing/1259/statutory_prevent-duty

HM Government Prevent Duty Guidance
https://www.gov.uk/government/publications/prevent-duty-guidance

The National Police Counter Terrorism Network
http://www.preventtragedies.co.uk

Home Office Prevent awareness e-learning
https://www.elearning.prevent.homeoffice.gov.uk

Home Office Prevent Training catalogue
https://www.gov.uk/government/publications/prevent-duty-catalogue-of-training-courses

Appendix D: Forms of Harmful Sexual Behaviour

It is possible for all forms of HSB to be considered as criminal offences although every incidence of HSB will not necessarily lead to a successful prosecution. Sexualised behaviour can be subcategorised into contact and non-contact behaviour.

Touching: This factor is commonly present in referrals and can refer to touching themselves (masturbation) or others in a sexual manner.

Sexual Exploitation: This refers to the risk of CSE to themselves or other but also the actions they have towards others that indicate exploitation. These include DV concerns with partner whereby oral sex is forced as punishment in addition to spitting and violence; coercing (grooming) others to undress, perform sexual acts and be filmed/photographed. This also includes the possession of images of children.

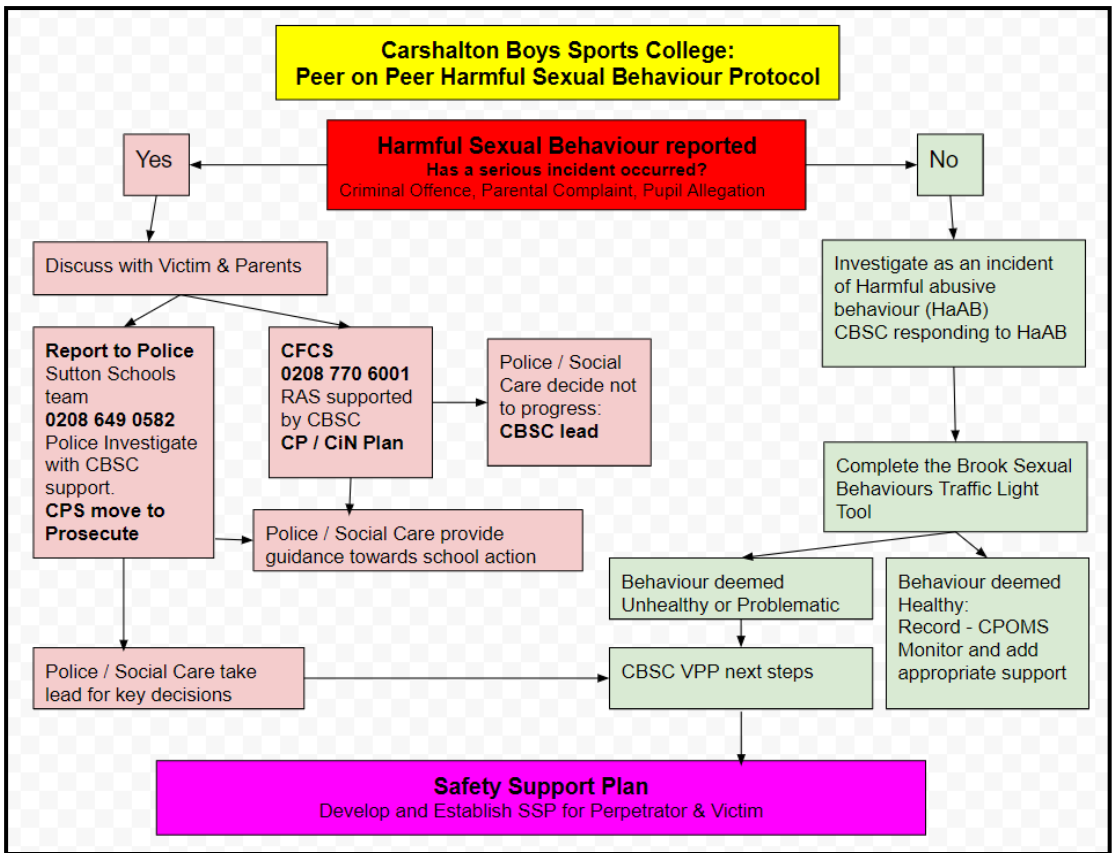
Exposure: This form of non-contact behaviour occurs across all age ranges and indicates that they obtain sexual gratification from exposing themselves to others or do not believe or understand this behaviour is inappropriate.

Sexualised Language: This can be used inappropriately towards others (peers and adults), one such example includes a young male saying 'suck my dick' when provoked / angry. It could also include sexualised/misogynistic name calling such as 'slut' or 'slag'. Alternatively, it may be due to the advanced knowledge or graphic discussions that they have regarding sexual experiences or desires with knowledge which exceeds that expected of their age.

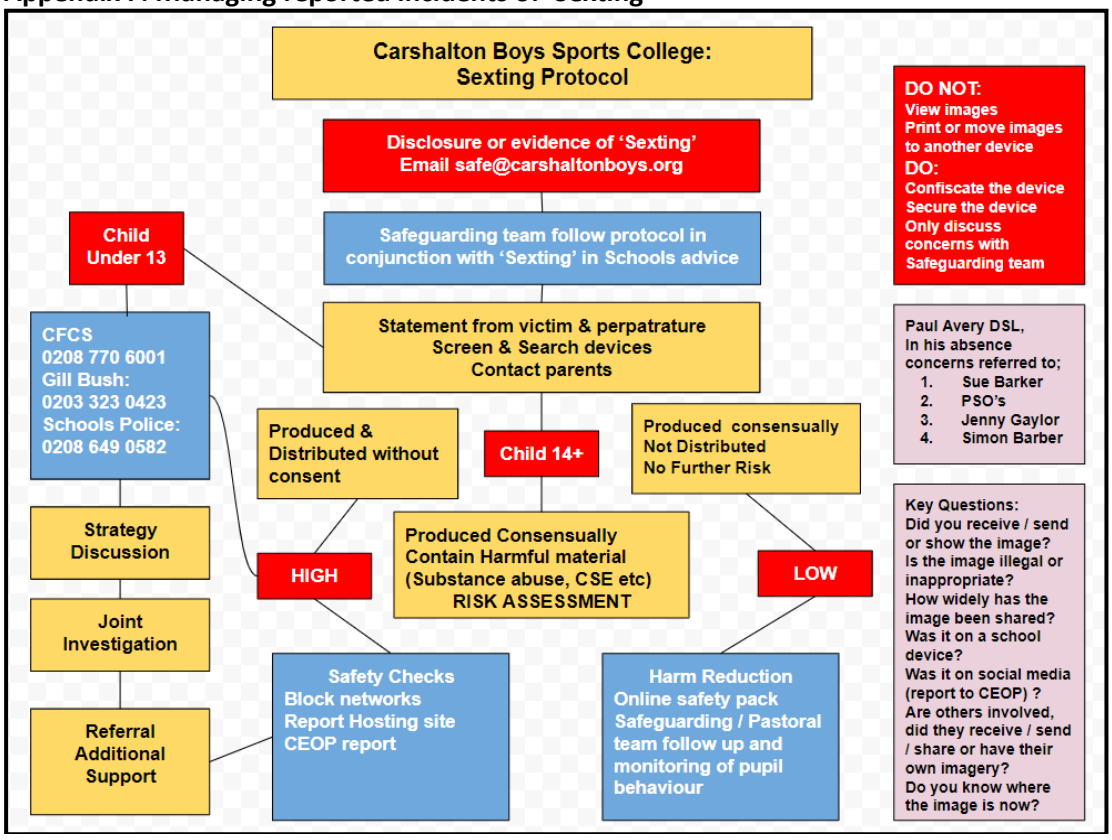
Pornography: The integration of the internet in daily lives has resulted in information available at a click of a button. Online porn is an example of this and there are thousands of unregulated sites that are easy to find or can be stumbled across accidentally. In fact, Research has shown that more children accidentally find online porn than deliberately search for it. Children might also find their way to pornographic sites because they're searching for information about sex online, something they might prefer to do rather than asking others directly. There are two key risks to be aware about when a child finds themselves on a porn site. It can firstly cause distress as images can be graphic and scenes can be very disturbing to children. In 2014/15 Child Line dealt with 1229 counselling sessions with young people who'd been exposed to online sexually explicit images/content. It can also have an influence on attitudes as children who watch online porn can believe that it gives a true picture of sex and relationships. Coercing or enabling others to view pornography would also be considered to be a serious HSB.

Sexting: 'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it Cybersex or refer to the act as sending a nudie, picture or selfie or the sending of inappropriate content. Sexting is often seen as flirting by children and young people who feel that it's a part of normal life and normal teenage behaviour. It is more common than you may think, and has been found to be commonplace amongst children and young people. This is likely due to being exposed to various technology and gadgets from a young age or now commonly from birth. This is due to high levels of ownership of smartphones that enable instant communication via text and pictures. There were over 1,200 ChildLine counselling sessions that mentioned 'sexting' in 2014/15. As a result most young people do not see 'sexting' as a problem and are reluctant to talk to adults about it because they are afraid of being judged or having their phones taken away. Any person who shares an image of themselves or another young person across social media commits a "distribution of pornography" criminal offence and is open to prosecution.

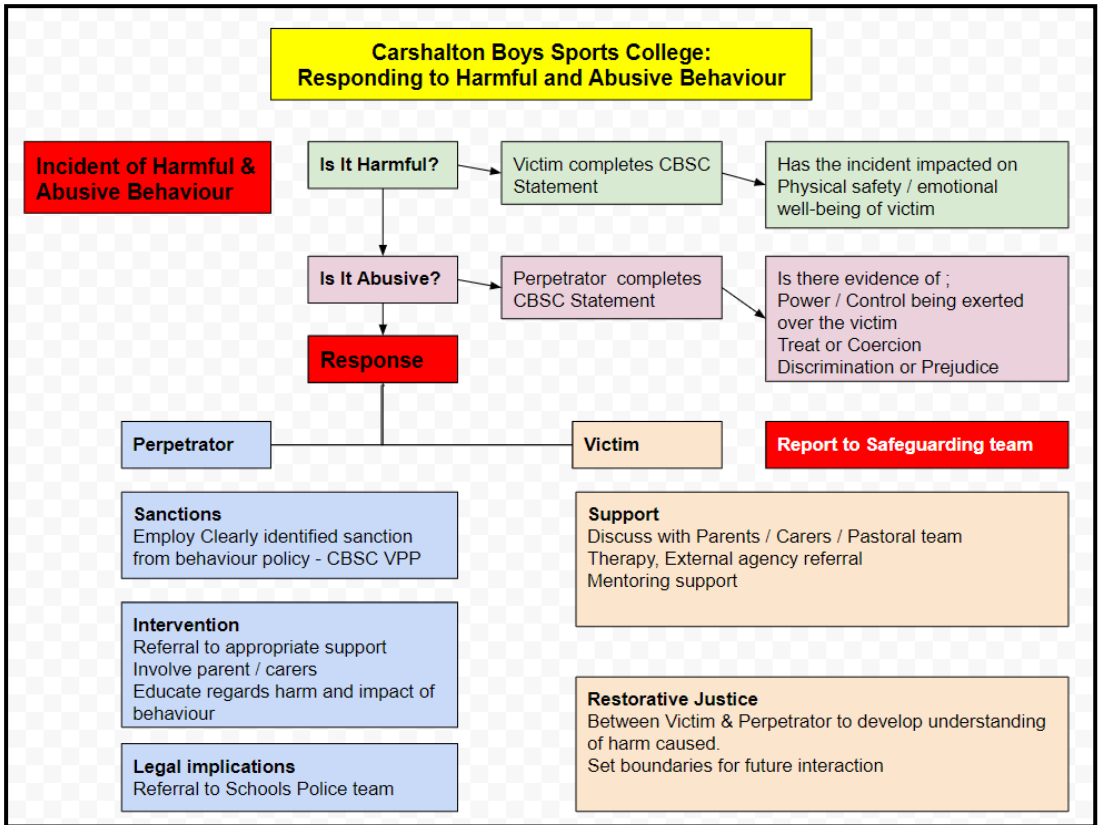
Appendix E: Managing reported incidents of Peer on Peer HSB in School



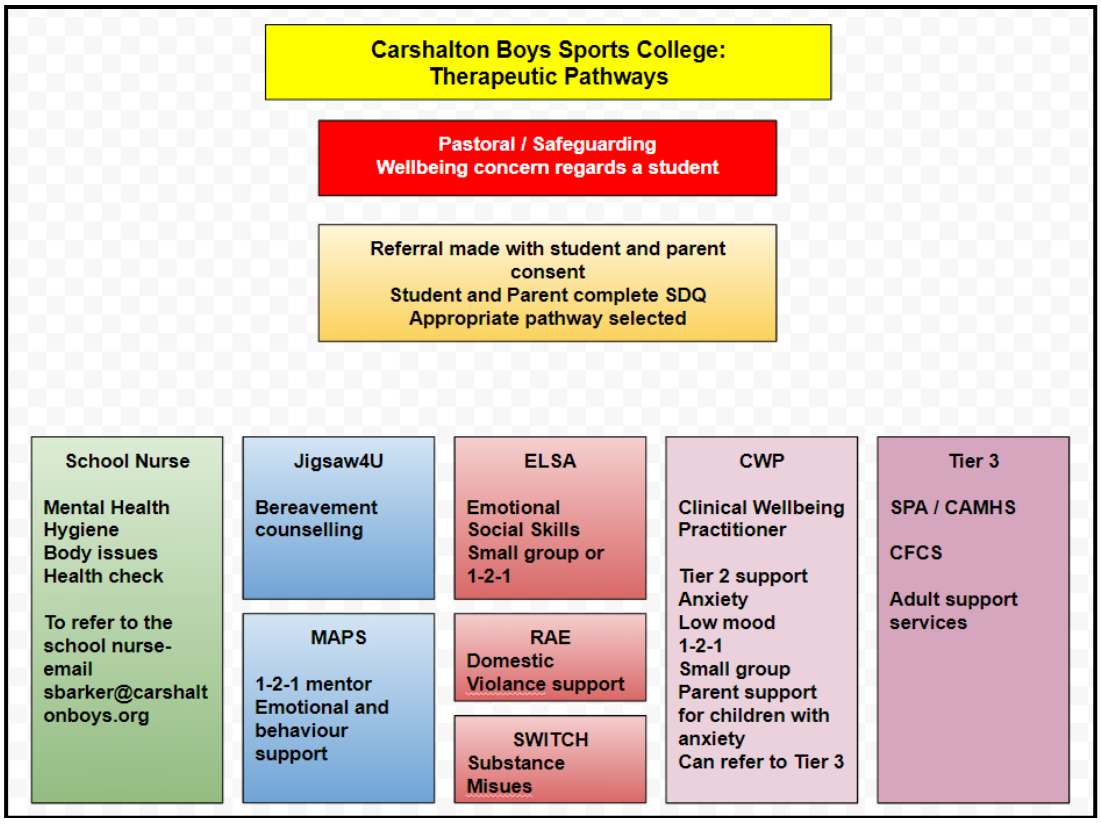
Appendix F: Managing reported incidents of 'Sexting'



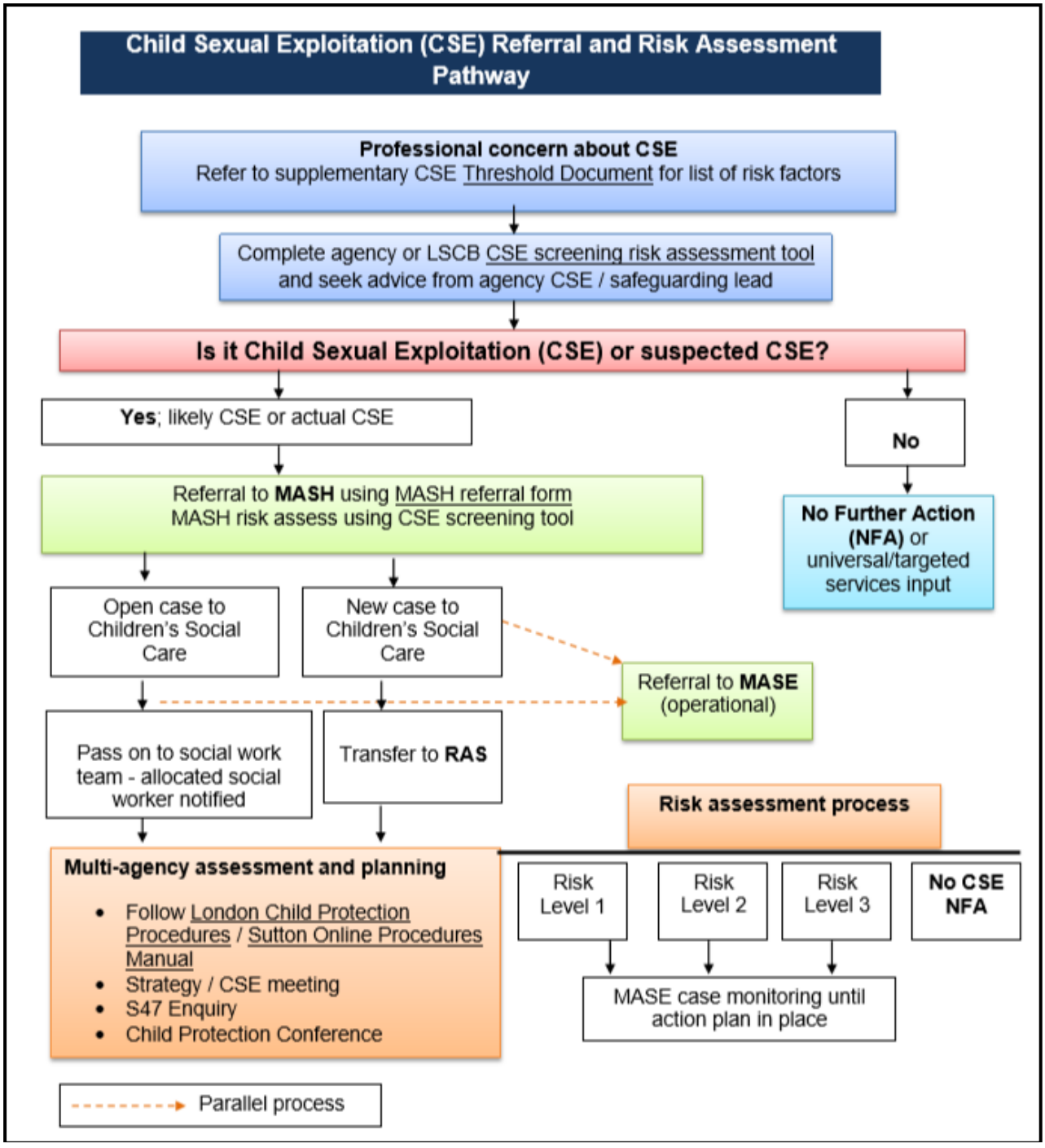
Appendix G: Managing reported incidents of Harmful and Abusive Behaviour



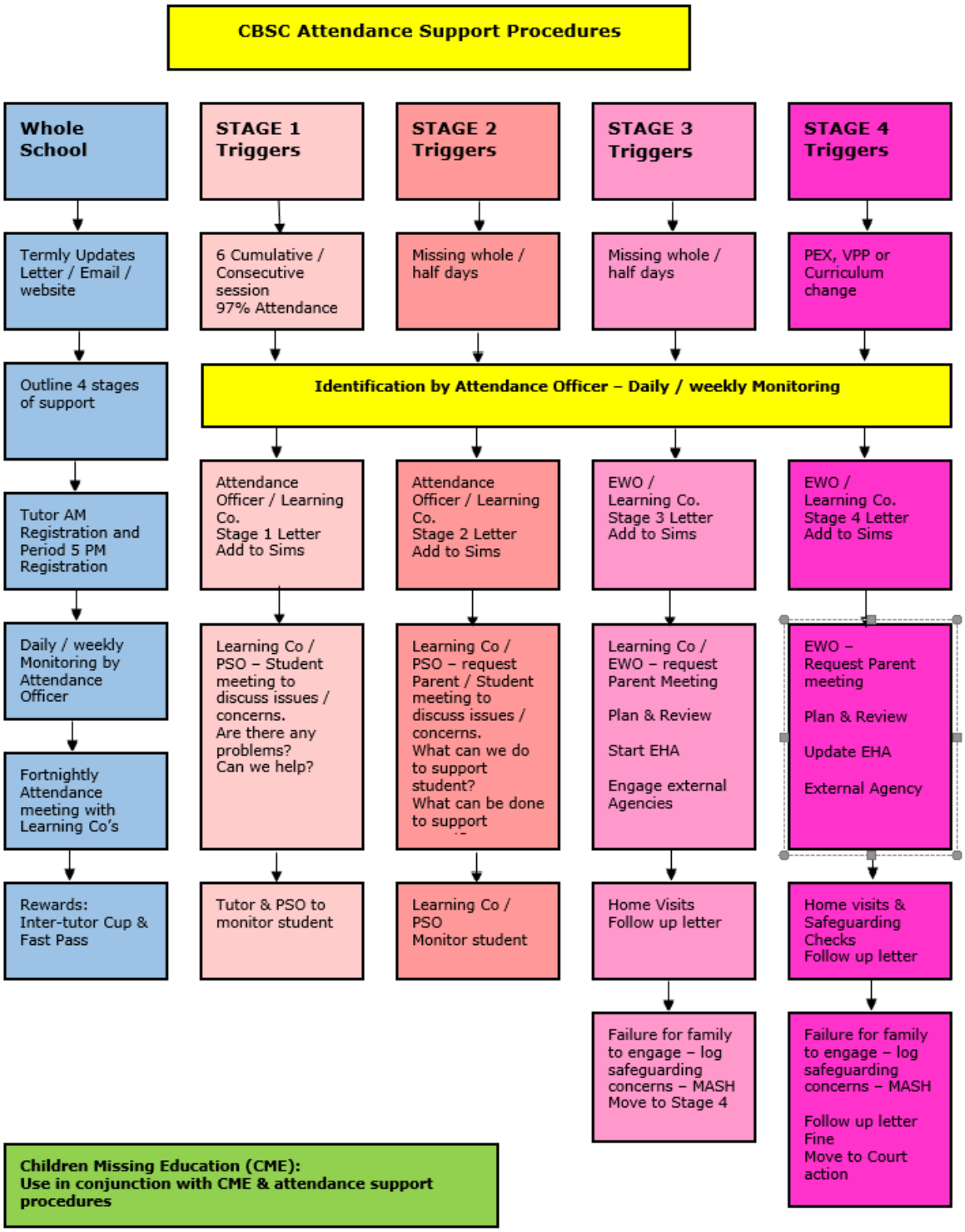
Appendix H: Therapeutic Pathways

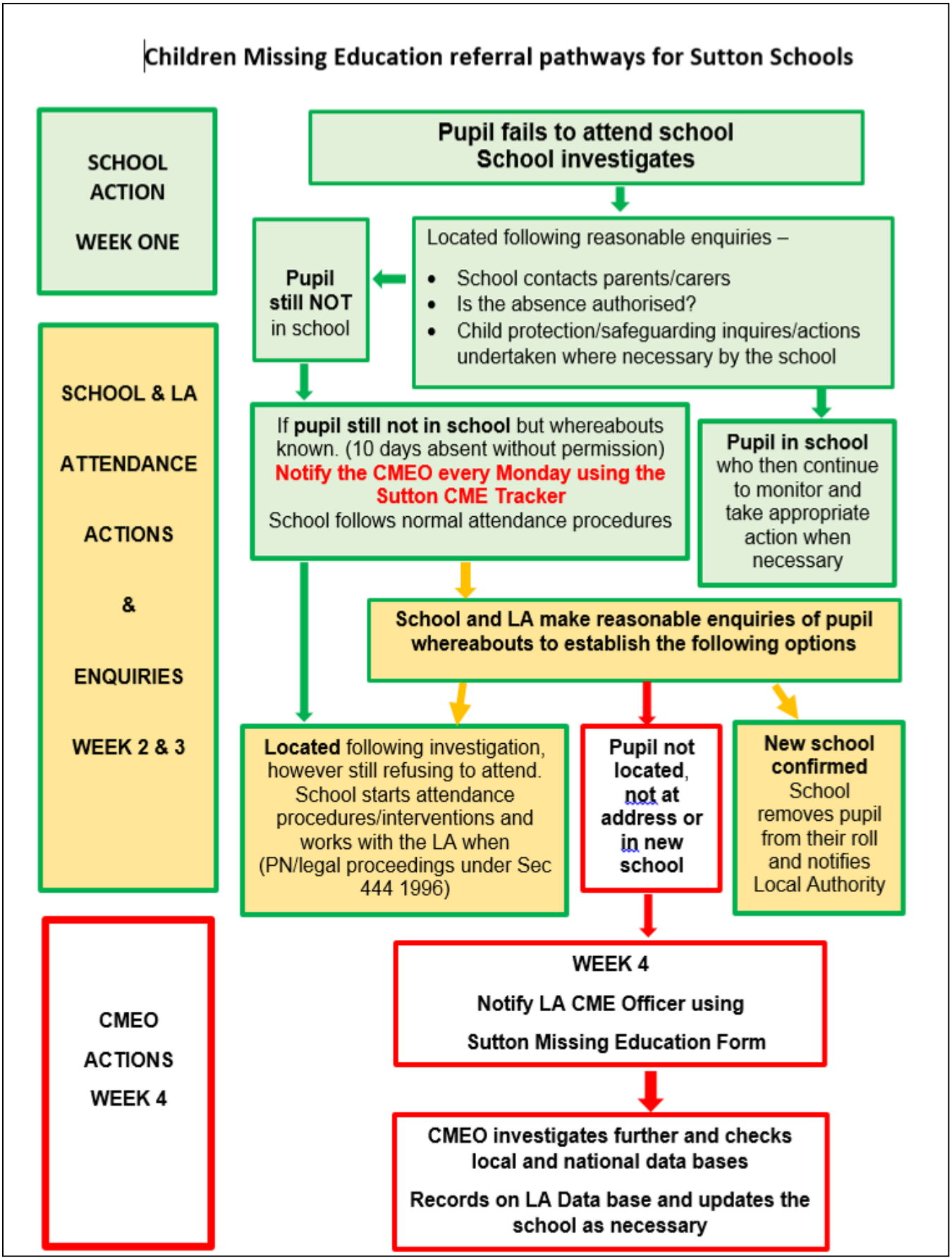


Appendix I: Child Sexual Exploitation (CSE) Sutton Referral & Risk Assessment Pathway



Appendix J: CBSC Attendance Procedures


CBSC Attendance Support Procedures
Whole School
STAGE 1 Triggers
STAGE 2 Triggers
STAGE 3 Triggers
STAGE 4 Triggers
Termly Updates Letter / Email / website
6 Cumulative / Consecutive session 97% Attendance
Missing whole / half days
Missing whole / half days
PEX, VPP or Curriculum change
Outline 4 stages of support
Identification by Attendance Officer – Daily / weekly Monitoring
Tutor AM Registration and Period 5 PM Registration
Attendance Officer / Learning Co. Stage 1 Letter Add to Sims
Attendance Officer / Learning Co. Stage 2 Letter Add to Sims
EWO / Learning Co. Stage 3 Letter Add to Sims
EWO / Learning Co. Stage 4 Letter Add to Sims
Daily / weekly Monitoring by Attendance Officer
Learning Co / PSO – Student meeting to discuss issues / concerns. Are there any problems? Can we help?
Learning Co / PSO – request Parent / Student meeting to discuss issues / concerns. What can we do to support student? What can be done to support
Learning Co / EWO – request Parent Meeting
Plan & Review
Start EHA
Engage external Agencies
EWO – Request Parent meeting
Plan & Review
Update EHA
External Agency
Fortnightly Attendance meeting with Learning Co's
Rewards: Inter-tutor Cup & Fast Pass
Tutor & PSO to monitor student
Learning Co / PSO Monitor student
Home Visits Follow up letter
Home visits & Safeguarding Checks Follow up letter
Failure for family to engage – log safeguarding concerns – MASH Move to Stage 4
Failure for family to engage – log safeguarding concerns – MASH
Follow up letter
Fine
Move to Court action
Children Missing Education (CME): Use in conjunction with CME & attendance support procedures


Children Missing Education referral pathways for Sutton Schools
SCHOOL ACTION
WEEK ONE
Pupil fails to attend school
School investigates
Located following reasonable enquiries –
School contacts parents/carers
Is the absence authorised?
Child protection/safeguarding inquires/actions undertaken where necessary by the school
Pupil still NOT in school
Pupil in school who then continue to monitor and take appropriate action when necessary
SCHOOL & LA ATTENDANCE ACTIONS & ENQUIRIES WEEK 2 & 3
If pupil still not in school but whereabouts known. (10 days absent without permission)
Notify the CMEO every Monday using the Sutton CME Tracker
School follows normal attendance procedures
School and LA make reasonable enquiries of pupil whereabouts to establish the following options
Located following investigation, however still refusing to attend. School starts attendance procedures/interventions and works with the LA when (PN/legal proceedings under Sec 444 1996)
Pupil not located, not at address or in new school
New school confirmed School removes pupil from their roll and notifies Local Authority
CMEO ACTIONS WEEK 4
WEEK 4
Notify LA CME Officer using
Sutton Missing Education Form
CMEO investigates further and checks local and national data bases
Records on LA Data base and updates the school as necessary

Appendix K: Safeguarding/CP Support for Sutton Schools

Safeguarding/CP Support for Sutton Schools and other Education Establishments Updated January 2020		
Name Organisation	**Role**	**Contact details**
Children's Social Care Referral route	**Children's First Contact Service (CFCS)**	childrensfirstcontactservice@sutton.gov.uk **020 8770 6001**
Gill Bush (GB) Cognus	Education Safeguarding Children Adviser **Education Lead in the MASH**	**Direct to GB – 0208 323 0423** **M 07701 280793** gillian.bush@cognus.org.uk
Jenny Rowley Cognus	**Safeguarding Manager and Well-being Lead** *Support for Safeguarding / CP queries, Ofsted ready reviews and training*	07736 33 8180 jenny.rowley@cognus.org.uk
Stephen Welding Cognus	**Education ESafety Adviser** *ESafety support and training, and Prevent training for all staff and governors*	07768 387330 stephen.welding@cognus.gov.uk
Mick Bradshaw Cognus	**Outdoor Education Adviser** *Advice and Safeguarding Support for outdoor education and educational visits/residentials*	07736 338471 Mick.bradshaw@cognus.org.uk
Peter Gasparelli	**Head of Service, Cognus** (Safeguarding Team manager)	Peter.gasparelli@cognus.org.uk
Nick English **Cognus**	**Head of Access & Principal Educational Psychologist** *Support for Critical Incidents (e.g. sudden death/suicide)*	nicholas.english@cognus.org.uk

Locality Teams	**Green Locality** Shirleen Nelson (TM) **Blue Locality** Andrea Bryant (TM) **Red Locality** Shelley Leo (TM)	Duty number 0208 770 5204 0208 770 5703 Duty number 0208 7705202 0208 770 4995 Duty Number 0208 770 5199 0208 770 4894
Social Care	**Out of Hours - Emergency Duty Team**	**0208 770 5000 X 9**
Sutton LA **LADO**	LADO (Local Authority Designated Officer – complaints against staff	020 8770 **4776** **M** 07834 106164 LADO@sutton.gov.uk
Disabilities Team **Access point (duty team):** 0208 770 4690, accesspoint@sutton.gov.uk	**Cheryl Petty** Head of Children with Disabilities **Angela Mc Andrew** Team manager, Transition **Elizabeth Namiro** ATM (Transition Lead) **Claire D'Cruze** ATM (Access Point Team)	0208 770 4295 M 07736338220 0208 770 4678 M 07590 807923 0208 770 4814 M 07894 237381 0208 770 4248 07894 230766
Jonathan Williams **Sutton LA**	Executive Head Safeguarding Children and Families	0208 770 6534 jonathan.williams@sutton.gov.uk
Jackie McCarthy **Sutton LA**	Head of Family Support & Care Planning	0208 770 4264 jackie.mccarthy@sutton.gov.uk
Michael Taylor **Sutton LA**	Head of Service, Corporate Parenting and Disabled Children	0208 770 6284 michael.taylor@sutton.gov.uk
Averil Kathan **Sutton LA**	Head of Service CP & Safeguarding (MASH, RAS, MAPPA)	0208 770 4326 averil.kathan@sutton.gov.uk
David Charles **Corporate**	Principle Health & Safety Adviser Sutton Local Authority	0208 770 5023 david.charles@sutton.gov.uk

Appendix L: COVID-19 amendments –updated weekly

Child Protection and Safeguarding Policy 27 March 2020 original update

Response to COVID-19
There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.
Despite the changes, the school's Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact safe@carshaltonboys.org in line with our established safeguarding procedure**.

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following advice from government and local agencies.

The current school position and local advice
Carshalton Boys School is open for key worker and students considered vulnerable (EHCP, Social Care and students known to CBSC pastoral teams)
Reporting arrangements
The school arrangements continue in line with our child protection policy.
The Designated Safeguarding Lead is:
Paul Avery, 0208 714 3181, pavery@carshaltonboys.org
The Deputy DSL: **Sue Barker, 07803 752 426, SBarker@carshaltonboys.org**

The school's approach ensures the DSL (Paul Avery) is always on site while the school is open. In the unusual circumstance, this is not possible the DSL or Deputy DSL will be contactable and then the school safeguarding team can be contacted via safe@carshaltonboys.org
Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.
Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting children's services are:
childrensfirstcontactservice@sutton.gov.uk

Should a child in the school's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children partnership escalation procedure.
https://www.sutton.gov.uk/info/200235/safeguarding_children/473/what_to_do_if_you_are_worried_about_a_child/2

Identifying vulnerability

We have undertaken a scoping exercise and created a vulnerable students tracker covering the groups listed below:
Our pastoral teams making daily or weekly calls home checking in on student and family wellbeing and educational engagement, Tutors are also monitoring a student 'Daily Checking' this is fed back to learning coordinators and senior staff, any concerns raised are followed up with a call home.

The School DSL is also in daily contact with the local authority regards safeguarding issues

- Looked After Children
- Previously Looked After Children
- Children subject to a child protection plan
- Children who have, or have previously had, a social worker. There is an expectation that children with a social worker **must** attend school (or another school by arrangement), unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.
- Children with an EHCP
- Children on the edge of social care involvement or pending allocation of a social worker. Where required these children will be offered a place at school (or another school by arrangement).
- Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. These children can be offered care at school if required.
- Children of key workers who may attend school

Holiday arrangements

The school will remain open to support students who require school access (groups above)
The school will be closed over the bank holiday weekend

Attendance
The school is following the attendance guidance issued by government. Where a child is expected and does not arrive the school will follow our attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent (Skype, FaceTime, through a relative etc) but if necessary arrange a home visit by the school or another appropriate agency. A risk assessment will be undertaken to consider manage the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 **does not override** the duty on the school to ensure children and young people are safe.

The school will also follow the attendance procedure if contact proves impossible with children at home. This will be carried out through pastoral phone calls and our student's daily check in with their tutors through google classroom

Staff will be aware of increased risk
The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns.

Peer on peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the signs of peer-on-peer abuse, including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age, developmental stages, are attending other schools as an interim measure and similar. When making contact with these families our staff will ask about relationships between learners. We also address the issue of peer-on-peer abuse in our remote learning curriculum.

Risk online

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the school.

- The school continues to ensure appropriate filters and monitors are in place
- Our governing body will review arrangements to ensure they remain appropriate
- The school has taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium. We have reviewed the code of conduct and information sharing policy accordingly
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.
- Staff have read the 20 safeguarding considerations for livestreaming prior to delivering any livestreamed sessions
- Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school, Childline, the UK Safer Internet Centre and CEOP.
- Parents and carers have received information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will asked to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have been offered the following links:
    - Internet matters - for support for parents and carers to keep their children safe online
    - London Grid for Learning - for support for parents and carers to keep their children safe online
    - Net-aware - for support for parents and careers from the NSPCC
    - Parent info - for support for parents and carers to keep their children safe online
    - Thinkuknow - for advice from the National Crime Agency to stay safe online
    - UK Safer Internet Centre - advice for parents and carers

- Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre.

Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.
Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.
We have confirmed the arrangements to contact the LADO at the local authority remain unchanged (Page 37)
If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address Misconduct.Teacher@education.gov.uk.

New staff or volunteers
New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.
If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part I and Annex A of Keeping Children Safe in Education, and
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection procedures hold strong:

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children.
- The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with DBS guidance.
- When undertaking ID checks on documents for the DBS it is reasonable to initially check these documents online through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The school will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by DSL of who is working in the school each day.

New children at the school

Where children join our school from other settings we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely **before** the child begins at our school and a call made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe. In some unusual circumstance this may not be possible. Information provided must include contact details for any appointed social worker and where relevant for the Virtual School Head. Safeguarding information about children placed in our school will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

This policy has been remotely approved by Governors on [date] and is available on the school website at link