



Carshalton Boys Sports College

Child Protection & Safeguarding	
Policy number	S09
Committee	Students
Review Date	May 2022

'Safeguarding the rights of others is the most noble and beautiful end of a human being.' Khalil Gibran

WE BELIEVE
KNOWLEDGE IS POWER
BLACK LIVES MATTER
LOVE IS LOVE
FEMINISM IS FOR EVERYONE
NO HUMAN BEING IS ILLEGAL
BE GENTLE WITH THE EARTH
BE THE BEST VERSION OF YOURSELF
BE REALLY KIND



Vision Statement

Carshalton Boys is a school community based upon positive relationships and a culture of kindness and mutual respect. Staff recognise their role in promoting our WE BELIEVE principles and are united in optimism and a belief in our young people. Looking after our students, on the journey from childhood to young adulthood, is a privilege and a responsibility that we take seriously.

What unites our Carshalton Boys family is a drive to look after our most vulnerable members. We do this proactively by ensuring staff are accessible to students and parents and that students have the opportunity to anonymously report unkindness, abuse or any welfare concerns.

WE BELIEVE knowledge is power, black lives matter, love is love, feminism is for everyone and that no human being is illegal. WE BELIEVE in being gentle with The Earth and that we all have a part to play in protecting our planet. At Carshalton Boys we are proud to have an ethos rooted in our WE BELIEVE principles which promote inclusivity, kindness and aspiration. We encourage all our students to be the best version of themselves. We want students to feel proud of their achievements at school and their contribution to our whole school community. We believe in being really kind to each other so that every member of our school community feels safe and confident and is able to work and learn in a calm and inclusive environment.

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Background

What unites (our whole school community) the Carshalton Boys family is a drive to look after our most vulnerable members. (We do this proactively by ensuring staff are accessible to students and parents and that students have the opportunity to anonymously report unkindness, abuse or any welfare concerns.)

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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.

Report it, Sort it – linked to school website and checked daily by the safeguarding team

[Parent Safeguarding concern report form](#)

[Student safeguarding concern report form](#)

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)	CFCS	childrenfirstcontactservice@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 Trustees	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
Report abuse in education	NSPCC Police	0800 136 663 or help@nspcc.org.uk 101 or 999 if in immediate danger

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

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CBS takes seriously its responsibility to protect and safeguard the children in its care and follows the guidance of:

- [Keeping Children Safe in Education 2021](#)
- [Working Together to Safeguard Children \(2018\)](#),
- [Governance Handbook](#).
- London Safeguarding Children Board [LSCB](#)
- Sutton LSCP [SuttonLSCP](#)
- 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
- [Sutton management of self harm protocol](#)
- Mental Health and Behaviour in Schools’ 2018 [DFE Mental Health & Behaviour in Schools](#)
- UKCCIS Guidance Sexting in Schools: advice and support around self-generated images [UKCCIS Guidance Sexting-in-Schools](#)
- Sexual Violence and Sexual Harassment between children in schools [DFE Sexual violence & sexual harassment in schools](#)
- Children Missing Education (CME) <https://DFE.CME>
- Screening, Searching and Confiscation [DFE Searching Screening & Confiscation](#)

Other Relevant Policies

- Whole School Behaviour Policy
- We Believe ‘Anti-Bullying’
- Online safety
- Mental Health
- Attendance
- Peer on Peer abuse

Overview

At Carshalton Boys Sports College the safety and welfare of our students is of the utmost importance. All adults working in the school must protect children from harm and abuse, promote their welfare and be aware that any student might be at risk of harm or abuse including Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), Peer on Peer abuse, Honour Based Abuse and Radicalisation/Extremism (Prevent Duty).

They must recognise that this could happen to *any* child.

Safeguarding and promoting the welfare of students relates to any child or young person (i.e. under 18 years of age or 25 if they have a disability) who has suffered from, or **might be at risk of** physical injury, neglect, emotional abuse and/or sexual abuse and various forms of grooming including that which leads into criminal behaviour, CSE, FGM and radicalisation/extremism.

The school recognises that children with SEND are particularly vulnerable to abuse and/or neglect and should thus be carefully monitored. Children Missing Education are also at particular risk of safeguarding concerns whilst LGBTQ children may present as at greater risk of peer led abuse and/or compromised mental health. We also recognise that children who have a parent/parents in prison are at greater risk of poor outcomes. The school also recognises that many of these risks can be presented to children online or through a combination of online and in person factors.

We have a duty to safeguard and promote the welfare of our students under the Education Act 2002 and Children Act 2004 by identifying any child where welfare concerns exist and taking action to address them in partnership with families and other agencies where appropriate.

A child may be abused by an adult or adults or another child or children. Staff need to be alert to the risk a child might pose to children other than any “current” victim as well understanding that these children may have underlying needs e.g. they have been subjected to abuse, witnessed domestic violence. Bullying including cyber bullying is not tolerated in the school and reported instances are investigated in line with the school’s behaviour policy as well as appropriate steps being taken to safeguard students involved.

Staff must also be aware that a child’s mental health can present a safeguarding concern in and of itself, as well as being a potential indicator of prior or ongoing adverse experiences, including abuse in various forms.

All staff must observe this policy and procedures at all times.

The school requires all staff to have read Section 1 of “Keeping Children Safe in Education”. The school requires that all staff who work directly with children also read Annex A of the same document and keeps a record confirming that staff have undertaken and understood the necessary reading. The school works within the **London Child Protection Procedures** (*London Safeguarding Children Board*) which has been adopted by the Sutton Local Safeguarding Children Board (LSCB). This policy and procedure also accords with:

- “Working Together to Safeguard Children” (*HM Government, 2018*).
- Keeping Children Safe in Education (2021)

The school uses the Early Help Assessment Tool for welfare concerns that do not trigger high level safeguarding concerns following the national agenda to promote an Early Help approach where safeguarding related concerns may arise; DSLs take the lead in liaison with other relevant pastoral staff where Early Help is appropriate.

General support for children at risk

We recognise that children/young people who are abused neglected or who witness either of these things (including domestic violence) may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school might be the only stable, secure and predictable element in the lives of some children at risk.

The school will endeavour to support the student through:

- The school ethos which promotes a positive, supportive, safe and secure environment and gives students a sense of being valued within the framework of clear and consistent behaviour and anti-bullying policies
- The content of the curriculum, including our We Believe principles, PSHE, Tuesday Newsday, Wellbeing Wednesday
- Providing emotional support and support to improve behaviour, anger management, self-esteem and related

areas of personal development

- Liaison with other agencies that support children such as social services, the Child and Adolescent Mental Health Service, the school attendance service and the educational psychology service
- Ensuring that, where a student with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed
- Supporting the work of core groups and implementation of any child protection or child in need plans including alerting the key social worker to any unexplained absences, behavioural changes or other matters as agreed by the Social Worker

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
- Children's First Contact on 0208 770 6001 Email: childrensfirstcontactservice@sutton.gov.uk

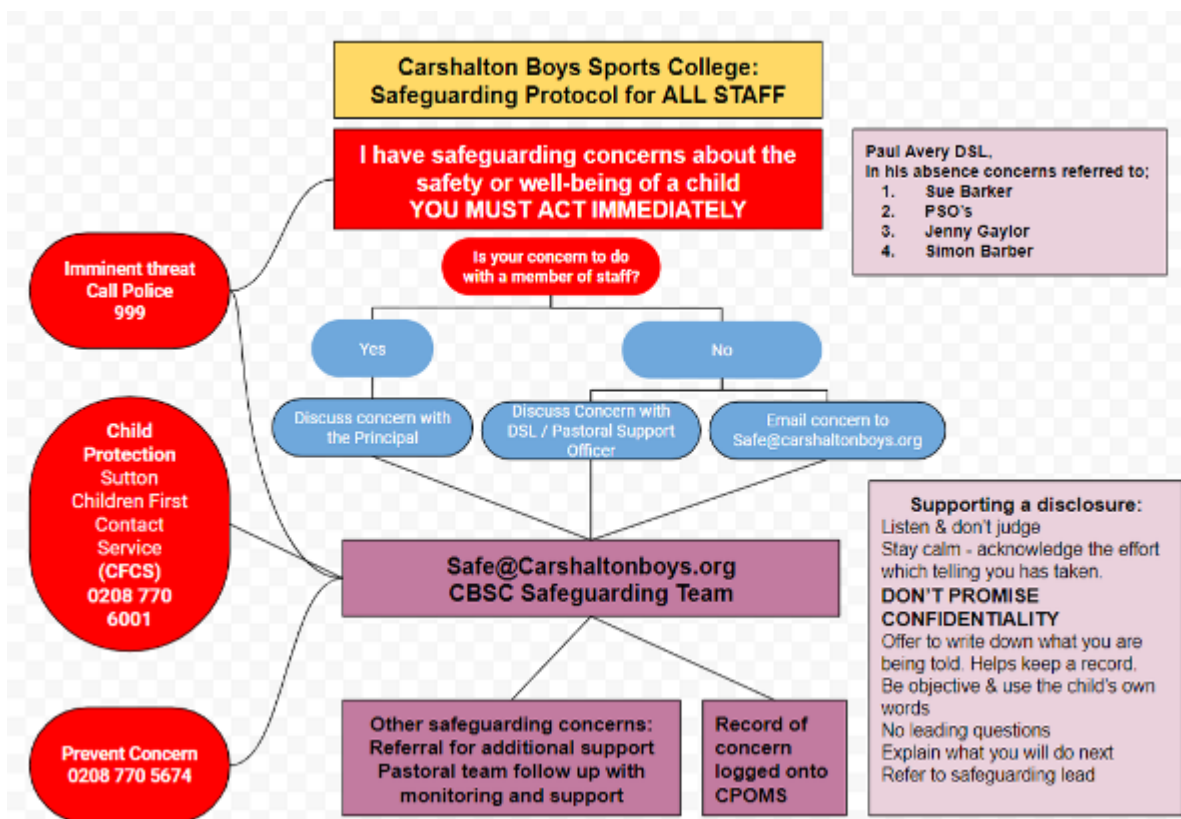
Designated safeguarding leads (DSL) roles and responsibilities

- To liaise with Children's First Contact Services (CFCS), Multi Agency Safeguarding Hub (MASH), , police and other relevant agencies on individual child protection cases;
- Be responsible for co-ordinating action within the school on child protection issues and discuss individual cases

with staff on a “need to know basis” to protect children's right to confidentiality;

- To share information/strategies to general staff that may assist the child’s educational attainment and provide advice to teaching or other staff for supporting particular children as necessary (judgements regarding what to disclose should be undertaken with the utmost care and in consultation with the Senior Leader who oversees child protection and safeguarding);
- Oversee the planning of any curricular or other provision in relation to child protection/safeguarding matters;
- With any other relevant staff (e.g. Learning Coordinators, Pastoral Support Officers, SENCo), represent the school at child protection meetings and be a member of a “Core Group” if required;
- Act as the contact person within the school, providing advice and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the Trust Board) are aware of their role and are aware of safeguarding issues on an ongoing basis;
- Ensure staff are familiar with this Policy and Procedure, the London Child Protection Procedures, and DfE guidance;
- Arrange regular child protection training for **all** (i.e. including ancillary) staff, and for new staff as part of their induction to the school;
- Ensure that designated staff receive updated training at least every 2 years or receive ongoing training through attendance at the Designated Person meeting; and that this training is cascaded to other relevant staff and is recorded;
- Attend the Sutton Child Protection Designated teacher training once each half term;
- To liaise with the nominated Trustee about processes, procedures and reports on the effectiveness of the policy;
- To report any private fostering arrangements (i.e. where a child is living with someone other than a parent or close relative) to MASH;
- To raise any concerns regarding homelessness of a child or young person with the Local Housing Authority (any such referral should be in addition to a referral to social care if the child or young person is also at risk of harm);
- To liaise with the Virtual School Head Teacher, in conjunction with the SENCO who oversees provision for Children Looked After (CLA), regarding any concerns regarding Children Looked After;
- To maintain oversight of the wellbeing of children or young people who have left care, in conjunction with other relevant staff such as the Learning Coordinators, Pastoral Support Officers, and SENCo .

What to do if you have a concern?



The first indication of concern about a student's welfare is not necessarily the presence of a serious injury. Concerns may be because of:

- bruises or marks on a student's body;
- remarks made by the student, another student, a parent/carer or another adult;
- observations of the student's behaviour;
- unexplained changes in the student's behaviour or personality;
- evidence of disturbance or explicit detail about abuse or possible abuse in a student's behaviour, drawing or writing;
- evidence of neglect, failure to thrive or exposure to unnecessary risks;
- unauthorised absence from school; and / or
- information about the parent(s) / carer(s) of the child or their home background;
- Evidence presented online/in social media which suggests risk.

Concern about a student must be passed on immediately by emailing safe@carshaltonboys.org. This is monitored throughout the day so that if necessary, a referral to CFCS can be made without delay; **do not leave until the end of the day**. For those with no access to IT, a report should be made in person to the Designated Safeguarding Lead/s. If a Designated Safeguarding Lead is not available, referral should be made to one of the Pastoral Support Officers.

Trainee teachers such as PGCE students or those on teaching placements who do not have an email account should liaise with their mentor or another appropriate staff member immediately on the occurrence of any safeguarding / CP matter arising who will then contact the DSL.

Staff must remind students that they cannot keep information confidential if there is a possibility that the student's welfare is at risk. Members of staff should not investigate child protection concerns. This is done by Children's Social Services (in Sutton, the Children and Family Service) or the Police.

However, if a student says something, it is vital to listen carefully, so information can be recorded and reported

accurately. These records will also assist in developing the overall contextual picture and flagging up concerns. A written record should be made of what the child has said, for those with no access to IT, or in the unlikely event that the IT system fails, a written report should be made, signed and dated, and passed to the lead safeguarding officer. This will then be entered in CPOMS.

NB – a member of staff must never suggest words to a student to describe situations. Students must be allowed to describe situations in their own words and in their own time. An account of what was said should be written up as soon as possible, using the child’s own words.

REMEMBER:

- **Do not promise to keep it secret** - tell the student you cannot keep the matter secret and will need to take advice from someone who can help.
- **Listen** - do not ask questions or interrogate.
- **Remain calm** - if you are shocked, upset or angry the student will sense this and this could stop them from saying more.
- **Reassure** - the student has done nothing wrong - tell them it is all right to talk.
- If in doubt, **consult**;
- **Do not ignore concerns**, even if these are vague;
- **Your first responsibility is to the student**
- Email safe@carshaltonboys.org all relevant information

Making a referral to external agencies:

The Designated Safeguarding Lead or deputy make referrals that arise from disclosures made to school staff, parents/carers, Trustees or volunteers or where DSLs become aware that a child is at risk of significant harm by some other means. Other agencies working with students in the school will have their own procedures that govern their referral process.

The exception to this is if a member of staff becomes aware that a student has been subjected to, or is at immediate risk of, FGM (Female Genital Mutilation) when they must report this to the police on 101 themselves and alert the DSL.

The referral will be made as soon as possible, given the need to gather relevant information and follow the procedures including the requirements of Children’s Services. The Children and Families Service Multi Agency Safeguarding Hub are available to discuss concerns, as is the Education Safeguarding Children Advisor, where it is not clear whether a referral needs to be made. Likewise, if the school has evidence of possible criminal behaviour from a student or related persons, DSLs will seek advice from the Schools’ Police team regarding which professionals may need to be involved in subsequent information sharing processes.

Where a student already has an allocated social worker, the matter will be referred to him/her, the team manager or the duty social worker in their absence.

Contact with the family

Contact with the family/relevant carer is usually made by a Designated Safeguarding Lead, Learning Coordinator, Pastoral Support Officer or nominated member of staff. Advice may be sought from CFCS as to whether this is appropriate in certain cases where it is thought that to do so could put the child at further risk.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the student from harm) the parent or carer should be informed that the matter must be referred to CFCS.

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help (e.g. the Children and Families Service), but if concerns persist, the Designated Safeguarding Lead will need to refer to the Children and Family Service and will normally advise the family of this.

In cases where there are suspicions of sexual abuse linked to known current contacts, the DSL will always seek immediate advice from MASH before discussing this with the family.

As noted, in cases where there is reason to believe any other criminal behaviour may be involved, the DSL will seek advice from MASH and/or the Police as appropriate.

Record keeping and confidentiality

Our students and their parents/carers have the right to expect that all staff will deal sensitively and sympathetically with their situation. ***It is important that information is only available to those who need to know it.***

Parents/carers and, where appropriate, students should be told their confidentiality may be breached if information comes to light suggesting possible harm to a child/young person. Child protection issues relating to individual cases must not be subject to open discussion in the staff room or elsewhere in the school.

All records relating to child welfare concerns will be entered onto CPOMS; any relevant paper work will be kept with the student's file in a separate file and this will be kept secure. Where relevant, historical paper documents will be scanned and uploaded onto CPOMS.

Written records are kept on CPOMS of any concerns about students even where there is no need to refer the matter immediately;

- Information from records will only be used on a "need to know" basis;
- Relevant staff will need to know when a student is subject to a Child Protection Plan so they can monitor the student's welfare;
- Records relating to the student's welfare will remain on the student's file as long as the student is a student at the school;
- When the student leaves the school, confidential information, including a print out from CPOMS, that will be required by the new school/college in order to support the student will be provided in a confidential envelope addressed to the school designated safeguarding lead as part of the school file. The name of our DSLs and contact details will be included as part of this information so that contact can be made if required. A record of receipt will be requested from the receiving school. If the school is a CPOMS user, information may be transferred via CPOMS' internal transfer system.
- When a student joins the school as a mid-term admission, confirmation will be requested from the school of origin as to whether there are any safeguarding concerns for the student. There is a Year 7 transfer meeting for Year 7 September entrants and the school also does a file scrutiny to pick up any concerns.

Request for assistance by other agencies

School staff have a legal duty to assist local authority Children and Family Social Care Services or the Police when they are making enquiries about the welfare of students;

- information about a student must therefore be shared on a "need to know" basis with other agencies;
- when telephone requests for information are received, staff must maintain security by checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the student is on the school roll;
- the Designated Safeguarding Lead must always be advised of such requests for information;
- requests for attendance at meetings about individual students (e.g. child protection conferences) should be notified to the Designated Safeguarding Lead, who will arrange preparation of a report and attendance at the meeting;
- reports should contain information about the child's academic progress, attendance, behaviour, relationships with children and adults, family and any other relevant matter;
- reports should be objective, distinguishing between fact, observation, allegation and opinion;
- Unless specified otherwise, reports will normally be made available to the student's family.

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 Trustees will be contacted. The Chair of Trustees for this school is: Rebecca McGowan.

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

Contractors and outside services

We expect all contractors providing services within the school whose staff have access to school premises to comply with school policies. Contractors are not given access to student groups or individuals, and would be subject to the school security arrangements. Visitors to the school are not left alone with an individual student, and are subject to a programme of activities and attendant supervision.

In particular, we require any organisation delivering a service to students in the school to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular, Disclosure and Barring Service checks.

For organisations using the school premises (e.g. lettings) to work with children (16 years and under), vulnerable young people (16 – 19 years) or those with disabilities (up to the age of 25), the school letting form will ask whether they have child protection procedures. They will also be asked whether their staff/volunteers hold appropriate DBS Disclosures. For those organisations that do not hold their own child protection procedures, they will be asked to confirm that they will adhere to the school policy.

The Trust Board's Roles & Responsibilities re: Safeguarding

Keeping Children Safe in Education, 2021 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 Trust Board will nominate a Trustee who will be responsible for Safeguarding and Child Protection and will liaise with the DSP on matters relating to Safeguarding and Child Protection.

The Trust Board 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 Trust Board (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 Trust Board reviews the child protection policy and procedures annually.
- Communication with Parents:
 - o 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.
 - o Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them.
 - o This decision will be made in partnership between Education Services and Social Care.
 - o It will be made clear that this is a legal obligation and not a personal decision.
 - o The Trust Board makes this policy available to parents, carers and children through the school website. A hard copy is also available on request.

Other actions taken to safeguard students include:

- Ensuring safe recruitment practice in checking the suitability of all our staff, Trustees and volunteers to work with children, taking relevant references, following up any unexplained gaps in employment and ensuring that our interview panels include staff trained in safe recruitment practices.
- Ensuring a Single Central Record for our staff is held, indicating when the relevant reference, Disclosure and Barring checks have been undertaken, reporting completion of checks to Trustees.
- Establishing and maintaining a safe environment in which children feel secure and are encouraged to talk freely about anything that concerns them
- Ensuring appropriate adult supervision to ensure students are safe and interacting positively
- Ensuring children know there are adults in the school who they can approach if they are worried about anything;
- Including opportunities in the PSHE curriculum to develop and equip students with the skills needed to be resilient, recognise risks and stay safe from abuse
- Reporting any child who goes missing from education to the local authority following CME procedures and liaising with CFCS as appropriate
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer and ensuring staff follow accepted “safe practice” principles when working with students
- Maintaining accurate and appropriate records
- Ensuring that any host families for overseas “exchanges” have suitable checks undertaken before any single student is placed with a family; for some trips where students stay with overseas families, the school ensures that groups of students stay with families to avoid isolation
- Ensuring the health and safety of students undertaking work experience taking advice from the local authority as to whether any additional checks are required for certain placements; students are also given advice on how to keep themselves safe prior to taking up their placements
- Monitoring student use of computers, including internet access, within the school and investigating where there are concerns raised
- Ensuring that, as far as possible, we hold at least two emergency contact numbers for stud

Monitoring and evaluation

Policy and procedures will be reviewed termly and as required in line with changes in local (LSCB) or national guidance. Staff and Parents/Carers are notified of the review date and asked to raise any suggestions or concerns as part of the review process.

The school will also ensure procedures are updated as needed in line with best practice discussed at training for the Designated Safeguarding Lead or other staff members, or as a result of discussions at local vulnerable student groups such as the Vulnerable Pupils Panel.

Where the school seeks advice for complex cases or in instances where they are unsure of how to proceed, advice received will be incorporated into procedures. Similarly, where issues are raised regarding any handling of any referral, these will be checked against procedures and local reference points; procedures will be amended as needed.

All referrals made are logged and dated, and associated paperwork kept for later scrutiny or reference. Every attempt is made to ensure all delays are avoided when dealing with referrals; any avoidable delay in referrals within the school and/or to external agencies is followed up to ascertain the reason, and training or procedural change undertaken as needed.

The school will produce an annual report indicating the numbers of referrals made to Social Services, and the outcomes (i.e. no action, assessment, etc.).

The Child Protection Trustee gives an annual report to the Local Trust Board (LGB) as a result of a monitoring visit to the school.

In addition, the LGB receives termly updates on the safeguarding status of the school with regard to safer recruitment training, and DBS/Barred List checks. The LGB also receives updated information on accident logs (and site status updates) together with any recommendations for action as a result.

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 confiscation of the phone, and could lead to a fixed term exclusion and / or referral to schools Police team
- 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

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 Paul Avery, Jenny Gaylor or the Principal Simon Barber.

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.

Induction & Training 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
September training days	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, PSHE, External visitors
Every Term	DP / Trustee	Deputy Principal and Link Trustee review policy and practice	

Categories of abuse

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:

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 Abuse.
- 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.

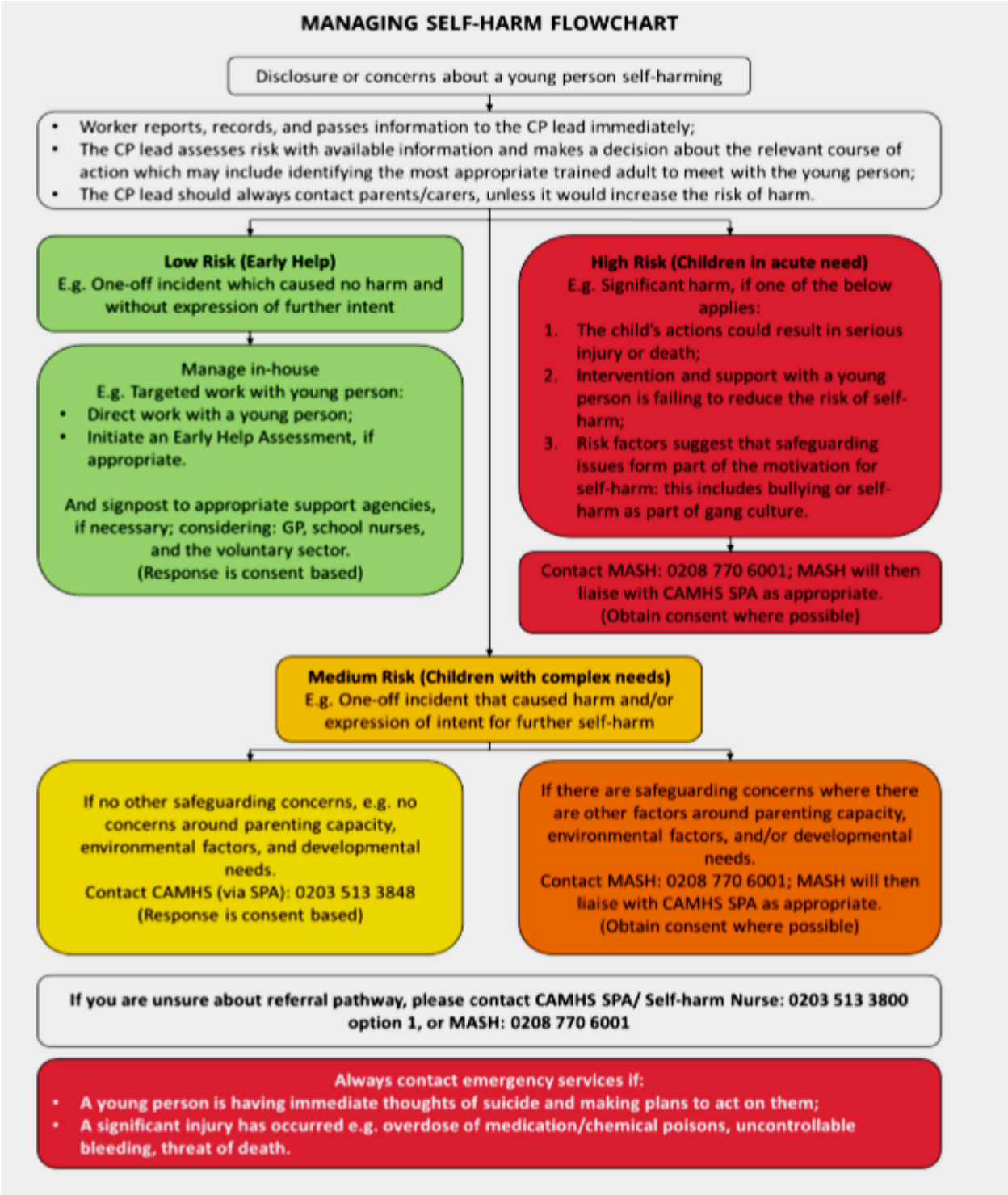
Neglect

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.*

Appendix B: Self-Injury / Self-harm



What is deliberate self-harm?

- The act of deliberately causing harm to oneself either by causing a physical injury, by putting oneself in dangerous situations and/or self-neglect.
- Intentional self-poisoning or injury, irrespective of the apparent purpose of the act (NICE, 2004)

Self-harm is NOT attention seeking behaviour; it is **attention needing** behaviour. It is evidence that there is a problem that needs to be addressed. It is an expression of personal distress, usually made in private, by an individual who hurts him or herself. The nature and meaning of self harm, however, vary greatly from person to person. In addition, the reason a person harms him or herself may be different on each occasion and should not be presumed to be the same.

Self-harm can take a number of forms including cutting, overdose of tablets or medicine, punching oneself, pulling out hair or eyelashes, burning, scratching, picking or tearing of one's skin, inhaling or sniffing harmful substances, head banging, self-neglect, including failing to eat or purging after having eaten – any behaviour that could cause harm to oneself.

Why do people self-harm?

Self-harm is a way of coping and obtaining relief from a difficult and otherwise overwhelming situation or emotional state. Someone who self-harms is usually in a state of high emotion, distress and inner-turmoil. Research has shown that many people who harm themselves are struggling with intolerable distress or unbearable situations and this can provide distraction from emotional pain. A person will often struggle with difficulties for some time before they self-harm.

Situations that can trigger self-harm:

- Relationship problems with partners, friends or family
- Pressures e.g. school work and exams, sporting performance, family issues
- Bullying
- Trying to fit in (some social groups are more accepting of self-harming behaviours)
- Feeling bad about one's self (guilt, shame, worthlessness)
- Physical, emotional or sexual abuse
- Feeling depressed

Young people may be more likely to self-harm if they feel:

- That people don't listen to them
- Hopeless or worthless
- Isolated, alone
- Out of control
- Powerless – it feels as though there is nothing they can do to change anything
- Unable to experience emotional pain even for a short period of time.

Self-harm and Suicide:

Whilst self-injury and suicide are separate, those who self-injure are in emotional distress and those who end their lives are also in emotional distress. It is vital that all emotional distress is taken seriously to minimise the chances of self-injury, and suicide. Any warning sign or talk of suicide must be taken seriously.

What to do if a student discloses that they are self-harming:

- Listen to the student in emotional distress calmly and explain that you are not judging the student or their behaviour
- Do not make promises which cannot be kept (e.g. assuring confidentiality). Reassure the student that in order to seek health and happiness people need to know about their problems so that they can help.
- Try to remain calm (even if you don't feel it). Strive to be accepting and open-minded. Young people who self-harm can find it very hard to talk about what has happened and are often afraid of how people will react. The reaction a young person receives when they disclose their self-harm can have a critical influence on whether they go on to access supportive services. Any indication of a negative emotion or being judgemental is likely to aggravate the situation.
- If the wounds are fresh, seek first aid treatment and assessment from the school office.
- Members of staff should report incidents of self-harm in the same way as other safeguarding issues
- Where parents/carers are aware of such instances, we would strongly recommend that school is informed.
- Share the support booklet 'Alternatives to self-harm'

What not to do:

- Do not ask why the student has self-harmed
- Do not try not to be their therapist – therapy is complicated and best left to the professionals.

- Do not react strongly – this is likely to make the student feel worse.
- Do not try to make the student promise not to do it again.

Staff who suspect that a child is self-harming enter this onto CPOMS.

The child will be seen by the safeguarding team and or Year team who will contact parents/carers regarding any concerns and work with them on developing support in school; they will also advise parents/carers to approach their GP and ask for medical support and give advice to attend A & E if they have imminent concerns that the child will harm themselves. Referral to CAMHS will be discussed.

A referral to MASH (Multi Agency Safeguarding Hub) will be considered taking into account the current advice from the LSCB (Local Safeguarding Children Board). Current LSCB advice is that children should be referred to MASH if the self-harm could lead to possible death, if it could originate from a child protection issue or if the current plan of support is proving ineffective.

Year teams and/or BES team will:

- Promote problem-solving techniques and non-harmful ways to deal with emotional distress including through referral to the school nurse
- Provide a space for students to begin to learn how to cope with emotional pain
- Enable students to find places for help and support
- Provide accurate information about self-injury.
- Refer concerns when people other than parents/carers (e.g. social workers, educational psychologists) need to be informed.
- Keep records of concern and contact made with parents/carers and any external agencies

Students will be advised:

- Not to display open wounds/injuries. These should be dressed appropriately.
- To talk to the appropriate member of staff if they are in emotional distress
- To alert a teacher if they suspect another student is self-harming or at serious risk of harm to themselves, and know when confidentiality must be broken.

Education:

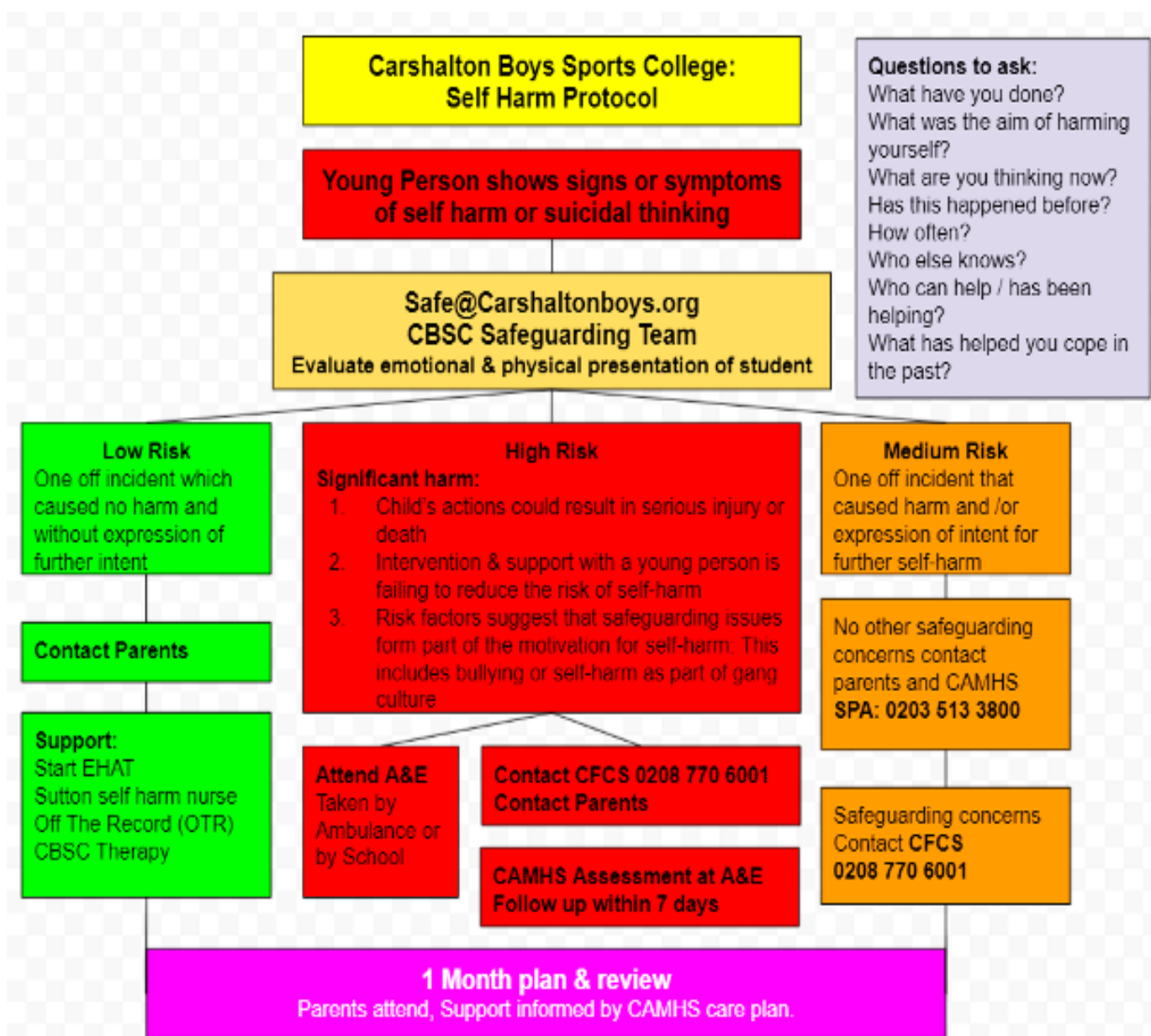
Self-harming leaflets for parents/carers, staff and students are available from the school. The following websites/helplines provide some very helpful information and advice:-

- www.youngminds.org.uk
- www.mind.org.uk
- www.nshn.co.uk
- Childline 0800 1111 www.childline.org.uk
- Samaritans 08457 90 90 90 www.samaritans.org.uk

Success Criteria:

Staff receiving disclosures refer on to the Child Protection team and follow guidance given in this document. For students who are self-harming and where the school has been duly informed then:

- students known to year teams;
- support procedures in place;
- external support signposted;
- parental contact about any such incidents at school;
- students feel able to come and disclose any concerns or worries.



Appendix C: Harmful Sexual Behaviour

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 Sexual Violence and Sexual Harassment.

Sexual violence

Sexual violence includes:

- Rape
- Assault by penetration
- Sexual assault - intentionally touching another person in a way that is sexual.

Sexual harassment

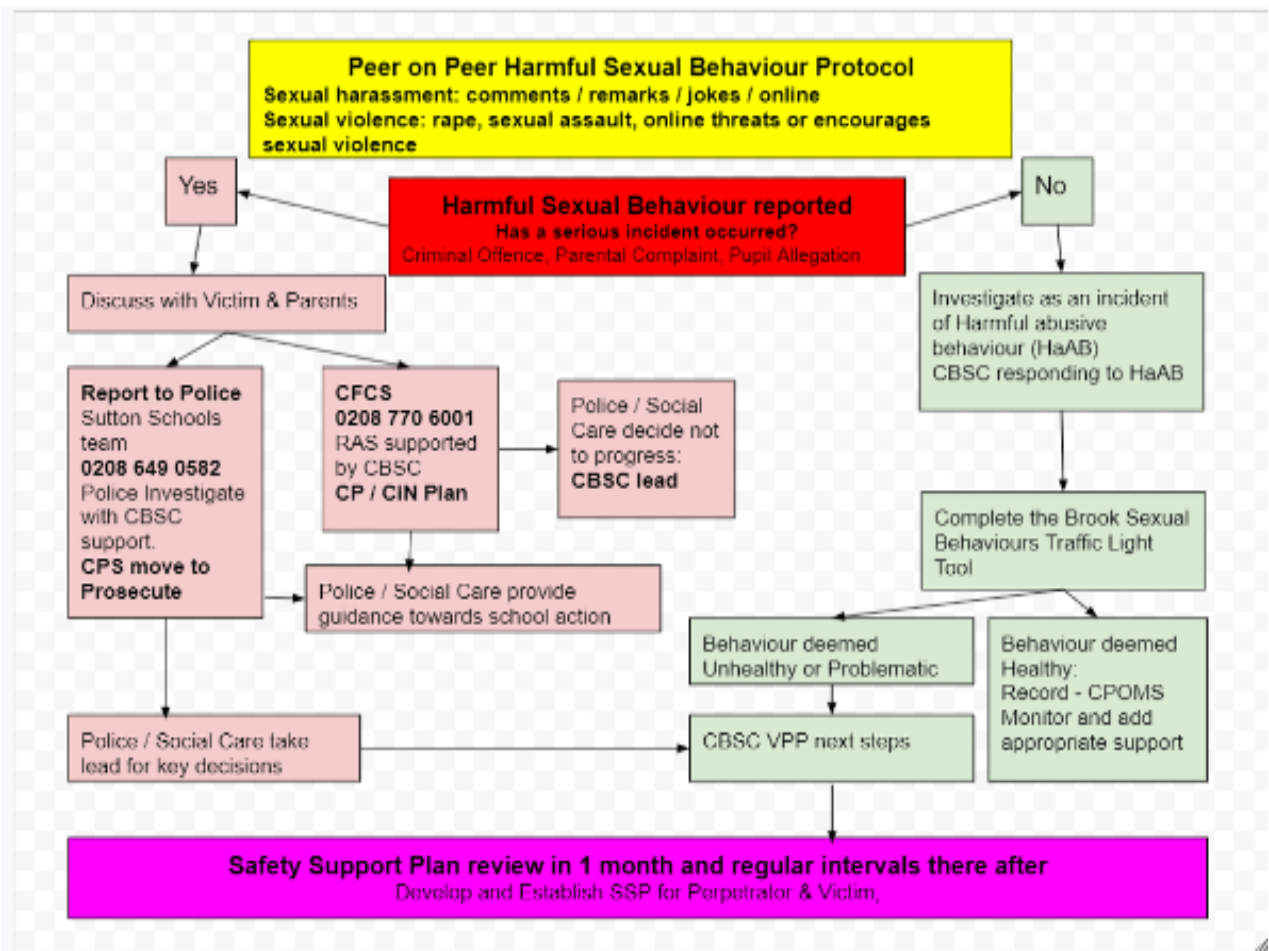
The guidance defines sexual harassment as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to:

- violate a child's dignity, and/or
- make them feel intimidated, degraded or humiliated and/or
- create a hostile, offensive or sexualised environment.

Harmful sexual behaviours

The guidance describes harmful sexual behaviours as problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

Protocol for all HSB incidents & Sutton LSCP Protocol for Child Sexual abuse:



Responding to the report

Designated Safeguarding Lead (DSL) or other appropriate member of staff will ensure victims are reassured that they are being taken seriously and that they will be supported and kept safe.

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further
- recognising the child has placed the person they tell in position of trust
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the disclosure will be progressed
- record the report (best practice is to wait until after the conversation with the child)
- only recording the facts as the child presents them
- being aware of the advice for schools around online activity

Confidentiality

Staff taking a report should never promise confidentiality. The victim may ask not to tell anyone about the sexual violence or sexual harassment.

The designated safeguarding lead (or a deputy) should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger or has been harmed a referral should be made to children’s social care
- rape, assault by penetration and sexual assaults are crimes. The starting point is that reports should be passed to the police.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim’s wishes against their duty to protect the victim and other children.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools and colleges should be aware of anonymity, witness support and the criminal process in general so they can offer support and act appropriately. Information available from CPS: Safeguarding Children as Victims and Witnesses.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim
- the alleged perpetrator
- the other children (and, if appropriate, staff) at the school or college.

Risk assessments should be recorded on CPOMS and should be kept under review. The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required

Action following a report of sexual violence and/or sexual harassment

The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to decide on the school's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered
- the nature of the alleged incident(s), including: might a crime have been committed and consideration of harmful sexual behaviour
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children (e.g. is the alleged perpetrator significantly older);
- if the alleged incident is an isolated incident one-off or a sustained pattern of abuse.

The starting point regarding any report should always be that sexual violence and sexual harassment are not acceptable and will not be tolerated.

Children sharing a classroom

Following reports of rape and assault by penetration, while the school establishes the facts of the case and starts the process of liaising with children's social care and the police:

- the alleged perpetrator should be removed from any classes they share with the victim.
- The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately.

Options to manage the report

There are four likely scenarios to consider when managing any reports of sexual violence and/or sexual harassment:

1. Manage internally

In some cases of sexual harassment, for example, one-off incidents, the Carshalton Boys Sports College may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, Using our Whole School behaviour and Anti bullying policies and by

providing pastoral support. Any response should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

2. Early help

Following advice from CFCS a referral to early help may be made. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

3. Referrals to children's First Contact Service (Sutton Social Care)

Where a child has been harmed, is at risk of harm, or is in immediate danger, a referral to the appropriate local authority social care will be made. At this point parents or carers will be informed, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

Consideration of safeguarding the victim, alleged perpetrator, any children directly involved in the reported incident and all children (and adult students) at the Carshalton Boys Sports College will be immediate.

In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. Carshalton Boys will escalate their concern should we believe the child remains in immediate danger or at risk of harm.

4. Reporting to the police

Any report to the police will generally be in parallel with a referral to children's social care.

When there is a criminal investigation, early engagement and joined up working between the Carshalton boys, children's social care and the police will be critical to support the victim, alleged perpetrator and other children (and adult students) involved (especially potential witnesses).

There may be delays in any case that is being progressed through the criminal justice system. Schools should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other children and adult students in the school or college.

In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.

If a child is convicted or receives a caution for a sexual offence:

Update its risk assessment, ensure relevant protections are in place for all children at the school or college and, if it has not already done so, consider any suitable action in light of their behaviour policy.

If the perpetrator remains in the same school or college as the victim, the school or college should be very clear as to their expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school or college thinks are reasonable and proportionate with regard to the perpetrator's timetable.

Ongoing response (1 month review)

Safeguarding and supporting the victim

The following principles should help shape any decisions regarding safeguarding and supporting the victim.

- the most appropriate language to use when referring to the "victim", as not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way.
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine, and school should be a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment - there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities.

If the trauma results in the victim being unable to remain in school, alternative provision or a move to another school or college should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution.

In all but the most exceptional of circumstances, the rape or assault constitute a serious breach of the schools behaviour policy and that allowing the perpetrator to remain at Carshalton Boys Sports College would seriously harm the education or welfare of the victim (and potentially other pupils).

Where a criminal investigation into sexual assault leads to a conviction or caution.

This constitute a serious breach of the schools behaviour policy and that allowing the perpetrator to remain at Carshalton Boys Sports College would seriously harm the education or welfare of the victim (and potentially other pupils).

Safeguarding and supporting the alleged perpetrator

Schools should consider the most appropriate language to use when referring to the “perpetrator” or “allegedly perpetrator”.

The guidance recognises that the school or college will have to balance safeguarding the victim (and the wider student body) with providing the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions.

It highlights that a child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college.

Consideration should be given to:

- the age and the developmental stage of the alleged perpetrator and nature of the allegations
- the proportionality of the response. Support (and sanctions) should be considered on a case-by- case basis

Working with parents and carers

The school or college will, in most instances, engage with both the victim’s and the alleged perpetrator’s parents or carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk.

It is good practice for the school or college to meet the victim’s parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also is also good practice for the school or college to meet with the alleged perpetrator’s parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator.

Safeguarding other children

Consideration should be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required.

The school or college should be doing all they can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed, including online or by social media

A whole school or college approach to safeguarding, a culture that makes clear that sexual violence and sexual harassment is always unacceptable, and a strong preventative education programme will help create an environment in which all children at the school or college are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

It is important that schools and colleges keep their policies, processes and curriculum under constant review to protect all their children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes or relevant parts of the curriculum.

Non-recent abuse

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/non-recent-abuse/>

Report to the school safe@carshaltonboys.org

Call the Police on 101. They will make sure you're put through to the right team to support you

NSPCC:

It's normal to be anxious about reporting and worry about what might happen. If you don't feel comfortable contacting the police or want to find out more about your options, you can contact us. We're here to support you, no matter your worry. Call us on 0808 800 5000, email help@nspcc.org.uk or fill in our [online form](#).

Appendix D: Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Working Together to Safeguard Children defines CSE as follows:-

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

It is important to remember that both female and males can be victims of CSE & CCE

People who sexually exploit children are often described as highly manipulative individuals. They exert power over young people through physical violence, emotional blackmail or financial pressure, for example holding them in debt or making them dependent on what the abuser is providing e.g. alcohol, drugs affection.

Children and young people often only know their abuser by an alias, nickname or appearance. Victims may be passed between abusers and assaulted by multiple perpetrators. Children and young people are often moved from location to location and abused in each place

CSE and Gangs

Sexual exploitation is used in gangs to:

- exert power and control over members
- initiate young people into the gang
- exchange sexual activity for status or protection
- entrap rival gang members by exploiting girls and young women
- inflict sexual assault as a weapon in conflict.

Signs of CSE:-

Those involved in CSE may:-

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- associate with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- be involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- go missing from home, care or education

Other indicators include:-

- being withdrawn
- suddenly behaving differently
- anxiety / Low mood
- being clingy
- aggression
- problems sleeping or nightmares
- eating disorders or changes in eating habits
- wetting the bed or soiling clothes
- taking risks
- frequent absence from school
- obsessive behaviour
- misuse of drugs or alcohol
- self-harm or thoughts about suicide
- sexually activity at a young age, promiscuity or use of sexual language or knowledge inconsistent with age
- have physical symptoms e.g. anal or vaginal soreness, an unusual discharge, have a sexually transmitted infection (STI), become pregnant

Child Criminal exploitation: county lines

- An updated report by the National Crime Agency (NCA) in 2018s found that the use of ‘county lines’ by gangs, is a growing issue, and is exploiting ever-younger victims. We also recognise other associated risks to young people in the field of criminal exploitation such as being drawn into online money laundering by gang operations.
- County lines exploitation is the process by which gangs, usually from large urban areas, supply drugs to suburban and rural locations using vulnerable children and young people to courier drugs and money. Children can be vulnerable to manipulation and exploitation for a wide range of factor from living in poverty to a desire to earn street cred amongst their peers.
- Typically, gangs use mobile phone lines to facilitate drug orders and supply to users. They also use local property as a base; these often belong to a vulnerable adult and are obtained through force or coercion (known as ‘cuckooing’).
- The County Lines process is now understood as a driving causal factor in youth violence and, in some cases, includes elements child trafficking.

Signs and signals of County Lines or other forms of criminal exploitation include:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Having a second, old phone (i.e. not a smart phone)
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn’t expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

Reporting to the police

When it is considered that the police need to be involved, issues will be referred to the School’s Police. The School notes that when a report is made to the police they are not able to offer general advice on incidents. If the children involved are named or specifics are provided they are duty-bound to record and investigate all criminal activity reported.

Recording

All incidents will be recorded in detail on CPOMS and will include:-

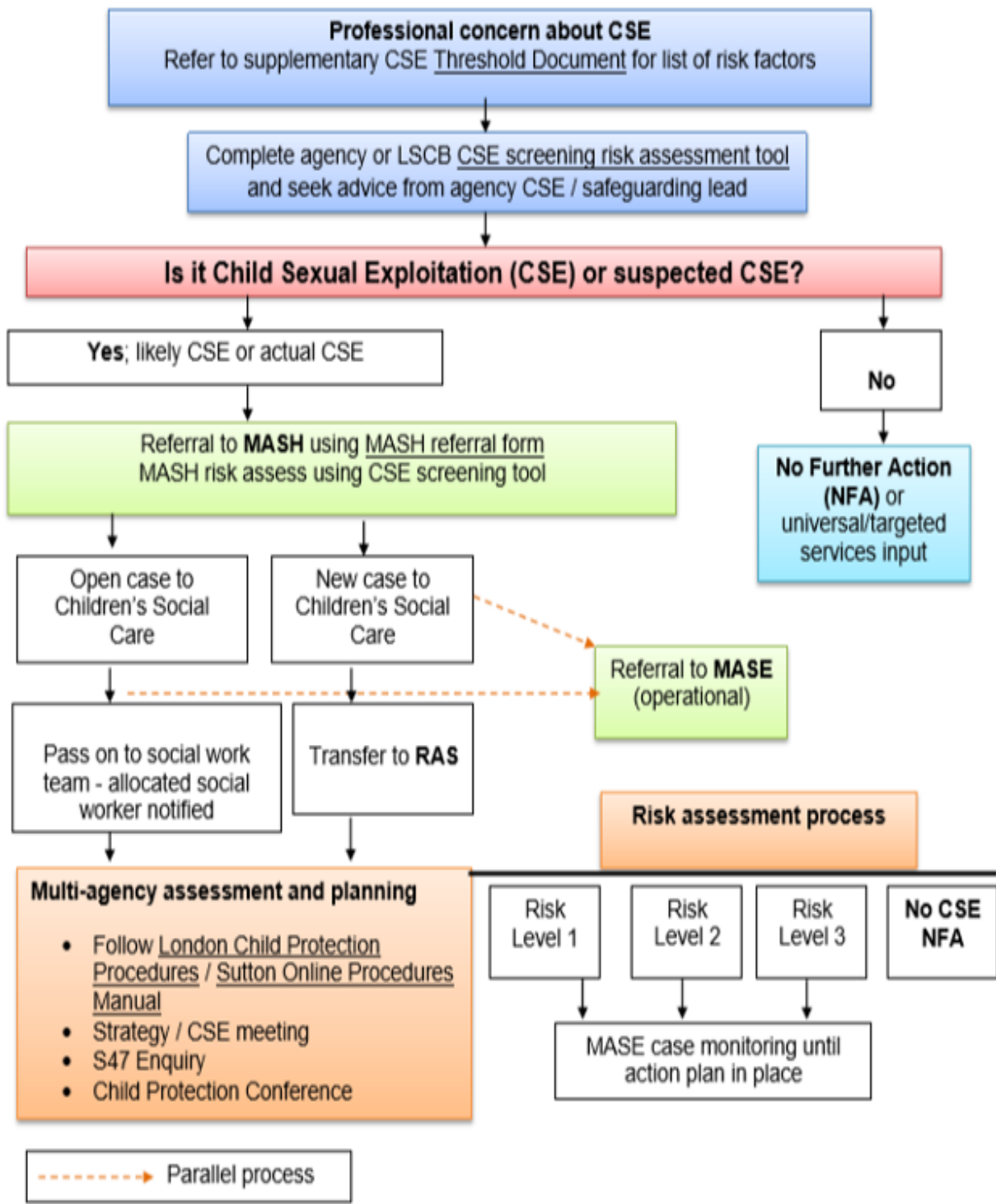
- All dates and times
- Assessment and management of the risk of harm
- Decisions made and, where relevant, reasons for decision

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.

Child Sexual Exploitation (CSE) Referral and Risk Assessment Pathway



Appendix E: Harmful and Abusive Behaviour (Peer on Peer abuse)

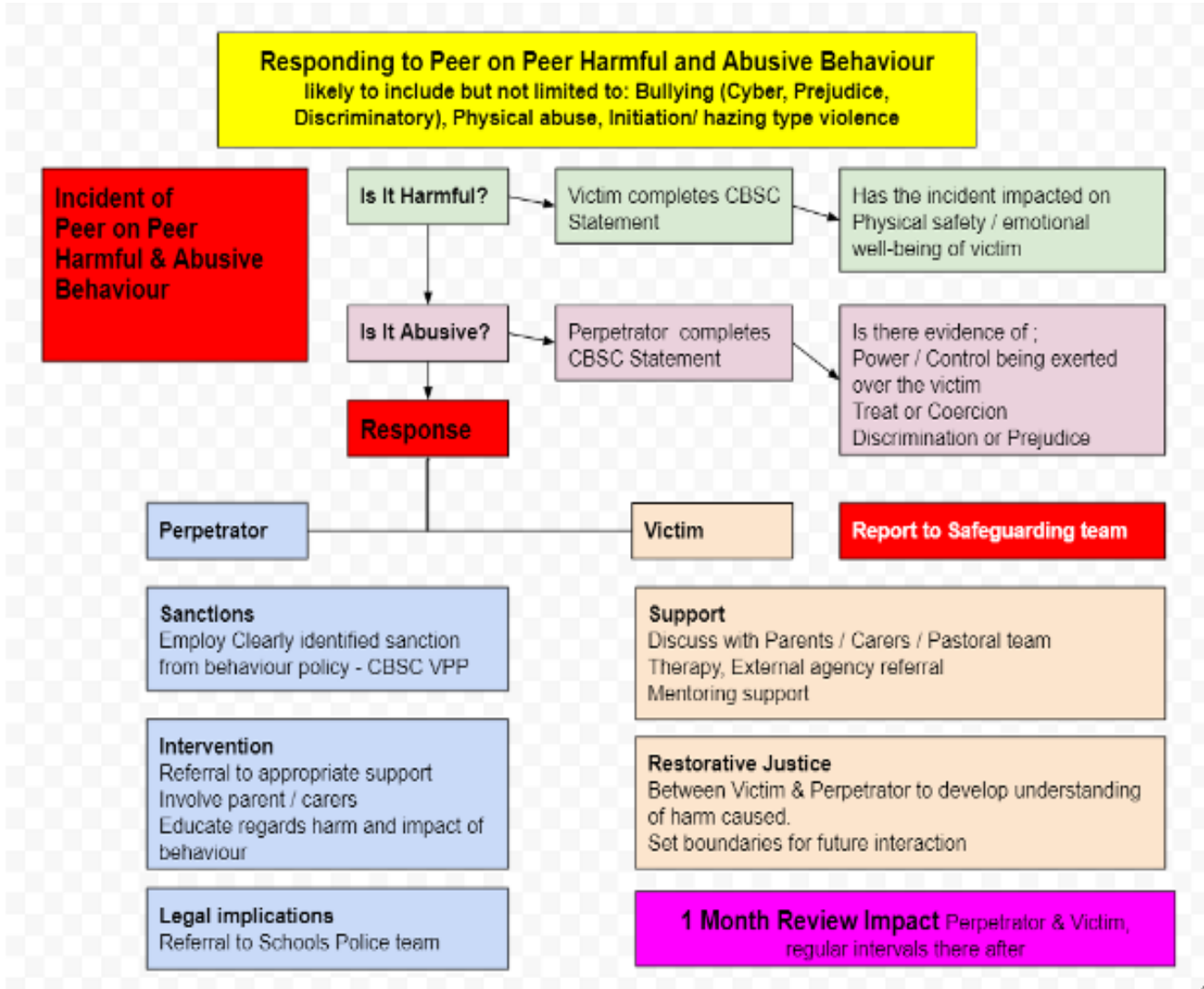
Behaviours are **harmful** when they have a detrimental impact upon the physical safety or mental well-being of an individual. This **can** include (but is not limited to):

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse within intimate partner relationships;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment (Appendix C);
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (Appendix F);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

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.

Protocol for dealing with Harmful and abusive behaviours



Appendix F: Youth produced sexual imagery

There is no single 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.'

It is an offence to possess, distribute, show and make indecent images of someone under 18. Indecency is not defined but for most purposes, if imagery contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

The law was devised to protect children from adults and not to criminalise children. However, children who take or share sexual images of themselves or others are breaking the law. Creating and sharing imagery can be very risky but can be the result of natural curiosity and exploration. Young people often need educating, support and safeguarding rather than criminalisation.

Schools may respond to incidents without referring to the police. If the police are involved, they can record the outcome of the investigation as "Outcome 21". This means that even though a young person has broken the law and the police could provide evidence that they have done so, the police can record that they chose not to take further action as it was not in the public interest.

Dealing with incidents:

- The image must not be copied or stored on another device; it should not be viewed without good reason (see below)
- The incident should be referred to the DSL as soon as possible to decide:
 - Whether there is an immediate risk to a young person or young people.
 - If a referral should be made to the police and/or children's social care. An immediate referral to police and/or children's social care should be made if at this initial stage:
- The incident involves an adult or there is a significant age difference
- The imagery involves sexual acts and any pupil in the imagery is under 13
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

Any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care. The school will also take into account whether the child has been involved previously in any such incident.

- Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, responses to incidents should be based on what staff have been told about the content of the imagery. The decision to view imagery will be based on the professional judgement of the DSL and will comply with the child protection policy and procedures of the school. The School is aware of advice that imagery should not be viewed if the act of viewing will cause significant distress or harm to the pupil. If viewing is necessary, staff must ensure an appropriate environment e.g. private, with another member of staff (who does not need to see the images), on school premises where possible, taking into account sensitivities with regard to gender, and ensuring a formal note is made of who was present, what was seen and the purpose of viewing as part of CP records.

When discussing the sharing of youth produced sexual imagery, the DSL will:

- Recognise the pressures that young people can be under to take part in sharing such imagery and, if relevant, support the young person's parents/carers to understand the wider issues and motivations around this.
- Remain solution-focused and avoids questions which may come across as accusatory such as 'why have you done this?' as this may prevent the young person from talking about what has happened.
- Reassure the young person that they are not alone and the school will do everything that they can to help and support them.

- Discuss issues of consent and trust within healthy relationships, explaining that it is not ok for someone to make them feel uncomfortable, to pressure them into doing things that they don't want to do, or to show them things that they are unhappy about and let them know that they can speak to the DSL if this ever happens.
- Explain the risks of sharing such images and the way in which this is viewed in law.

Deletion of imagery

- Students will be reminded that possession of youth produced sexual imagery is illegal and that they must delete images.
- They will be informed that if they refuse or it is later discovered they did not delete the images they are committing a criminal offence and the police may become involved.

Informing Parents/Carers

Parents/carers will be informed at an early stage unless informing them will put the student at risk. A decision not to inform parents will usually be taken with social care and or the police. Parents/carers will be offered advice, although this advice will vary according to the way in which their child has been involved.

All parents or carers whose child has been involved in any incidents will be:

- Given support to deal with their own feelings of upset and concern.
- Kept updated about any actions that have been taken or any support that their child is accessing.
- Advised on the law around youth produced sexual imagery with regard to saving, sharing, or looking at naked or sexual images of children.
- Informed about sources of support for their child, in case they are feeling anxious or depressed about what has happened. This could include speaking to a ChildLine counsellor or a GP.
- Provided with information on where they are able to access support themselves if they are concerned or distressed.
- Directed to NCA-CEOP if they are concerned about child sexual exploitation or grooming.

Parents or carers whose child has lost control of a sexual image should be:

- Directed to encourage the young person to delete images from social media accounts, if they have uploaded them themselves.
- Directed to ChildLine's partnership with the Internet Watch Foundation to see if it is possible to get the image removed if it has been shared more widely. This must be done as soon as possible in order to minimise the number of people that have seen the picture. Parents/carers will also be informed about how to report sexual images on individual sites to get them taken down. If the image has been shared via a mobile, they will be informed that they can contact the mobile phone operator in order to get their child's mobile number changed.
- Directed to services for Harmful Sexual Behaviour, such as the National Clinical Assessment and Treatment Service24 (020 7428 1500 or NCATS@nspcc.org.uk, an NSPCC service), if appropriate, or if similar incidents have previously occurred.

Parents or carers whose child has been sent a sexual image will be:

- Provided with suggested ways that their child could speak to the sender in order to stop future correspondences. Alternatively, if the young person prefers, informed about how to block the sender.
- Directed to NCA-CEOP if the images were shared by an adult, if their child is being contacted by adults and they are concerned about sexual exploitation or grooming

**Carshalton Boys Sports College:
'Youth Produced Sexual Imagery' Protocol**

Disclosure or evidence
Email safe@carshaltonboys.org

Safeguarding team follow protocol in conjunction with 'Sexting' in Schools advice

Child Under 13

Statement from victim & perpetrator
Screen & Search devices
Contact parents

CFCS
0208 770 6001
Gill Bush:
0203 323 0423
Schools Police:
0208 649 0582

Produced & Distributed without consent

Child 14+

Produced consensually
Not Distributed
No Further Risk

Strategy Discussion

HIGH

Produced Consensually
Contain Harmful material
(Substance abuse, CSE etc)
RISK ASSESSMENT

LOW

Joint Investigation

Safety Checks
Block networks
Report Hosting site
CEOP report

1 month review
of victim and perpetrator
Log onto CPOMS

Harm Reduction
Online safety pack
Safeguarding / Pastoral team follow up and monitoring of pupil behaviour

Referral
Additional Support

DO NOT:
View Images
Print or move images to another device
DO:
Confiscate the device
Secure the device
Only discuss concerns with Safeguarding team

Paul Avery DSL, In his absence concerns referred to;

1. Sue Barker
2. PSO's
3. Jenny Gaylor
4. Simon Barber

Key Questions:
Did you receive / send or show the image?
Is the image illegal or inappropriate?
How widely has the image been shared?
Was it on a school device?
Was it on social media (report to CEOP) ?
Are others involved, did they receive / send / share or have their own imagery?
Do you know where the image is now?

Appendix G Anti-Radicalisation & Prevent

Carshalton Boys Sports College is committed fully to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. The Anti-radicalisation policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism, by identifying who they are and providing them with support.

This policy is intended to provide a framework for dealing with issues relating to vulnerability to radicalisation and exposure to extreme views. It sets out clearly how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

- All Trustees, teachers and support staff will have an understanding of what radicalisation is and why we need to be vigilant in school.
- All Trustees, teachers and support staff will know what the school policy is on anti-radicalisation and will follow the policy when issues arise.
- All parents/carers and students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

The main aims of this policy are to ensure that staff are engaged fully in being vigilant about radicalisation; that they overcome any professional disbelief that might make them think such issues will not happen here; that we work alongside other professional bodies, parents/carers and specialist agencies to ensure that our students are safe from harm.

Definitions, Vulnerability and Indicators

The UK Government defines extremism 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. Extremism also includes calls for death of members of the armed forces.

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

Young people may be vulnerable to radicalisation in the same way that they might be vulnerable to any form of grooming. They may:

- Feel they lack excitement in their life or have feelings of frustration.
- Lack a sense of achievement, lack purpose and have no confidence in their future
- Lack an outlet for their views
- Have gaps in their knowledge which can be exploited by others with extremist views
- Have a sense of injustice
- Have experienced an actual or perceived humiliating incident (including bullying, racial discrimination)
- Feel a lack of belonging to peers groups or the community

There are a number of behaviours which may indicate a young person is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

Procedures for Referrals

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the geographical and community local area as well as wider issues. Staff are aware that instances of radicalisation can happen anywhere, including in this school, and that they are to refer any concerns through the appropriate channels. We believe that it is possible to intervene to protect young people who are vulnerable to radicalisation. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups. We must have the confidence to challenge and to intervene and ensure that we have strong safeguarding practices.

The Designated Person or another member of the Leadership team will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Principal and Designated Person or relevant member of the Leadership team will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed. In the event of behaviour that raises concern with regard to radicalisation:

- These will be reported directly to the Designated Person for child protection or in their absence another member of the Leadership Team.
- Advice may be sought from MASH
- Referrals to external agencies will be made where there are concerns about safeguarding the student or others in the community. Egg to the CHANNEL programme as part of the government's Prevent Duty

The school would refer to MASH and make a further referral to relevant external agencies as advised by MASH. The school is aware that it is not automatically appropriate to contact parents/carers and will seek advice from MASH/police before doing so.

Parents /carers will be contacted by the appropriate agency (if extreme this will be the Home Office/police; if more vulnerable this will be social care or the school pastoral team). Students will continue to be monitored and any concerns raised in accordance with advice received.

Preventing terrorism and radicalisation



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@sutton.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 Children's First Contact Service (CFCS)
020 8770 6001 (9AM to 5PM Weekdays)
020 8770 5000 (out of hours)
childrensfirstcontactservice@sutton.gov.uk

Refer Adults to prevent@sutton.gov.uk

*you cannot send a secure email to this email address unless you have an email account that has access to the CISM 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 H: Female Genital Mutilation – FGM

FGM is a form of physical abuse. It is the partial or total removal of the external female genitalia or other damage to the genital organs. It is sometimes referred to as female circumcision, however, unlike the majority of male circumcisions, it can inflict severe and long term physical and psychological damage. FGM is a cultural issue; it is not a religious issue and no religion requires FGM. Some cultures, however, see FGM as a rite of passage which will make the girl more virtuous. Victims are usually taken abroad for the procedure as it is illegal in this country.

FGM is typically inflicted on girls between 4 and 15 years of age. The majority of known cases are in 28 African countries including Somalia, Sudan, as well as others in the Middle East and Asia.

What are the indications that a girl may be about to become a victim of FGM?

- The girl talks of a “special procedure” which will make her a woman or talk of a ceremony. There may be talk of vaccinations.
- Talk of a long holiday to the country of origin where the practice is prevalent. This might not be enough on its own but might be significant when added to other concerns.
- A mother or older sister has undergone FGM.

What are the indications that a girl is a victim of FGM? Prolonged absence from school and a change in behaviour on return.

- Finding it difficult to sit still and appears to be experiencing discomfort or pain
- Spending a long time at the toilet
- Asking to be excused from Games
- A sudden change in dress.

Appendix I: Honour-Based Abuse – HBA

HBA encompasses all crimes which have been committed to protect or defend the honour of the family and/or the community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. This might include:-

- relationships with others from different cultures or religions
- belonging to a different culture or religion
- not being willing to be part of an arranged or forced marriage
- wearing non-traditional clothes
- participating in activities which are not seen as part of tradition in that culture
- expressing autonomy
- expressing homosexuality

Women and girls are the most common victims but boys and men can also be affected.

Crimes of honour do not always include violence but there may be domestic abuse, threats of violence, sexual or psychological abuse, someone being held against their will or being taken somewhere they do not want to go.

Victims of HBA are more likely to underestimate the risks to their safety than overstate them

HBA also includes Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Forced marriage is a marriage in which one or both of the parties is married without his or her consent or against his or her will. A forced marriage differs from an arranged marriage, in which both parties consent to the assistance of their parents or a third party (such as a matchmaker) in identifying a spouse.

It is estimated that approximately 8,000 to 10,000 forced marriages of British citizens take place every year often resulting in devastating long term consequences for the victims.

There is no religion that says it is right to force someone into a marriage.

All forms of so called HBA are abuse (regardless of the motivation) and need to be handled and escalated as such.

Appendix J: Children Missing Education – CME

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

The School recognises that a child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation; it also recognises that prolonged absence could be the result of travelling to conflict zones, female genital mutilation and forced marriage.

On the day of a student's admission, the School enters students onto the admission register. The School monitors the attendance of students daily using the Management information system. The school also contacts home on the day of any unexplained absence, alerting parents/carers to the absence. It similarly notifies unexplained lateness after the register has closed.

If a student fails to attend on the agreed or notified date, the school will undertake reasonable enquiries to establish the child's whereabouts. Where there are safety or other concerns, and also in circumstances where a child is being particularly monitored, the school will notify the Local Authority and/or social services of this, depending on the circumstances

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days the pupil can be removed from the admission register after making reasonable enquiries to establish the whereabouts of the child. This can only be applied if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or other acceptable and unavoidable cause.

There is a local authority protocol with regard to the reports and their frequency when the school will provide details of pupils who fail to attend regularly, or have missed ten school days or more without permission.

The school also has an attendance policy to encourage high levels of attendance and punctuality at school and employs the services of an Education Welfare Officer to support in cases where attendance is below expectations.

Where a child who has an allocated social worker, or where other recognised professionals are involved with the child and/or wider family, DSLs or other appropriate staff will liaise with the relevant professional/s if said child is absent from school for more than one day or on the first day if there are concerns re the absence escalating risk, both familial or extra-familial, to the child.

Missing Children

When children are absent from where they are expected to be

- Some children absent themselves for a short period and then return: often their whereabouts are known. They are not considered at risk and usually they are testing boundaries.
- Sometimes children stay out longer than agreed either on purpose or unwittingly. This kind of boundary testing activity is well within the range of normal teenage behaviour and does not come within the definition of "missing" for the purposes of police categorisation (see here for more information). These children are usually regarded as children "who are absent without consent". This does not apply to children of primary school age who should be referred immediately if missing.
- **When abduction is suspected, the situation must be referred to the Police immediately as a criminal matter.**
- **Missing is defined** for the purposes of police risk assessment as: Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be subject of crime or at risk of harm to themselves or another.

What happens when a student does not arrive at school, and there has been no contact from home to explain absence?

- The student will be marked absent at morning registration
- Where a student is under any previously notified "danger alert" concern, the attendance officer will alert the year team and the school will also contact home as soon as possible to ascertain whereabouts

- For all other students, an automated contact with parents/carers will be made mid-morning using contact Numbers provided informing them of the non-attendance
- The school will also notify parents/carers where a student arrives late for school, again using the automated contact system.

What happens when a child is found to be missing during the school day due to truancy?

- The year team will call parents/carers and inform them and advise them to take the same sorts of approaches as 2 – 4 below.

What happens when a student has not arrived home at the end of the school day?

- The school recognises the anxiety that this can cause in parents/carers, particularly where this is out of character for the student or where students usually have travelled with parents/carers
- The school will ask parents/carers if they have tried the child's mobile phone number and what was the result.
- The office will check with year team to see if whereabouts known; they will also ask staff near the extra-curricular clubs and table tennis tables to see if it is possible for the student to be there and check with clubs/detentions as much as is possible. The school will also explain to parents/carers that students could still be on site, chatting with friends, waiting for them outside a room or simply having called in for some extra help with a staff member; it is a large site with well over a hundred rooms and other areas.
- The school will advise parents/carers to check friends or family to ensure they have not called in there. Where friends' names at school are known, the office can ring these contacts to see if the child is there. [For confidentiality reasons, friends' contact details will not be given to other children's parents/carers]
- The school will ask parents/carers to let the school know once the child is found.
- The school will advise parents/carers to ring police if they are concerned. Parents/carers can ring the police immediately if they have serious concerns about the safety of their child; they do not have to be absent for e.g. 24 hours.

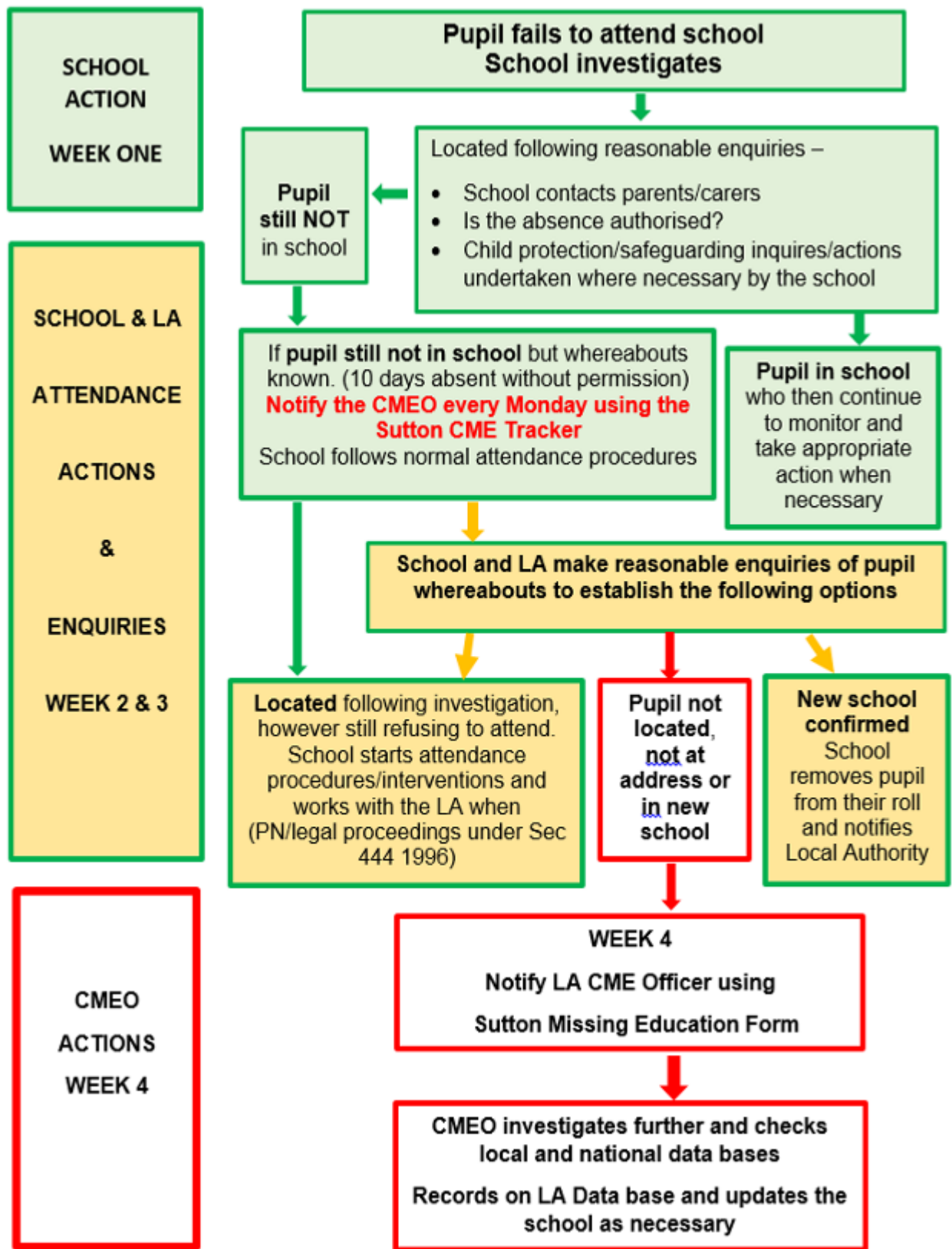
What happens if parents/carers advise that a child has been missing for a sustained period of time?

- The school will check that the police have been informed (parents/carers should have a crime reference number)
- The school will contact the police, confirm they are aware and ask if any information needs to be provided from the school (e.g. friends' contact details, or speaking to friends to see if they know where they may be)
- The school will keep in contact with parents/carers about progress of any search, and ask that they are told as soon as the child is safely returned.

When will the school inform the police of a missing child/student?

- When a child is known to be vulnerable or at additional risk such that any absence should be treated as having serious implications for their safety
Where circumstances are such that there is reason to fear for the immediate safety of the child e.g. report of crime or possible abduction
- When a child has been missing for a sustained period (e.g. overnight) and parents/carers have not informed the police
- The school will also notify any social workers allocated to the family or child.

Children Missing Education referral pathways for Sutton Schools



Appendix K: Lockdown Protocol

LOCKDOWN may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident / civil disturbance in the local community (with the potential to pose a risk to staff and students in the school)
- An intruder on the school site (with the potential to pose a risk to staff and students)
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc.)
- A major fire in the vicinity of the school
- A dangerous animal on the property

Activation of LOCKDOWN:

If any member of staff becomes aware of an urgent situation like those listed above they should, without putting themselves at risk do as many of the following; send a LOCKDOWN email to all staff, call reception (100) to alert them, call the police on 999, verbally alert other members of staff and pupils.

Signal for LOCKDOWN:

- Email – Subject Header – “LOCKDOWN”
- School comms (text message) to staff and pupils – “LOCKDOWN”
- Telephone calls
- Verbal, Face to face.
- Other alerts will be added in time

Response to LOCKDOWN signal:

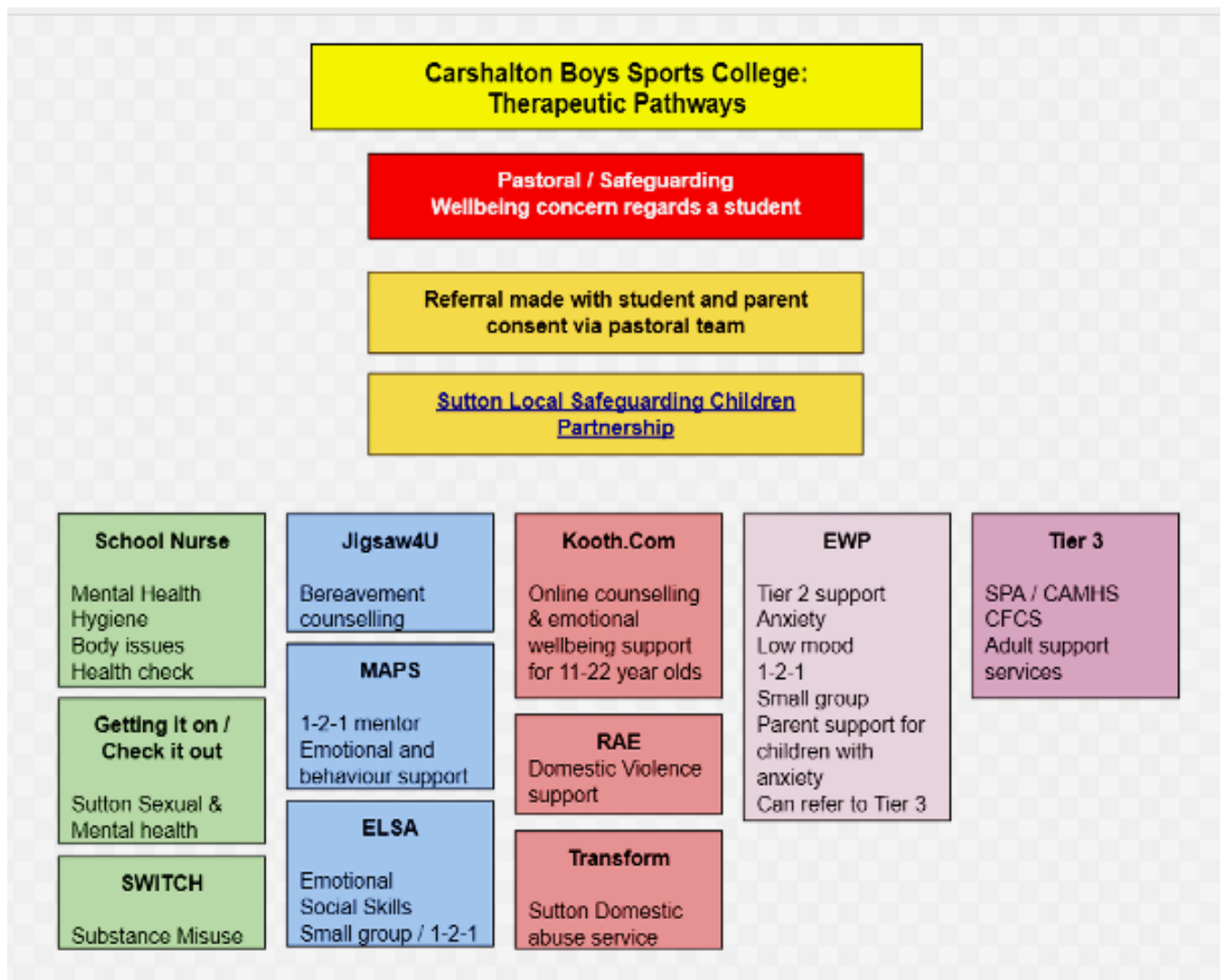
NB – with all actions below, please ensure your OWN safety before ensuring the safety of others

1. Ensure all students are inside a classroom or other lockable room. If LOCKDOWN is activated at lunch or break – bring all students and staff into the nearest building
2. Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building and rooms
3. Ensure people take action to increase protection from attack:
 - a. Block access points (e.g. move furniture to obstruct doorways)
 - b. Sit on the floor, under tables or against a wall
 - c. Keep out of sight - Draw curtains / blinds - Turn off lights and projectors
 - d. Stay away from windows and doors
2. Ensure that students, staff and visitors are aware of an exit point in case an intruder does manage to gain access to the building
3. If possible, check for missing / injured students, staff and visitors.
4. Remain inside until an all-clear has been given or unless told to evacuate by the emergency services.
5. Await further instructions via App, School Comms or Email.
6. Share any information you may have on the developing situation via email – lockdown@carshaltonboys.org

Signal for LOCKDOWN all-clear:

Via App, school comms (text message) and email which includes the known ‘safe’ word. The ‘safe’ word to be shared verbally at a whole staff meeting.

Appendix L: Therapeutic Pathways



Appendix M: Other categories of abuse & Indicators of concern

Domestic Abuse

www.refuge.org.uk Domestic Abuse 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 Abuse 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 Abuse, important aspects and routines of child care may be neglected, impacting on the child's well-being.

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.

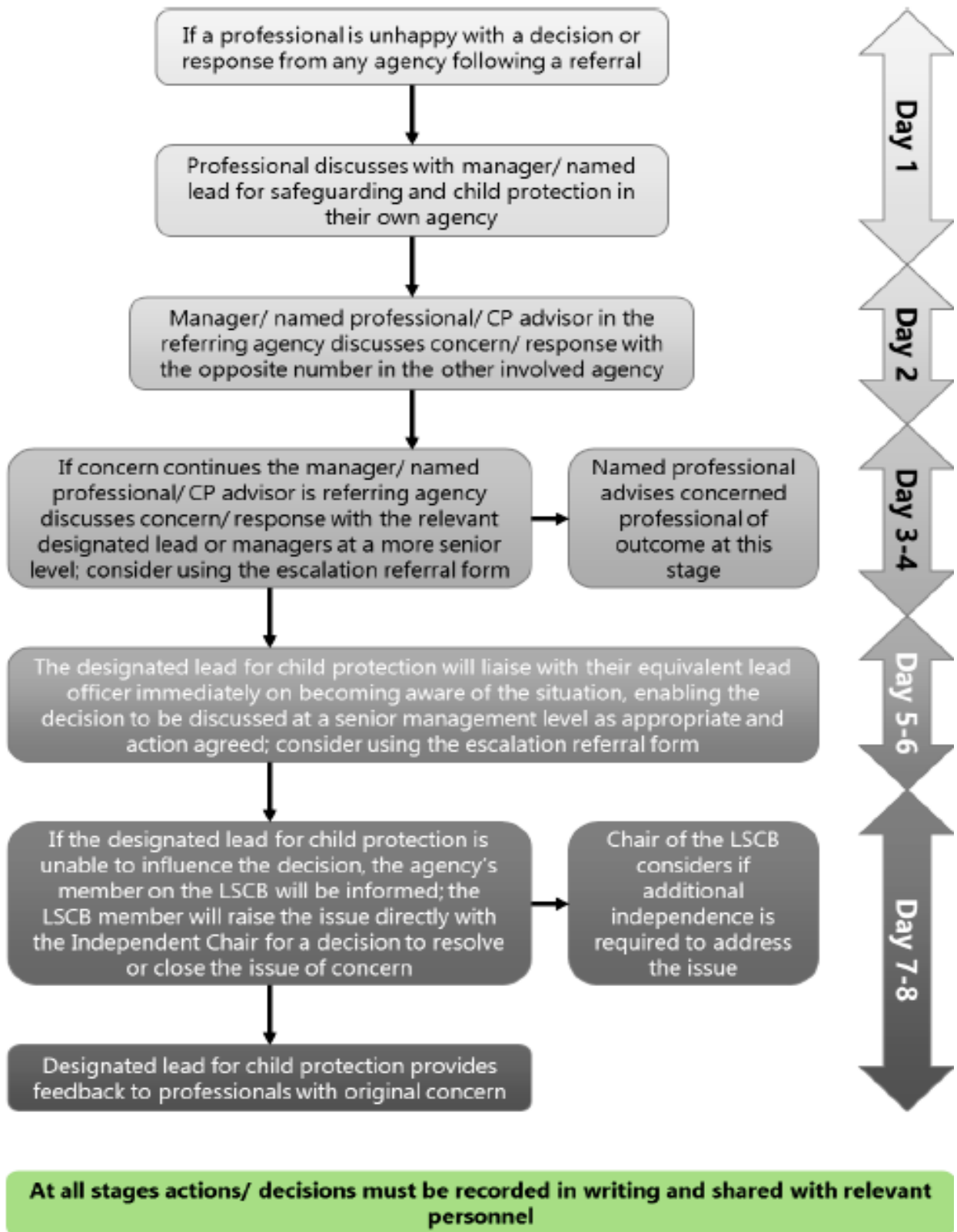
Association with Extremist Groups

- 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.

Appendix N: Sutton LSCB Escalation



Appendix O: Sutton Schools Safeguarding/CP Support

Safeguarding/CP Support for Sutton Schools and other education establishments Updated 8 th February 2021		
Name Organisation	Role	Contact details
Gill Bush Cognus	Education Safeguarding Children Adviser Education Lead in the MASH	Direct to GB – 0208 323 0423 07701 280793 gillian.bush@cognus.org.uk
Hayley Cameron Cognus	Education Safeguarding Manager <i>Support for Safeguarding / CP queries, Ofsted ready reviews and training</i>	07736 33 8180 hayley.cameron@cognus.org.uk
Stephen Welding Cognus	Education ESafety Adviser <i>ESafety support and training, and Prevent training for all staff and Trustees</i>	07768 387330 stephen.welding@cognus.org.uk
Mick Bradshaw Cognus	Outdoor Education Adviser <i>Advice and Safeguarding Support for outdoor education and educational visits/residentials</i>	07736 338471 mick.bradshaw@cognus.org.uk
Peter Gasparelli	Head of Quality and Customer Care Service, Cognus (Safeguarding Team manager)	07534 538 521 peter.gasparelli@cognus.org.uk
Nick English Cognus	Head of Access & Principal Educational Psychologist <i>Support for Critical Incidents (e.g. sudden death/suicide)</i>	nicholas.english@cognus.org.uk
Kate Leyshon	Headteacher, Sutton Virtual School for Children Looked After	07515 137 705 Kate.leyshon@cognus.org.uk
Locality Teams	Green West Manager - Shirleen Nelson	Duty number 0208 770 5204 0208 770 5703 shirleen.nelson@sutton.gov.uk
	Blue Central Manager – Andrea Bryant	Duty number 0208 7705202 0208 770 4995 andrea.bryant@sutton.gov.uk
	Red East Manager – Shelley Leo	Duty Number 0208 770 5199 0208 770 4894 shelley.leo@sutton.gov.uk
Social Care	Out of Hours - Emergency Duty Team Children's First Contact Service (CFCS) Adults Social Care	0208 770 5000 X 9 cfcs@sutton.gov.uk 020 8770 6001 referralpoint@sutton.gov.uk 020 8770 6770
Sutton LA Duty LADO	LADO (Lead Local Authority Designated Officer – complaints against staff) Sima Hirani	0208 770 4776 LADO@sutton.gov.uk sima.hirani@sutton.gov.uk

Prevent and Hate Crime Officer	Abu Ullah	0208 649 0672 abu.ullah@sutton.gov.uk
Anti-Racism Practice Lead for Sutton	Nashan Wilson	Nashan.wilson@sutton.gov.uk
Disabilities Team	Jo Mitchell Interim team manager Children with Disabilities Lorraine Falconer Transition service manager	020 8770 4567 joanne.mitchell@sutton.gov.uk
LSCP and Learning and Development Manager	Camilla Webster	Camilla.webster@sutton.gov.uk suttonlscb@sutton.gov.uk
CAMHS Duty Line (SPA)		Monday – Friday 9am-5pm 0203 513 3800 For support outside of these hours or at weekends – 0800 028 8000
Reporting a Crime to the Police		Call 101 or report on line at https://www.met.police.uk/ro/report/ocr/af/how-to-report-a-crime/
Contact for Encompass Enquiries		SNMailbox.SafeguardingMASHSutton@met.police.uk
Contact for CME	Gill Bush	cme@cognus.org.uk
Contact for Home Education	Sarah Westall	ehe@cognus.org.uk
CAHMS Senior Clinical Nurse Specialist – Self-Harm	Megan Kent	0787 085 6037 Megan.kent@swlstg.nhs.uk
Designated Nurse for Child Protection and Looked after Children	Sarah Galvin	07342 058 212 Sarah.galvin@swlondon.nhs.uk
Education contact for the Police	Sarah Tynan	Sarah.tynan@met.police.uk
Jonathan Williams Sutton LA	Executive Head Safeguarding Children and Families	0208 770 6534 jonathan.williams@sutton.gov.uk
Jackie McCarthy Sutton LA	Head of Service, 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 (CFCS, RAS, Early Help and out of hours emergency duty service)	0208 770 4326 averil.kathan@sutton.gov.uk
Debbie Owen Sutton LA	Head of Service, Quality Assurance, Practice and Performance	debbie.owen@sutton.gov.uk
Angela Killalea Sutton LA	Head of Practice and Principle Social Worker (Children’s Services)	angela.killalea@sutton.gov.uk

Richard Sammut Sutton LA	Team Manager – Court Team	0208 770 5195 richard.sammud@sutton.gov.uk
David Charles Corporate	Principle Health & Safety Adviser Sutton Local Authority	0208 770 5023 david.charles@sutton.gov.uk

Appendix P: Covid-19 / Contingency to support future restrictions in schools

We will ensure that for individuals or groups of self-isolating pupils and pupils who are shielding, we follow government guidance related to coronavirus (COVID-19), remote education plans.

Contingency to support future restrictions in schools

Carshalton Boys will continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, we will refer to DFE guidance and protocol below, which has been updated and outlines how schools should operate in the event of any restrictions.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

Key Contacts

Paul Avery Deputy Principal in weekly contact with Sutton Safeguarding team and Sutton DSL's for local and national updates.

Vulnerable children

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- have an education, health and care (EHC) plan;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
- children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
- adopted children or children on a special guardianship order
- those at risk of becoming NEET ('not in employment, education or training')
- those living in temporary accommodation
- those who are young carers
- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

Eligibility for free school meals in and of itself is not a determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (Paul Avery – Deputy Principal) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Carshalton Boys Sports College will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Paul Avery

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and

CBSB will explore the reasons for this directly with the parent. **Sutton LA also complete random checks with schools on student provision**

Where parents are concerned about the risk of the child contracting COVID19, Carshalton Boys Sports College or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Carshalton Boys Sports College will encourage our vulnerable children and young people to attend a school, including remotely, this will be followed up with weekly reports and phone calls home

Critical workers

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in the following sections.

Attendance monitoring

In mainstream schools, all secondary-age pupils who are not expected to be in school from the start of future restrictions, should be recorded as 'code X'.

Children for whom on-site provision is being provided should be recorded in line with the normal school attendance requirements.

Shielding advice is currently in place in tier 4 areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.

Carshalton Boys Sports College and social workers will agree with parents/carers whether children in need should be attending school – Carshalton Boys Sports College will then follow up on any pupil that they were expecting to attend, who does not.

Phone calls will be made to the parents/carers in these circumstances.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Carshalton Boys Sports College will notify their social worker and make weekly calls home which will be logged on our school tracker

Designated Safeguarding Lead

Carshalton Boys Sports College has a Designated Safeguarding Lead (DSL) and a Deputy DSL (as stated in the main document)

The optimal scenario is to have a trained DSL (Paul Avery – Deputy Principal) available on site. Where this is not the case a trained DSL (Sue Barker - PSO) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

Carshalton Boys Sports College staff and volunteers will have access to a trained DSL (or deputy).

The DSL (or Pastoral support team) will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy; this includes emailing safe@carshaltonboys.org

Staff are reminded of the need to report any concern immediately and without delay

If there is a requirement to make a notification to Simon Barber Principal whilst away from school, this should be done verbally over the phone and followed up with an email to Sbarber@carshaltonboys.org to confirm the discussion.

Concerns around the Principal should be directed to the Chair of Trustees Ms Rebecca McGowan email: jlong@carshaltonboys.org

Safeguarding Training and induction

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Carshalton Boys Sports College, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will consider the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, Carshalton Boys Sports College will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where Carshalton Boys Sports College are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

Whilst acknowledging the challenge of the pandemic, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

As such, Carshalton Boys Sports College will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Volunteers

Carshalton Boys Sports College may use volunteers to assist in handing out and securing COVID-19 test kits to students and staff members. Other duties may be required such as building test kits, cleaning down areas and directing people.

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

Volunteers who, on an unsupervised basis provide personal care on a one-off basis in CBSC, will be in regulated activity. This means that if a volunteer is administering a COVID-19 test whilst un-supervised, they will be in regulated activity and therefore require an Enhanced DBS with Barred List check.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

- by a person who is in regulated activity.
- regular and day to day; and
- reasonable in all the circumstances to ensure the protection of children.

In appointing volunteers, the school will follow safer recruitment processes.

Online safety in schools and colleges

Carshalton Boys Sports College will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Carshalton Boys Sports College will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider IF there are virtual lessons, especially where webcams are involved:

- 1:1s, groups should be recorded
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the

- background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

Carshalton Boys Sports College is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made.

The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Carshalton Boys Sports College and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

At CBSC we recognise that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.

All staff at Carshalton Boys Sports College need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

Carshalton Boys Sports College is committed to ensuring the safety and wellbeing of all its students.

We will continue to be a safe space for all children to attend and flourish. Simon Barber the school Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Peer on Peer Abuse

Carshalton Boys Sports College recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Elective Home Education (EHE)

We will encourage parents to send their children to school, particularly those who are vulnerable.

Where an application is made, Carshalton Boys will consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school.

Where we feel that there is additional cause for concern the designated safeguarding lead will then consider making a referral to the local authority in line with existing procedures. This will happen as soon as the school becomes aware of a parent's intention, or decision, to home educate.

The Attendance and safeguarding team will work with local authorities and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child.

If a parent wants to admit their child to Carshalton Boys , we will follow our normal processes for in-year admissions applications.