



Carshalton Boys Sports College

Child Protection and Safeguarding Policy

Policy Number: S09

Review Date: All Student Governor meetings

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 an 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 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.)

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.

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.

Parent safeguarding concern referral:

Student safeguarding concern referral:

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)		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 governors	Ms Rebecca McGowan	jlong@carshaltonboys.org 0208 714 3100
Sutton LSCP Local Safeguarding Children Partnership	Information for Parent & Carers page	https://www.suttonlscp.org.uk/lscp-parentsandcarers.php
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 governors and are consistent with those of the Sutton Local Safeguarding Children's Partnership (LSCP) and locally agreed procedures. <https://www.suttonlscp.org.uk/>

Appendices:

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

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

- [Keeping Children Safe in Education \(2020 Jan 2021 update\)](#)
- [Working Together to Safeguard Children \(2018\)](#),
- [Governance Handbook](#).
- London Safeguarding Children Board <https://www.londoncp.co.uk/>
- Sutton LSCP <https://www.suttonlscp.org.uk/index.php>
- Children Act 1989 & 2004 [The Children Act 1989 & 2004 amendment](#)
- Children and Families Act 2014
- Education Act 2002 (Section 175) [Education Act 2002](#)
- School Staffing (England) Regulations [The School Staffing \(England\) Regulations 2009](#)
- Section 5B(1) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015 & Statutory guidance on FGM](#)
- [The Rehabilitation of Offenders Act 1974](#) which outlines when people with criminal convictions can work with children
- [Safeguarding Vulnerable Groups Act 2006](#) which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#) which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- <https://www.sutton.management.of.selfharm.protocol>
- Mental Health and Behaviour in Schools' 2018 <https://DFE.MentalHealth&BehaviourinSchools>
- UKCCIS Guidance Sexting in Schools: advice and support around self-generated images <https://UKCCIS.Guidance-Sexting-in-Schools>
- Sexual Violence and Sexual Harassment between children in schools <https://DFE.Sexualviolence&sexualharassmentinschools>
- Children Missing Education (CME) <https://DFE.CME>
- Screening, Searching and Confiscation <https://DFE.Searching-Screening&Confiscation>

Introduction

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

Safeguarding and Promoting the Welfare of Children is defined as:

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

Working Together to Safeguard Children 2018

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

The purpose of this safeguarding policy is to:

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

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

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

2. What puts young people at risk of harm?

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

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

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

3. Indicators of concern

The many potential indicators of harm and poor wellbeing are presented below, some of

which are specific to particular activities. However, **all** abusive, threatening and dangerous experiences can cause chronic [on-going] and/or acute [one-off] trauma and this will impact on a young person's emotional wellbeing. The first indicator that a young person is unsafe may be confrontational, defiant or withdrawn behaviours which demonstrate they are struggling to manage this trauma. When a student discloses concerns directly to a member of staff they should follow the protocol contained in this policy (Page 5)

A young person processing emotional trauma may be vulnerable to further risks as they try to support or improve their wellbeing on their own terms.

4. Carshalton Boys Sports College Safeguarding Structure

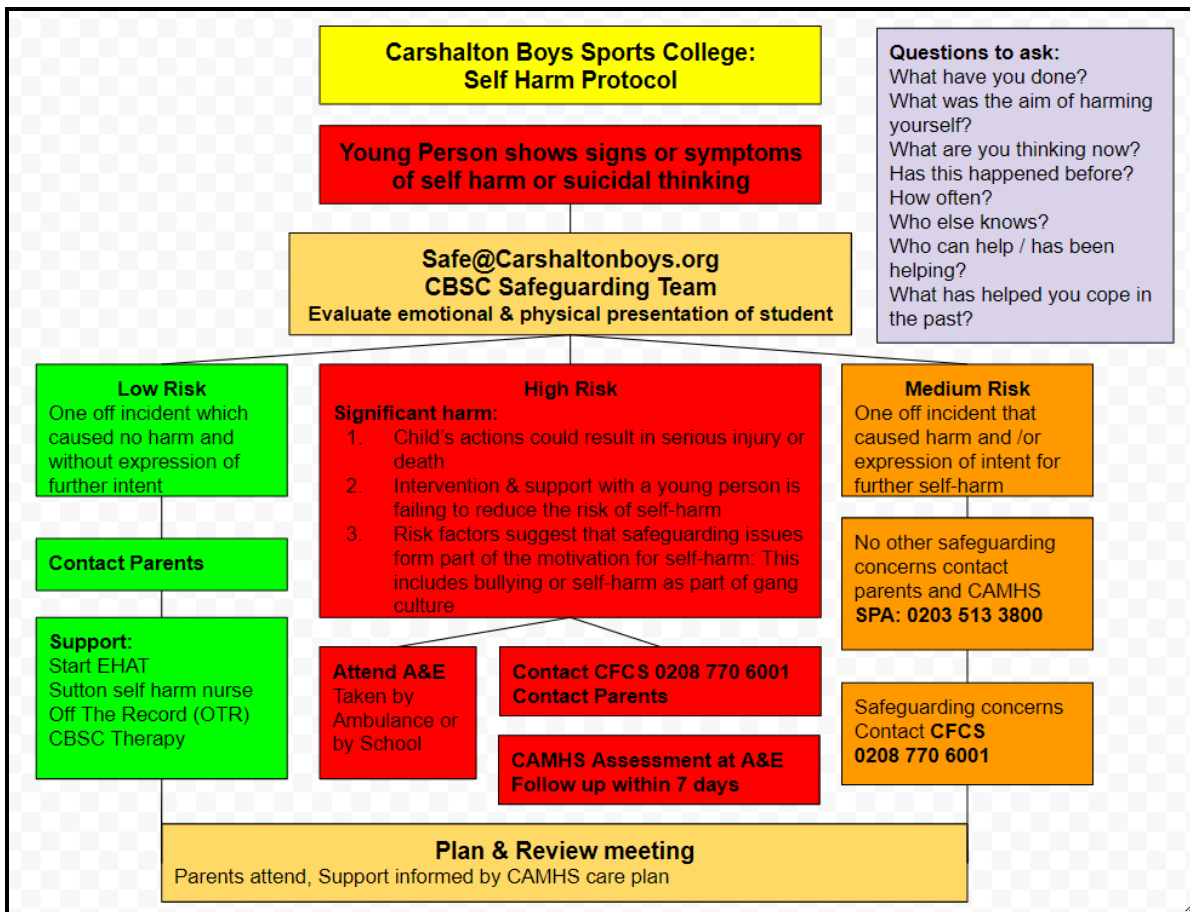
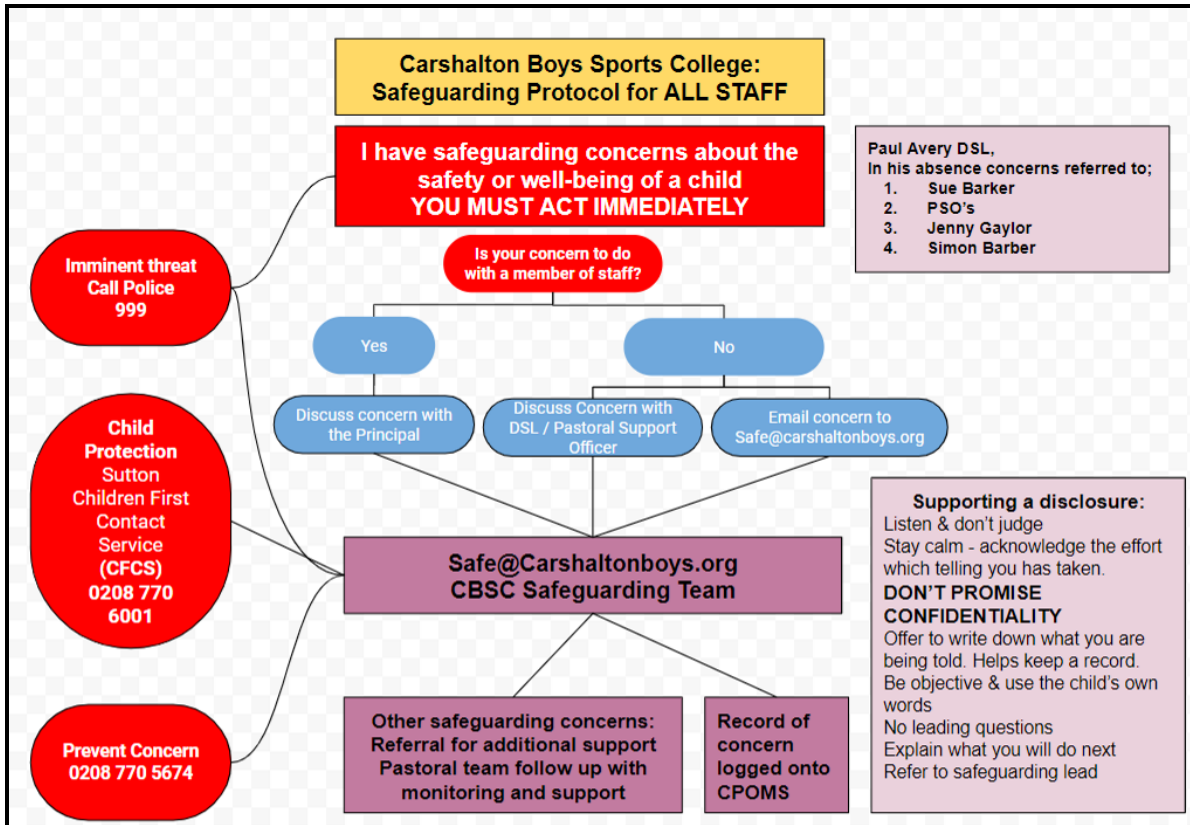
There are four key dimensions to CBSC Safeguarding Structures which are presented in more detail below.

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

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

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

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



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

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

Physical Abuse

Emotional Abuse

Sexual Abuse

Neglect

Definitions of child abuse

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

Physical Abuse

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

Emotional Abuse

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

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

2. What puts young people at risk of harm?

www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/

Young people place themselves at risk of harm through a wide range of activities and experiences located in their home, at school, in the wider community and increasingly online.

Domestic 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.

Self-Harm [CBSC Protocol page 5, Sutton Self Harm Protocol – Appendix B page 30]

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

Bullying

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

Harmful and Abusive Behaviour (Peer-on-Peer Abuse) [Appendix G page 34]

Behaviours are **harmful** when they have a detrimental impact upon the physical safety or mental well-being of an individual. Emotional impacts are very significant given the very strong correlation between the debilitation of self-esteem and subsequent episodes of self-harm. The potential threat of harmful behaviours to students' well-being and outcomes requires them to be viewed within the school safeguarding structures. As such every member of staff who suspects that an incidence of harmful and abusive behaviour has taken place has a duty to report it to safe@carshaltonboys.org where appropriate refer it to our Designated Safeguarding Team.

Behaviours are **abusive** when they are perpetrated by a person[s] who is able to exert power and control over an individual. These are non-consensual experiences involving acts of threat and coercion. A fundamental outcome of abuse is to reinforce a position of superiority, which enables the behaviour to continue. The root of this actual or perceived power is primarily grounded in discriminatory and prejudicial views, which purport to justify abusive actions. This may relate to; **misogyny, homophobia, racism, disability, gender identity and body image.**

For more detail on identification and response to peer-on-peer abuse, please refer to our Harmful and Abusive Behaviour Policy

Harmful Sexual Behaviour [Appendix E page 33]

Sexual behaviour between children is considered harmful if one or more of these conditions are met:

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

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

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

Problematic

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

Abusive

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

As both problematic and abusive sexual behaviours are developmentally inappropriate and may cause

Developmental damage, a useful umbrella term is 'harmful sexual behaviour' or HSB.

Forms of HSB;

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

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

Hackett (2010) Continuum of model

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

No

n-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](tel:08088005000), email help@nspcc.org.uk or fill in our [online form](#).

Child Sexual Exploitation [Appendix I page 34]

www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/ Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship [where sex is exchanged for affection or gifts], to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the

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

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

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

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

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

On this basis this advice introduces the phrase ‘**youth produced sexual imagery**’ and uses this instead of ‘sexting.’ This is to ensure clarity about the issues this advice addresses.

‘Youth produced sexual imagery’ best describes the practice because:

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

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

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

Radicalisation [Sutton Prevent Roadmap, Appendix C p26]

www.preventforschools.org/index.php?category_id=83

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity. The process of radicalising children involves the identification of vulnerable individuals who are susceptible to the grooming process and drawing them into increasingly active involvement. This can put young people at risk of exposure to violent imagery as well as involvement in criminal and violent activities.

See also CBSC Anti-Radicalisation Policy

Gangs and Serious Youth Violence - www.nspcc.org.uk/preventing-abuse/keeping-children-safe/staying-safe-away-from-home/gangs-young-people/

Young people who feel excluded from family, education and other normative social/community structures may be drawn into gangs. These young people are often targeted because of their vulnerability and brought into the gang through a grooming process. Gang involvement for young people exists as a hierarchy, progression through the hierarchy requires increased involvement in criminality [stealing, carrying drugs or weapons] and violence. This exposes them to a very significant risk of harm.

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

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

Breast Ironing

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

Further Information on Private Fostering

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

Child Criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential

involvement in county lines are periods of absence from school, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 98 should be considered.

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

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

County Lines Exploitation – Practice guidance for YOTs & frontline practitioners

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

3. Indicators of concern

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

Indicators of Neglect

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

Indicators of Sexual Abuse

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

Indicators of Emotional Abuse

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

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

- Running away.
- Compulsive stealing or scavenging.

Indicators of Physical Abuse

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

Indicators of Child Sexual Exploitation (CSE)

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

Indicators of Radicalisation

Self-identification

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

Us vs. Them Societal View

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

Social Interaction

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

Association with Extremist Groups

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

Indicators of Female genital mutilation (FGM)

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

Dealing with a Safeguarding Disclosure

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

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

4. Carshalton Boys Sports College Safeguarding Structures^[L]_{SEP}]

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

Statutory Framework

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

- 'Keeping Children Safe in Education' September 2020
- 'Working Together to Safeguard Children' August 2018
- London Safeguarding Children's Board (SCB) 'London CP Procedures' May 2018
- Self-Harm Protocol 'Sutton Local Safeguarding Children's Board' 2017
- Procedures set out by the Sutton by the Sutton Safeguarding Children's Board (LSCB)
- LBS DSL in Education Handbook 2017
- 'What to do if You are Worried a Child is Being Abused' March 2015^[L]_{SEP}]
- Children Act 1989 & 2004
- Children and Families Act 2014
- Education Act 2002 (Section 175)
- Mental Health and Behaviour in Schools' March 2016
- UKCCIS Guidance 'Sexting' in Schools: advice and support around self-generated images^[L]_{SEP}]

- Sexual Violence and Sexual Harassment between children in schools May 2018
- Children Missing Education (CME) September 2016
- Searching, Screening and Confiscation January 2018
- Dealing with allegations of abuse against teachers and other staff
- Designated teacher for looked after & previously looked after children February 2018
- The Education (Pupil Information)(England) Regulations 2005
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents & Careers July 2018

More specifically, we will:

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

Dealing with Allegations against School Staff

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

- Behaved in a way that has, or may have, harmed a child.
- Possibly committed a criminal offence against or in relation to a child.
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

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

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

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

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

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

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

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

Rigorous Recruitment

We adhere to the Local Safeguarding Children Board (LSCB) Key Standards for Recruitment, Ofsted and SAFEchild guidelines for recruiting all staff, paid or unpaid, by obtaining full personal details and application forms (not CVs) with particular relevance to previous work with children and young people. CBSC will implement recruitment procedures as recommended in Keeping Children Safe in Education, 2018 ^[1]_[SEP]

- We always take up two written references and insist that any appointment, where staff have direct and/or unsupervised access to children and young people will only be confirmed subject to a satisfactory Enhanced DBS check at the appropriate level. ^[1]_[SEP]
- At interview we have sound procedures and recording to ensure we are satisfied, and can evidence that the applicant is appropriate and suitable. ^[1]_[SEP]
- At least one person on each interview panel will have undertaken Safer Recruitment Training. ^[1]_[SEP]
- Our Single Central Record is up-to-date and procedures are reviewed annually by the Local Authority. ^[1]_[SEP]
- All Governors have an enhanced DBS check.

Online & Social Media (eSafety)

There are 3 strands of eSafety at CBSC:

1. Security of the school system
2. Providing students with the understanding and skills to make safe use of the internet
3. Providing opportunities for students to engage safely online

CBSC enforces, an Acceptable Use Policy and ensures web connected computers are in public areas, and all browsing history is monitored.

CBSC internet security and layered filtering ensure that access to extremist or abusive websites is restricted.

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

Visitors to CBSC

Visitors to the CBSC working with students are vetted and where appropriate will evidence their DBS clearance.

A member of CBSC staff will be present during sessions to support visitors and students.

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

The Principal's Roles and Responsibilities: Safeguarding

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

- All staff will receive a copy of this policy and new staff will be given a copy as part of their induction programme. All staff will also receive a copy of the document "Keeping Children Safe in Education: information for all school and college staff" as recommended in the statutory guidance "Keeping Children Safe in Education" 2020.
- The policies and procedures adopted by the governing body or proprietor are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other interagency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies, where appropriate.
- Safe recruitment practice is followed whenever recruiting to posts. ^[1]_[SEP]
- Appropriate action is taken whenever an allegation is made against a member of staff in line with Keeping Children Safe in Education 2020

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

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

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

- Ensure the establishment's child protection policy and procedures are updated and reviewed annually and work with the governing body.
- Ensure parents can see copies of the child protection policy and procedures which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of CBSC in this.
- Where children leave CBSC, to ensure their child protection file is provided for any new establishment as soon as possible but transferred separately from the main pupil file.

The Role & Responsibilities of all Staff within School

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

The Governing Body's Roles & Responsibilities re: Safeguarding

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

- Governing bodies and proprietors are accountable for ensuring their school has effective policies and procedures in place in accordance with this guidance and for monitoring their school's compliance with them. They should ensure that an appropriate senior member of staff is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff liaising with the local authority and working with other agencies.
- In light of this statutory guidance, the Governing Body will nominate a governor who will be responsible for Safeguarding and Child Protection and will liaise with the DSP on matters relating to Safeguarding and Child Protection.
- The Governing Body will ensure that:
- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, and the policy is made available to parents on request.
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- The school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures.
- A senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding and child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.
- In addition to basic child protection training, the designated senior person undertakes training in inter-agency working that is provided by, or to, standards agreed by the Sutton LSCB, and refresher training at two yearly intervals to keep her knowledge and skills up to date.
- The Principal, and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively; that it is kept up to date by refresher training at two yearly intervals, and temporary staff and volunteers who work with children

- are made aware of the school's arrangements for child protection and their [SEP] responsibilities. [SEP]
- The Principal remedies without delay any deficiencies or weaknesses in regard to child [SEP] protection arrangements that are brought to his/her attention.
- A member of the governing body (Jo Damianou) is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Principal.
- The Governing Body reviews the child protection policy and procedures annually.
- Communication with Parents:
 - Parents and carers will be made aware of CBSC's policy through published information and in initial meetings with parent and carers of new children.
 - Parents and carers will be informed that in certain circumstances there may be a need to contact [SEP] other agencies without first notifying them.
 - This decision will be made in partnership between Education Services and Social Care. It will be made clear that this is a legal obligation and not a personal decision. The Governing Body makes this policy available to parents, carers and children through the school website. A hard copy is also available on request.

Record Keeping (CPOMS)

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

Attendance

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

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

Children Missing Education [Appendix J page 37]

In line with the statutory guidance Keeping Children Safe in Education, 2020 & Sutton LSCB Missing Children and Young People Protocol, 2016

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

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

Preventing Radicalisation [Appendix C page 30]

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

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

Reporting Prevent Concerns [Appendix C page 30]

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

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

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

Reporting FGM Concerns

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

All schools have a mandatory duty to report FGM concerns:

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

Guidance on Safer Working Practices for Adults in School

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

- A relationship between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people.
- Adults therefore have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
- Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others.

- Adults should not provide any intimate care to students. In particular the staff should not go into a toilet with a student or clean intimate parts of their body. Students who soil themselves will need to be collected and taken home by parents.
- Adults should not physically block or restrain students unless they are preventing the student from hurting themselves or others, from damaging property, or from causing disorder.
- They should report and record any incident with this potential to the DSP for Child Protection, Paul Avery. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
Therefore:

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

Email and Phone Communication

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

This means working to the school's Acceptable Use Policy and eSafety Policy. These detail the way in which new and emerging technologies may and may not be used and identify the sanctions for misuse.

From time to time, it is possible that adults working with students may be in contact with them via phone. It is also possible that students and staff will use email as a means of communication when not in lessons or after school.

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

Meeting Students and Social Contact Outside of School

No student (child or young person) should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/carers and a senior manager or Principal. Staff should therefore be vigilant about maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations. At the same time in relation to social contact, adults should:

Have no secret social contact with students (child or young person) or their parents/carer. Consider the appropriateness of the social contact according to their role and nature of their work.

Advise senior management of any social contact they have with a student (child or young person) or a parent/carer with whom they work, which may give rise to concern. Report and record any situation, to the DSP for Child Protection, Jenny Gaylor, which may place a child at risk or which may compromise the school/service or their own professional standing.

Be aware that the sending of personal communications such as birthday or faith cards should always be recorded and discussed with their principal line leader.
Understand that some communications may be called into question and need to be justified.
Not provide transport to students in their own cars.

Raising awareness of Safeguarding issues and equipping children with the skills needed Safeguarding Training to keep them safe through the curriculum.

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

Induction & Training

Induction Programme

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

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

Training Programme

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

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

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

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

Carshalton Boys Curriculum

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

The CBSC PSHCE Curriculum is delivered by form tutors / experts and guest speakers. It provides age appropriate opportunities for students to develop the skills and understanding required to assess and make sound judgements as they mature and develop into young adults.

This includes developing the skills to recognise and stay safe from abuse and to successfully navigate risky situations, as well as critically evaluating the material they read, watch & listen to [including extremist political and religious views]. The PSHCE Curriculum also contributes to the promotion and development of students' understanding of Fundamental British Values.

The PSHCE Curriculum is also supported by the schools Tuesday Newsday & Wednesday Wellbeing programme and School Assemblies.

eSafety Awareness

Issues surrounding eSafety are addressed through the school curriculum and PSHCE. Students are taught how to protect their online privacy and identity and how to report a range of concerns, as well as recognising inappropriate content, contact and conduct.

Further information on eSafety is shared through Tuesday Newsday, Assemblies, Tutor time and School Council as well as on the school website.

The guiding principal for eSafety at Carshalton Boys is that students are reminded little and often about importance of staying safe online, ensuring that they are regularly reminded and informed of new and arising issues.

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

shared and agreed with statutory and non-statutory agencies.

All students with Multi-Agency Involvement

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

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

Team Around the Child (TAC) at CBSC

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

TACs stepped up to Statutory Plans

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

Working with Students on Statutory Plans

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

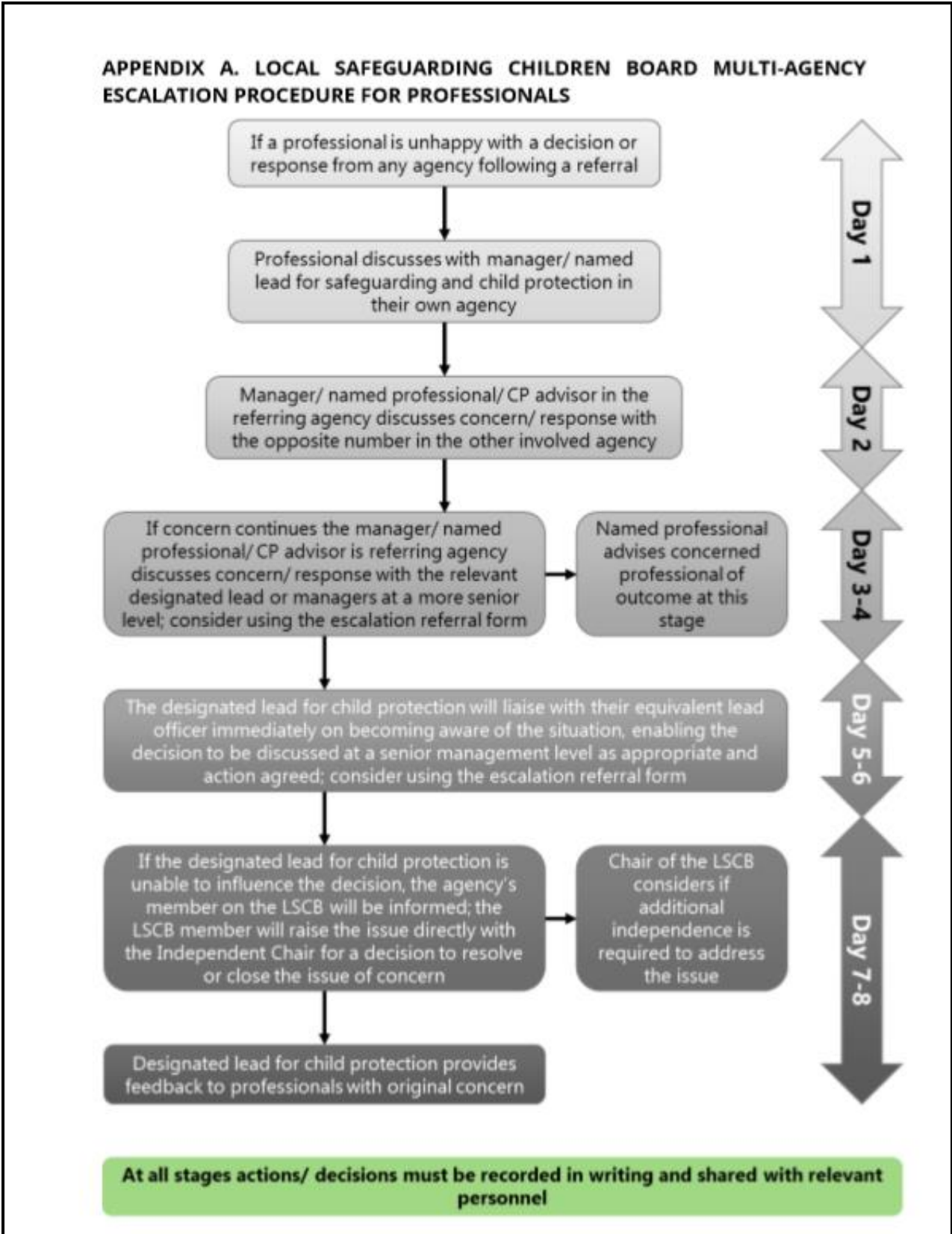
Statutory Plans stepped down to TAC

If a student is part of a statutory plan and their social worker decides that the case no longer meet the statutory threshold in will be 'Stepped Down'. There will be a final CIN (Child In Need) meeting where a new Lead Professional will be identified and the TAC process identified above will commence. Referrals will be made as soon as possible by telephone and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the Childrens First Contact on 0208 770 6001 Email: childrensfirstcontactservice@sutton.gov.uk

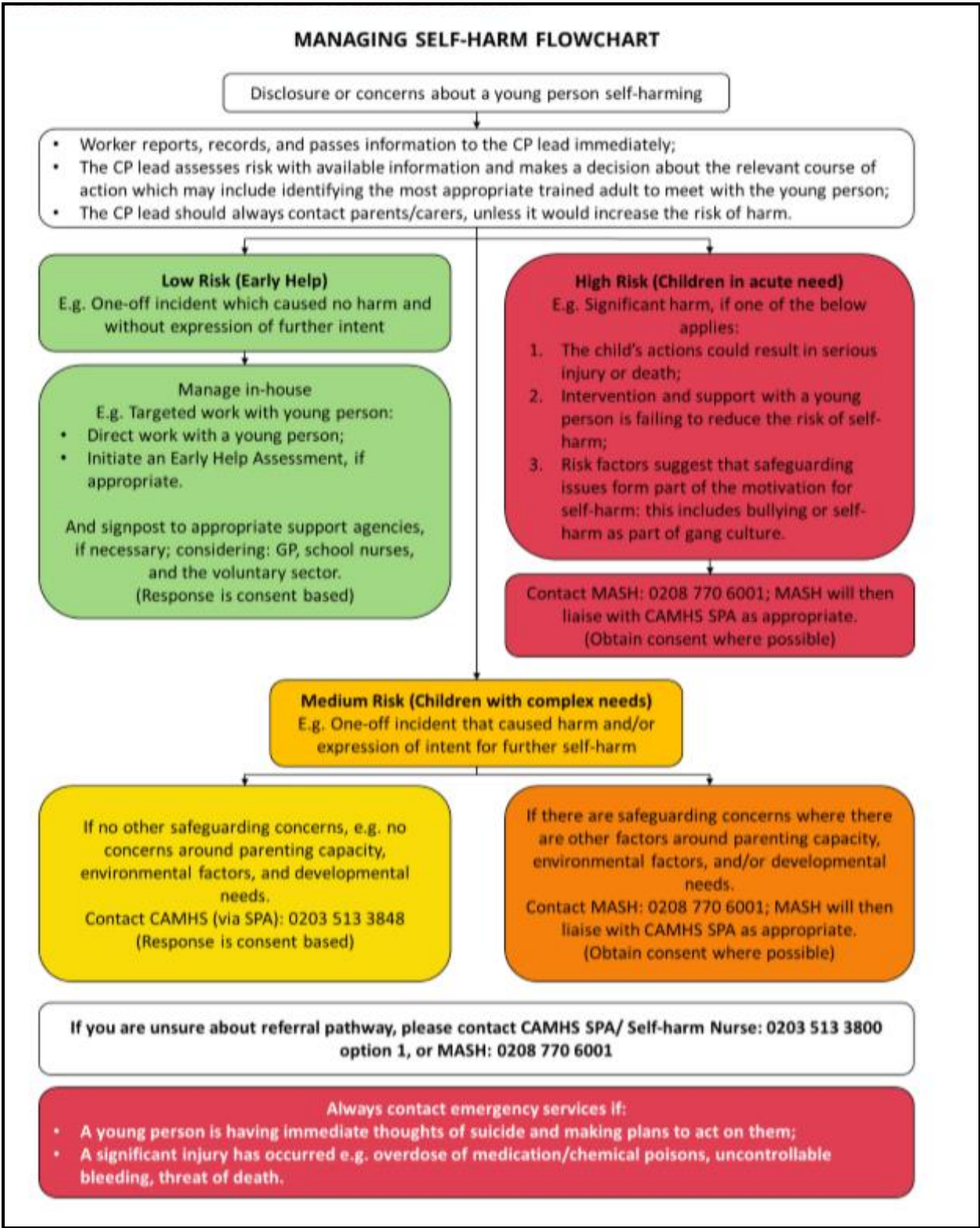
Appendices:

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

Appendix A: LSCB Multi-agency escalation procedure for professionals



Appendix B: Sutton protocol for managing SELF-HARM



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 D: Forms of Harmful Sexual Behaviour

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

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

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

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

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

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

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

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

Responding to children who display sexualised behaviour

It's important for health practitioners to be able to distinguish normal sexual behaviours from those that may be harmful, and make sure children get appropriate support. Use this guide alongside the resources at nspcc.org.uk/hsbhealth to help you respond in the right way.

Need advice?

Contact our helpline for advice and support:
 ➤ Call 0808 800 5000
 ➤ Email help@nspcc.org.uk
 ➤ Visit nspcc.org.uk/helpline

Childline

For children who need further support our free, confidential helpline is available 24/7:
 ➤ Call 0800 1111
 ➤ Visit childline.org.uk

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> Developmentally expected and socially acceptable behaviour Consensual, mutual and reciprocal Decision making is shared 	<ul style="list-style-type: none"> Single instances of developmentally inappropriate sexual behaviour Behaviour that is socially acceptable within a peer group Generally consensual and reciprocal May involve an inappropriate context for behaviour that would otherwise be considered normal 	<ul style="list-style-type: none"> Developmentally unusual and socially unexpected behaviour May be compulsive Consent may be unclear and the behaviour may not be reciprocal May involve an imbalance of power Doesn't have an overt element of victimisation 	<ul style="list-style-type: none"> Intrusive behaviour May involve a misuse of power May have an element of victimisation May use coercion and force May include elements of expressive violence Informed consent has not been given (or the victim was not able to consent freely) 	<ul style="list-style-type: none"> Physically violent sexual abuse Highly intrusive May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator May involve sadism
How to respond <ul style="list-style-type: none"> Although green behaviours are not concerning, they still require a response Listen to what children and young people have to say and respond calmly and non-judgementally Talk to parents about developmentally typical sexualised behaviours Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse Signpost helpful resources such as our PANTS activity pack: nspcc.org.uk/pants Make sure young people know how to behave responsibly and safely 	How to respond <ul style="list-style-type: none"> Amber behaviours should not be ignored Listen to what children and young people have to say and respond calmly and non-judgementally Follow your organisation's child protection procedures and make a report to the person responsible for child protection Your policy or procedure should guide you towards a designated health safeguarding lead who can be notified and will provide support Consider whether the child or young person needs therapeutic support and make referrals as appropriate 	How to respond <ul style="list-style-type: none"> Red behaviours indicate a need for immediate intervention and action If a child is in immediate danger, call the police on 999 Follow your organisation's child protection procedures and make a report to the person responsible for child protection Your policy or procedure should guide you towards a designated health safeguarding lead who should be notified and will provide support Refer the child or young person for therapeutic support 		

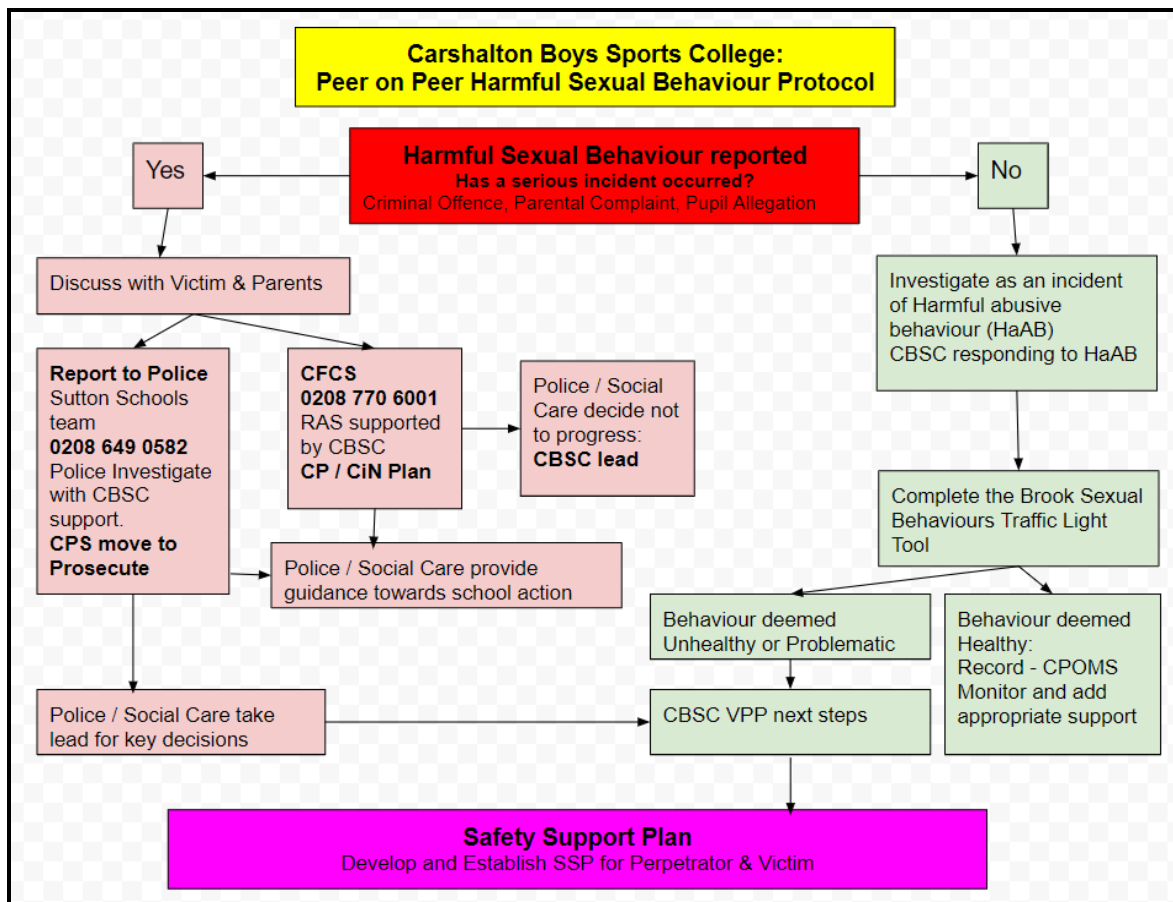
NSPCC Learning

In partnership with

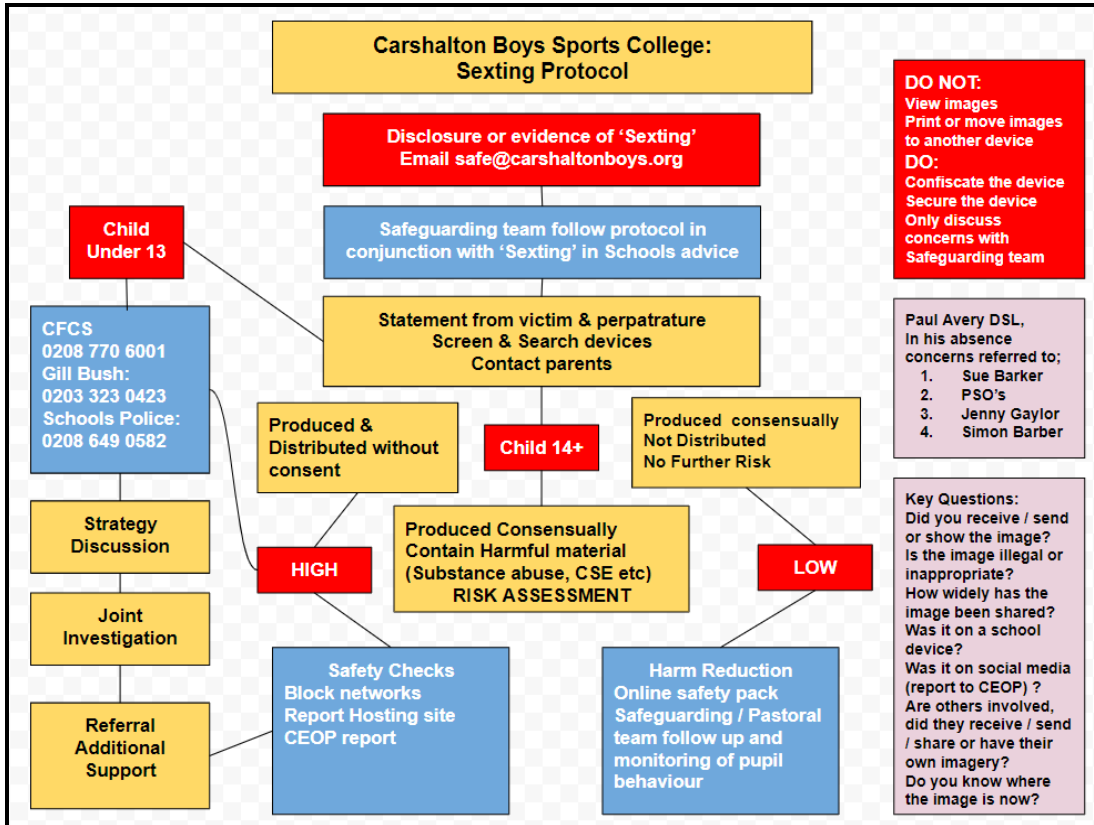


Supported by Health Education England

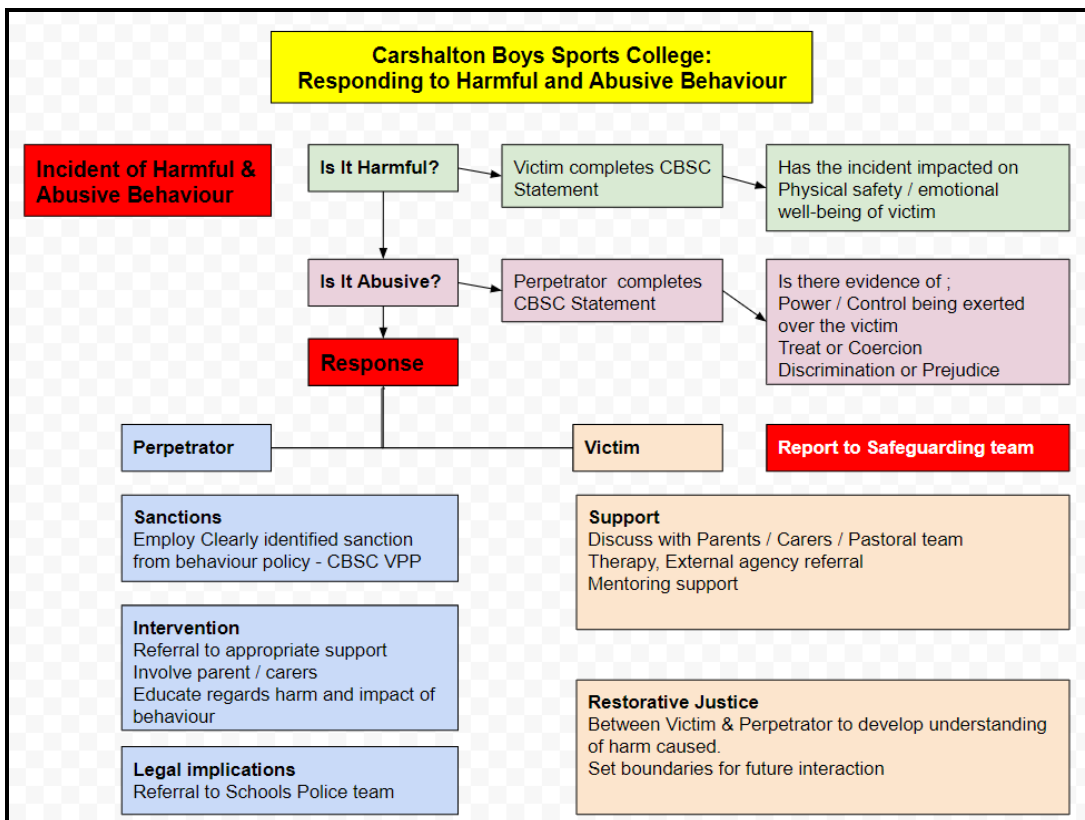
©National Society for the Prevention of Cruelty to Children (NSPCC) 2019. Registered charity England and Wales 218401. Scotland SC037717. J20181279.



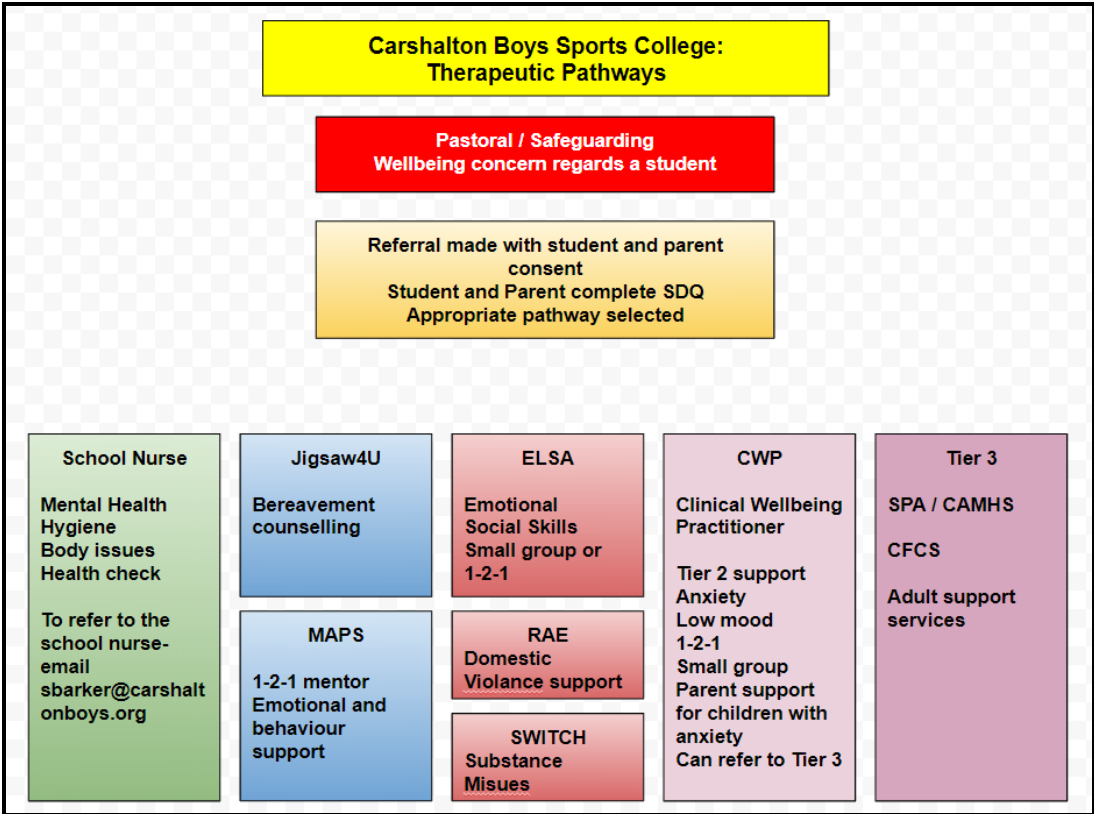
Appendix F: Managing reported incidents of 'Sexting'



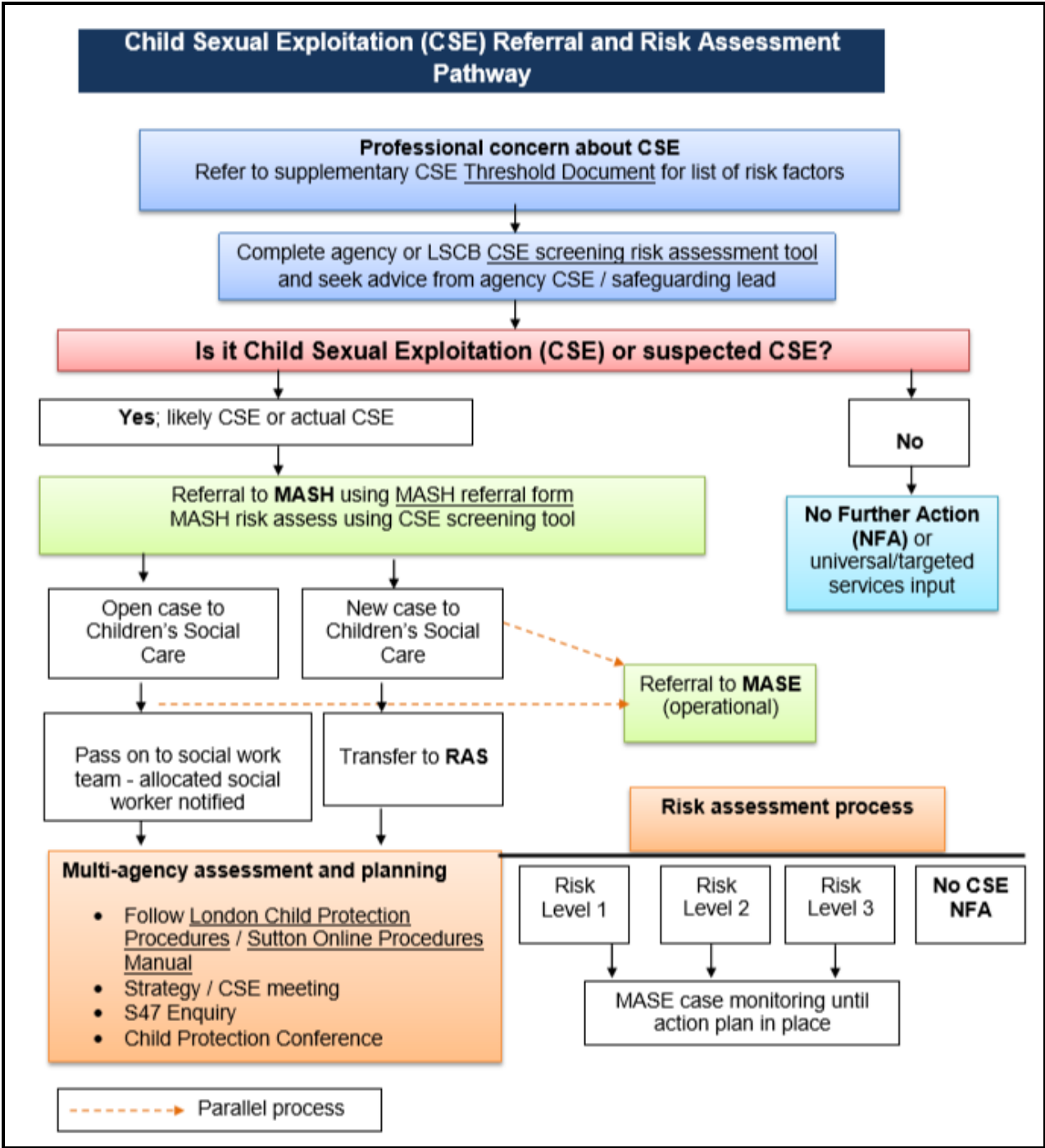
Appendix G: Managing reported incidents of Harmful and Abusive Behaviour



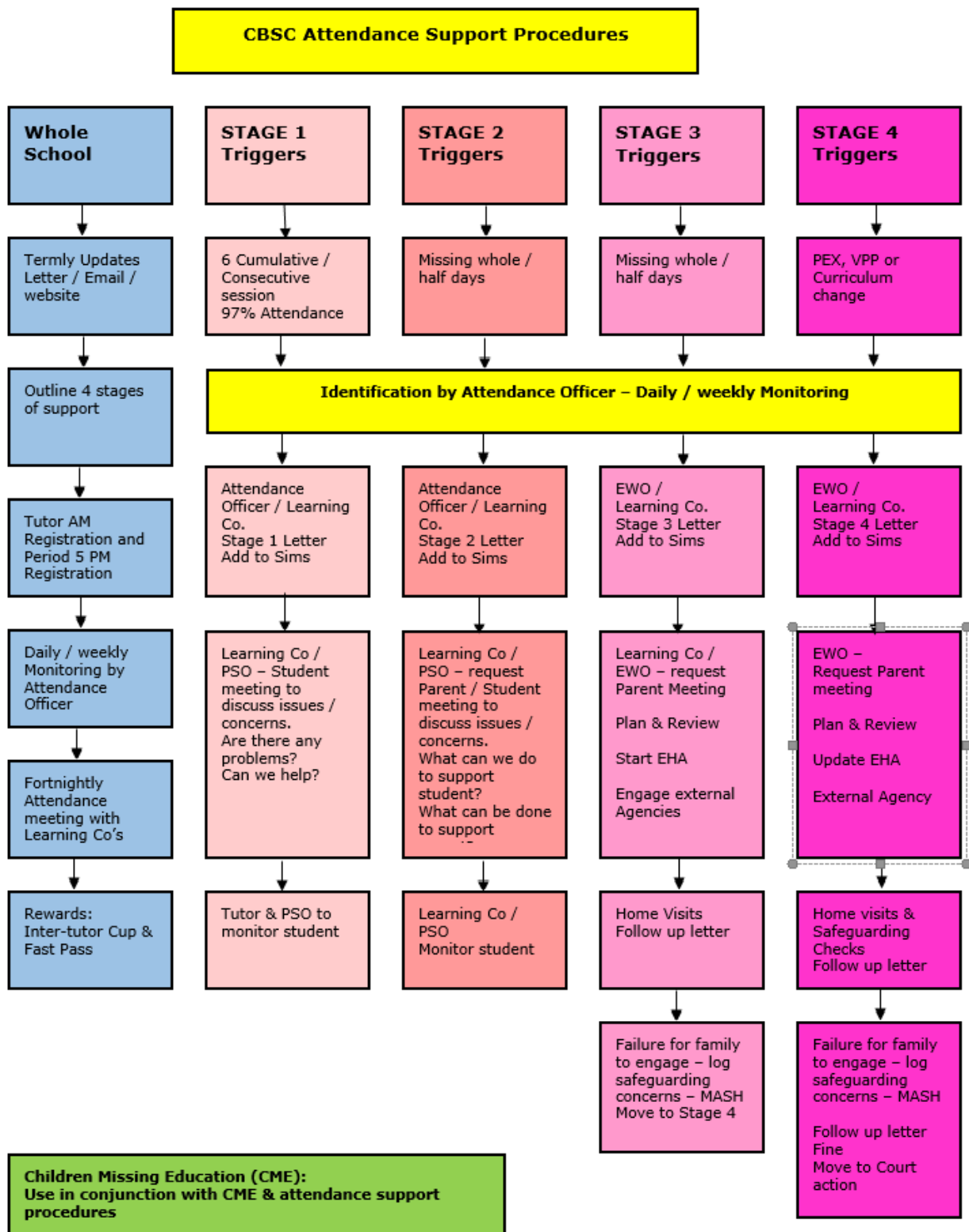
Appendix H: Therapeutic Pathways



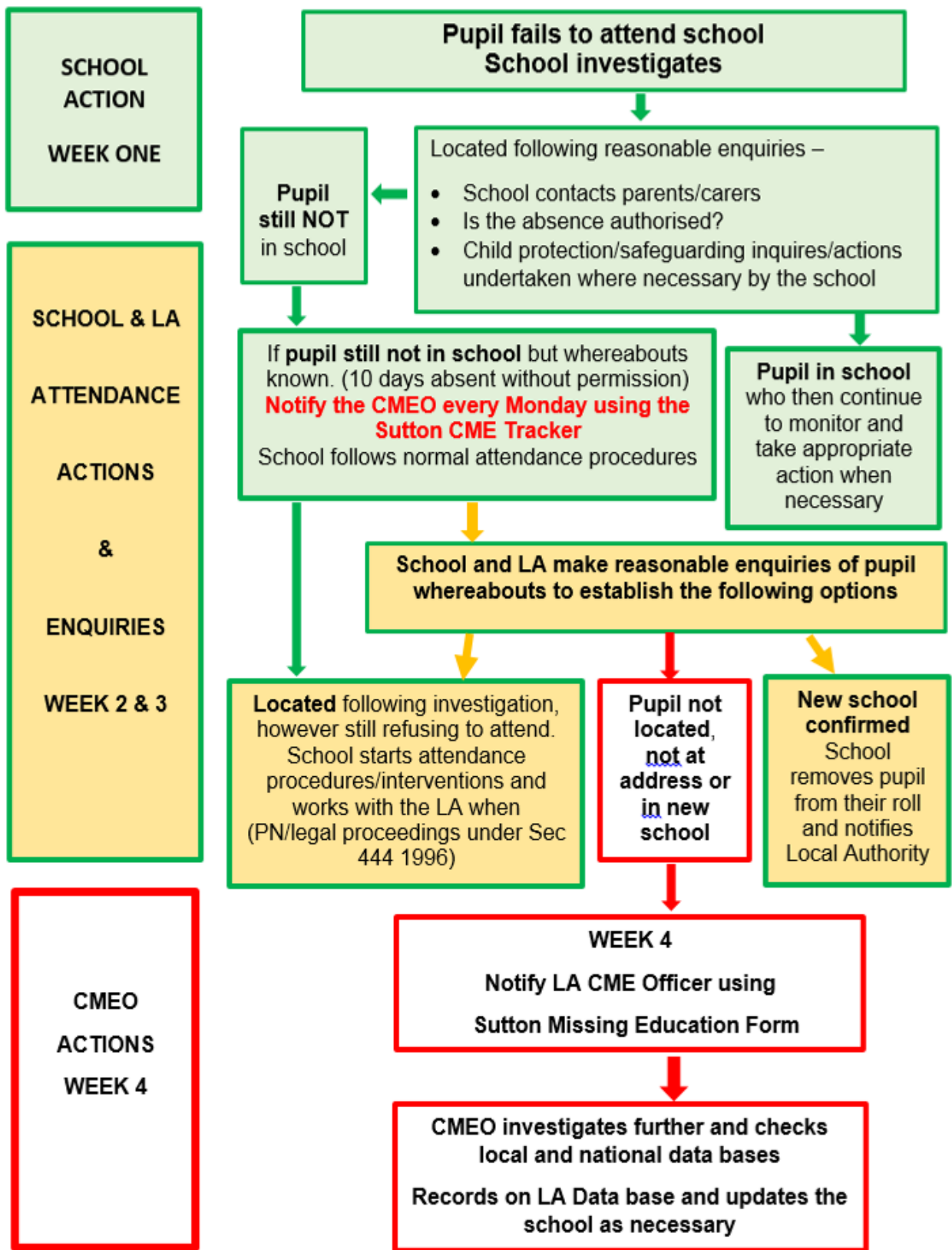
Appendix I: Child Sexual Exploitation (CSE) Sutton Referral & Risk Assessment Pathway



Appendix J: CBSC Attendance Procedures



Children Missing Education referral pathways for Sutton Schools



Appendix K: Safeguarding/CP Support for Sutton Schools

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 governors</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	0208 770 5000 X 9
	Children's First Contact Service (CFCS)	cfcs@sutton.gov.uk 020 8770 6001

	Adults Social Care	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.sammut@sutton.gov.uk
David Charles Corporate	Principle Health & Safety Adviser Sutton Local Authority	0208 770 5023 david.charles@sutton.gov.uk

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

From the 8th March Carshalton Boys Sports college will be fully open to all students and staff at the school and will continue to follow school policy and protocol.

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 CBSC 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 Governors 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:

- I:ls, 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 recognises 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.