



# *Conisborough College*

## **SAFEGUARDING AND CHILD PROTECTION POLICY**

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Date Agreed by Full Governors: \_\_\_\_\_

Chair of Governors Signature: \_\_\_\_\_

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This policy should be read in conjunction with the school's policies on:

- Behaviour and Rewards
- School Routines and Protocols Policy
- Health & Safety
- Anti-bullying
- Safer recruitment and Lewisham Employee Code of Conduct
- Whistleblowing
- Trips and Visits

### 1. Introduction / Statement of Intent

This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are and feel safe make more successful learners
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.
- Policy statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with the guidelines set by Lewisham Local Authority.

#### Principles

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so

#### Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school
- To demonstrate the school's commitment with regard to safeguarding children

### 2. Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

**Child protection** refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance [Working Together to Safeguard Children, An Interagency Guide to Safeguard and Promote the Welfare of Children](#)) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

Safeguarding refers to the day to day practices and operational procedures of the school to ensure all members of the school community are safe.

#### **Day to day operational procedures include:**

Duties  
Cleaning  
Site security  
Procedures for visitors and Pupils signing in and out  
Procedures for after school events / trips and visits  
Registers  
Monitoring attendance

All staff must be fully aware through training and line management that in accordance with their statutory duties that they have a responsibility for the safeguarding of every child.

Please also see below list of key documents and on line advice the school has used to support practice at the school) and includes the new KCSIE September 2020.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/912592/Keeping\\_children\\_safe\\_in\\_education\\_Sep\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/73](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/73)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

<https://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/>

<http://www.childrensociety.org.uk/what-is-child-sexual-exploitation?qclid=CKuu5aWvi8sCFcFAGwod-u0OoA>

<http://www.childnet.com/>

**Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

### 3. Context

[Section 175 of the Education Act 2002](#) requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

[Section 157](#) of the same act and the [Education \(Independent Schools Standards\) \(England\) Regulations 2003](#) require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns (see section 6 for further guidance on this).

### 4. Key personnel

The **designated safeguarding lead and child protection officer** in this school is:

Ms Kate Mahar (Deputy Headteacher)

Contact details: [kmahar@conisboroughcollege.co.uk](mailto:kmahar@conisboroughcollege.co.uk)

The **deputy designated person** in this school is:

Ms Sandra Thomas (Inclusion Manager)

Contact details: [sthomas@conisboroughcollege.co.uk](mailto:sthomas@conisboroughcollege.co.uk)

The **nominated safeguarding and child protection governor** for this school is:

Ms Kate Richardson

Contact details: [krichardson@conisboroughcollege.co.uk](mailto:krichardson@conisboroughcollege.co.uk)

The **Headteacher is:**

Mrs Jane Hadlow

Contact details: [jhadlow@conisboroughcollege.co.uk](mailto:jhadlow@conisboroughcollege.co.uk)

The **SENCO is:**

Miss Nia Williams Jones

Contact details: [nwilliams-jones@conisboroughcollege.co.uk](mailto:nwilliams-jones@conisboroughcollege.co.uk)

Head of Progress (Resource Base) is:

Stephanie Jones

Contact details: [sjones@conisboroughcollege.co.uk](mailto:sjones@conisboroughcollege.co.uk)

### 5. Roles and responsibilities

All schools must nominate a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance. The local authority maintains a list of all **designated safeguarding lead (DSLs)** for safeguarding and child protection.

#### The school has ensured that the DSL:

- is appropriately trained
- acts as a source of support and expertise to the school community
- is up to date with LA and national policies
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure (see below at footnote)
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and head teacher (where the role is not carried out by the head teacher) as appropriate
- keep a record of staff attendance at child protection training – (please note that this is also reported to the Governing Body and the Local Authority.)
- makes this policy available to parents and carers.

The **deputy designated person(s)** is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the on-going safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above. The governing body ensures that the school has:

- a DSL for safeguarding and child protection who is a member of the senior leadership team and who has undertaken approved training in inter-agency working, in addition to basic child protection training
- child protection policy and procedures that are consistent with Local Authority requirements, reviewed annually and made available to parents on request
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance (see: [https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding\\_Children\\_and\\_Safer\\_Recruitment\\_in\\_Education\\_Booklet.pdf](https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding_Children_and_Safer_Recruitment_in_Education_Booklet.pdf) )
- A training strategy that ensures all staff, including the headteacher, receive child protection training, with refresher training at two-yearly intervals. The DSL should receive refresher training at two-yearly intervals

- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- The governing body nominates a member to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher. An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.

### **The head teacher:**

- Is appropriately trained.
- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- ensures that child's safety and welfare is addressed through the curriculum.

## **6. Good practice guidelines**

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice;

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decision-making which affects them
- encouraging positive and safe behaviour among children
- being a good listener
- being alert to changes in child's behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information-sharing
- asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.
- Complete a risk assessment for all cases. Appendix 6

## **7. Abuse of trust**

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the [Sexual Offences Act 2003](#), it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

### **8. Children who may be particularly vulnerable**

Some children be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs
- living in a known domestic abuse situation
- affected by known parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

### **9. Support for those involved in a child protection issue**

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

### **10. Complaints procedure in respect of poor practice behaviour**

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are managed by senior staff, the head teacher and governors. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

### 11. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the head teacher. Complaints about the head teacher should be reported to the chair of governors.

### 12. Staff who are the subject of an allegation

When an allegation is made against a member of staff or any adult working in school, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Any persons who work will be reported and investigated if they have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Allegations against staff should be reported to the head teacher. Allegations against the head teacher should be reported to the chair of governors.

The full procedures for dealing with allegations against staff can be found in Safeguarding Children and Safer Recruitment in Education (pp 57-67)

[https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding\\_Children\\_and\\_Safer\\_Recruitment\\_in\\_Education\\_Booklet.pdf](https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding_Children_and_Safer_Recruitment_in_Education_Booklet.pdf).

For further information on managing allegations against staff contact your Local Authority Designated Officer (LADO) **Finola Owens 0208 314 7280**

### 13. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the head teacher (unless the head teacher is the DP) and governors will receive training that is updated at least every two years and the DSL will receive training updated at least every two years, including training in inter-agency procedures.

### 14. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education (pp20-54) together with the local authority and the school's individual procedures (appendix 9)

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Criminal Records Bureau as appropriate to their role and be registered with the Independent Safeguarding Authority (from 2010 onwards)
- be interviewed.

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their own safeguarding and child protection training needs. All staff sign to confirm they have received a copy of the child protection policy (see: appendix 2).

### **15. Extended school and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our children attend off-site activities, we will check that effective child protection arrangements are in place.

### **16. Photography and images**

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

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

For an example image consent form, see: appendix 2.

### **17. E-Safety**

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

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet to help parents and children understand the possible risks. For more information on e-safety see: E safety and Cyberbullying documents Appendix 3, Responsible use of the internet, home school agreement (Appendix 4). Mobile phone policy and e-safety information for parents and pupils is available on the school website.

### 18. Safeguarding and Child Protection Procedures

**CPOMs is the electronic method of reporting, recording and monitoring safeguarding and child protection concerns. All staff are given training to use the system. Files and records can be securely transferred between schools and colleges.**

**All concerns are logged electronically on the CPOMS safeguarding recording system by staff. DSL's and key staff are then alerted by email and appropriate action is taken. All subsequent actions are logged and recorded.**

#### I. Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

##### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

##### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

##### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

##### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the 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.

### II. Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DSL will consider implementing child protection procedures.

### III. Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

**Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.**

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

### IV. The impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars

remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

### V. Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- Log your concern on CPOMS as soon as possible
- if the concern is serious speak to a DSL. Ensure the information is shared with the most senior person in the school that day and ensure action is taken to report the concern to children's social care
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- seek support for yourself if you are distressed.

### VI. If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Log all concerns on the CPOMS reporting system, follow the Flow Chart for reporting (appendix 1) to record these early concerns. If the child does begin to reveal that they are being harmed you should follow the advice in the section 'If a child discloses to you'.

If, following your conversation, you remain concerned you should discuss your concerns with the designated person.

### VII. If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

#### During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.

- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

### **VIII. Notifying parents**

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care.

#### **Referral to children's social care**

The DSL will make a referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

### **IX. Children with sexually harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

### **X. Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with [Data Protection Act 1998](#) and <https://www.conisboroughcollege.co.uk/wp-content/uploads/2020/09/DATA-PROTECTION-POLICY-SUMMER-2020.pdf>

Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head teacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's Data Protection policy is available to parents and children on the school website.

### **XI. Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the head teacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the child's safety.

### **XII. Radicalisation**

The 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe.

Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

#### **Statutory duties**

The duty to prevent children and young people being radicalised is set out in the following policies:

**Counter Terrorism and Security Act (2015)**

**Keeping Children Safe in Education (2020)**

**PREVENT Duty Guidance (2015)**

**Working Together to Safeguard Children (2018)**

#### **Non-statutory duties**

Promoting fundamental British values as part of SMSC in schools: Departmental Advice for Maintained Schools (DfE 2014)

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.

- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- Ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen in the local community and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

### Definitions and indicators

- **British values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- **Extremism** is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British values. We also include in our definitions of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

### Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

### Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes on dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of indifference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist messages or social profiles
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti- British views
- advocating violence towards others

### Reporting

You can contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. The Department

for Education has dedicated a telephone helpline (020 73407264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

After discussion and assessment of risk where the level of risk requires a CHANNEL referral can be made. On receipt the CHANNEL service will decide on the most effective forms of intervention.

### **Roles and responsibilities**

#### **Role of the Governing Body**

It is the role of the Governing Body to ensure that the school meets its statutory duties with regard to preventing radicalisation. The Safeguarding Governor will liaise with the Headteacher and other staff with regard to protecting children from radicalisation.

#### **Role of the Headteacher**

It is the role of the Headteacher to:

- Ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis
- Ensure that the school's curriculum addresses the issues involved in radicalisation
- Ensure that staff conduct is consistent with preventing radicalisation

#### **Role of Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation.
- Make referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and the police
- Report to the Governing Body

#### **Role of Staff**

It is the role of staff to:

- Understand the issues of radicalisation
- Recognise the signs of vulnerability and radicalisation
- Know how to refer concerns

We are aware of the potential factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and antisocial behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances, in the event of prejudicial behaviour the following procedure will be followed:

- A. All incidents of prejudicial behaviour will be reported to the Headteacher
- B. All incidents will be fully investigated and recorded in line with our policies and records will be kept in line with other safeguarding incidents
- C. Parents/Carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. Minutes of this meeting will be retained in the Safeguarding File.
- D. The Headteacher will follow-up any referrals, with the support of relevant school staff, for a period of four weeks to assess whether there is a change in behaviour or attitude. A further meeting will be held if there is no positive change in behaviour. Minutes of this meeting will be retained in the Safeguarding File. If deemed necessary serious incidents will be discussed with the First Contact Team and a Referral made to Children's Services.

### The role of the curriculum

Our curriculum is "broad and balanced" and promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our SMSC provision is embedded across the curriculum and details are on the school website. It directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. The filtering systems in our school blocks inappropriate content, including extremist content.

### Staff Training

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

### XIII. Child sexual exploitation (CSE) / Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or 10 females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Any concerns about a child/young person who may be at risk of sexual or criminal exploitation should be shared with the schools DSL and normal Child Protection procedures put in place where necessary. Through INSET opportunities in school, we will ensure that our staff are fully aware of the risks and vulnerabilities that are linked to CSE/CCE. Key staff will have specific detailed training every two years.

### XIV. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act") . **It is a form of child abuse and violence against women.** FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. Section 58 of the 2003 Act<sup>1</sup> introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. **The duty applies from 31 October 2015 onwards.** 'Known' cases are those where either a girl informs the person that an act of FGM however described -has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003. Key staff will have specific training every two years and all staff will receive updates through inset. Through INSET opportunities in school, we will ensure that our staff are fully aware of the risks and vulnerabilities that are linked to FGM. Key staff will have specific detailed training every two years.

### **XV. Training schedule 2020/21**

**All training is the overall principle and the specifics of Conisborough College's systems and the use of CPOMs within our setting.**

Whole School Safeguarding and Child protection Inset 3<sup>rd</sup> September  
September 2020

#### **Safeguarding and Child protection training**

November 2020 - New staff and required staff

January 2020 - New staff and required staff

July 2020 - New staff and required staff

### **XVI. Key service contacts:**

#### **Lewisham Children Safeguarding Board**

Address Kaleidoscope, 32 Rushey Green, Catford SE6 4JF

Telephone 020 3049 1446

Email [safeguardingboard@lewisham.gov.uk](mailto:safeguardingboard@lewisham.gov.uk)

Local Authority Designated Officer (LADO)

Finola Owens 0208 314 7280

Multi Agency Safeguarding Hub (MASH)

020 8314 6660

#### **Emergency out of hours contacts**

In an emergency, outside of office hours and all day on Saturdays, Sundays and Bank Holidays for child protection concerns:

Emergency Duty Team (EDT)

020 8314 6000 and ask for EDT social worker

### **XVII. Single Central Register**

The Single Central Record (SCR) is kept with and maintained by the HR Manager. The register records the vetting checks carried out for all staff, including supply staff, governors, instructors, contractors and visitors to the school. Details held on the SCR for these groups include name, address, date of birth, national insurance number, job title and start date. The record confirms that the following checks have been carried out and certificates obtained;

- Identity check
- Barred list check
- Enhanced DBS certificate check
- Prohibition from teaching check
- Further checks on people living or working outside the UK
- Professional qualifications
- Right to work in the UK

Confirmation of the statutory checks are obtained from all agencies who provide supply staff. All recruitment of staff complies with the College Safeguarding Recruitment Guidelines including identity checks and the verification of qualifications which are obtained prior to interview. Interview panels include at least one person who has received training in Safer Recruitment.

The SCR is monitored and checked regularly by the Headteacher and nominated Safeguarding Governor. The Headteacher signs the SCR each term and a record of this is kept by the PA to the Headteacher.

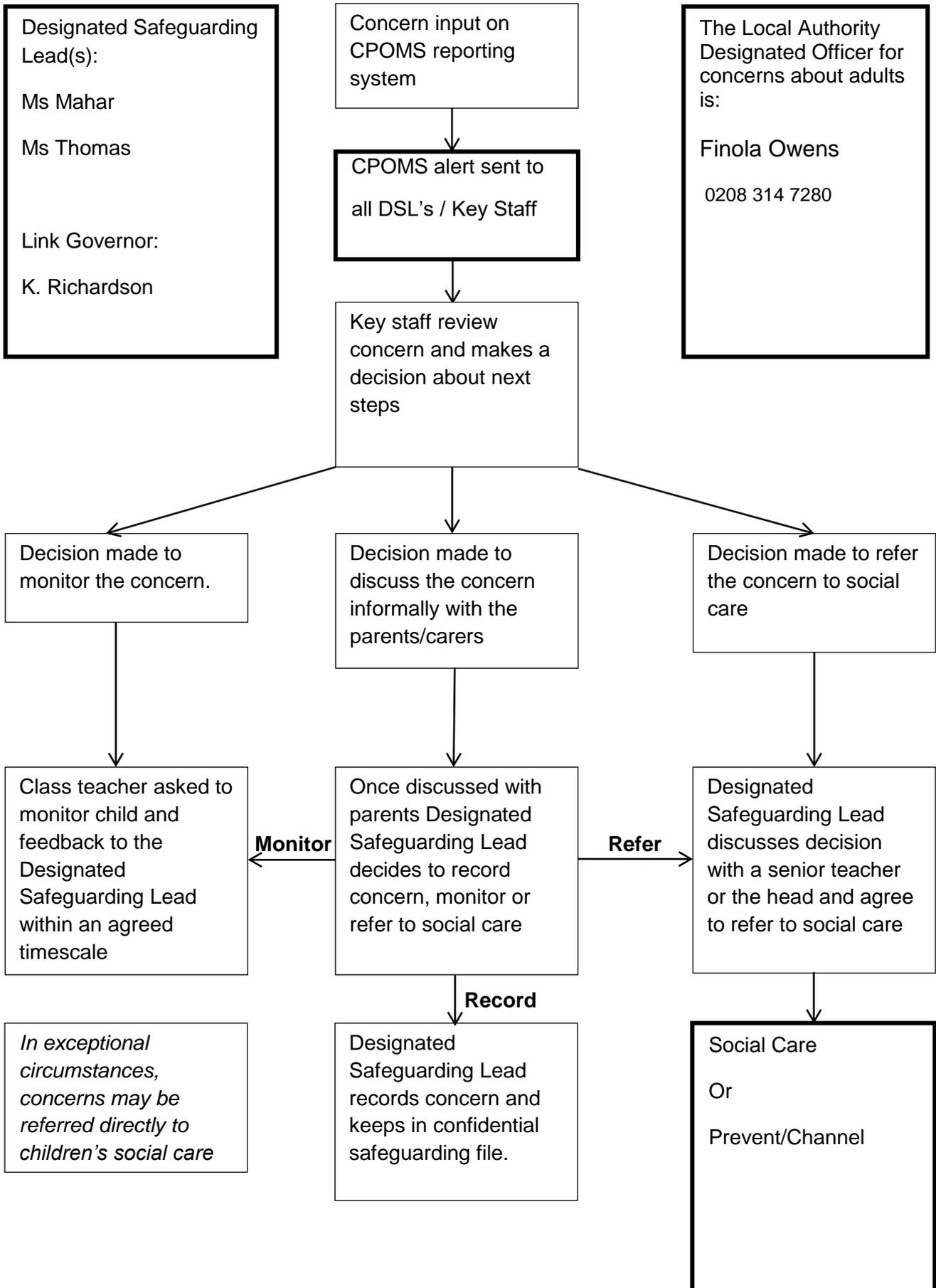
### **XVIII. Staff Code of Conduct**

All staff are expected to adhere to Lewisham Employee Code of Conduct (available on Connect). Staff must study the school policies relevant to safeguarding and at the start of each academic year sign the confirmation form. Staff must also have to hand a copy of the DfE guidance Keeping Children Safe in Education. Staff have a responsibility to follow policy and attend relevant training when directed. Safeguarding procedures should be discussed at team meetings and part of Performance Management Reviews. Whilst at work staff must conduct business in the appropriate manner showing respect for all members of the school community.

Staff should also display professional responsibility away from school in particular when using social media so not to bring the school into disrepute or compromise their professional responsibilities.

Appendix 1

**FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**



Appendix 2

## Safeguarding and Child Protection Policy

All staff.

I have read and understood the Conisborough College Safeguarding and Child Protection Policy and Procedures Policy.

I have also read the Keeping Children Safe in Education guidance from the DfE (September 2020).

I have discussed any questions with my line manager and where necessary will attend further training.

Name: \_\_\_\_\_ Job role: \_\_\_\_\_

Full time / Part time: \_\_\_\_\_

Long term supply Y/N

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix 3

## Consent Forms

### CONSENT FORM FOR SCHOOL TRIPS AND OTHER OFF-SITE ACTIVITIES

Please sign and date the form below if you are happy for your child:

(PRINT NAME) \_\_\_\_\_

- a) To take part in school trips and other activities that take place off school premises; and
- b) To be given first aid or urgent medical treatment during any school trip or activity; and
- c) To be able to travel to and from the school by school minibus on educational trips and visits.

#### Please note the following important information before signing this form:

- The trips and activities covered by this consent include:
  - ✓ all visits (including residential trips) which take place during the holidays or a weekend
  - ✓ adventure activities at any time
  - ✓ off-site sporting fixtures outside the school day,
- The school will send you information about each trip or activity before it takes place.
- You can, if you wish, tell the school that you **do not** want your child to take part in any particular school trip or activity.

Written parental consent will not be requested from you for the majority of off-site activities offered by the school – for example, year-group visits to local amenities – as such activities are part of the school’s curriculum and usually take place during the normal school day.

### MEDICAL INFORMATION

Details of any medical condition that my child has are included on the attached **Medical Consent Form** and will be shared with school employees on a “need to know” basis - both in school and when my child participates on an educational trip or visit.

Signed: \_\_\_\_\_

Parent’s full name (PRINTED) \_\_\_\_\_

Date \_\_\_\_\_

Emergency Contact Telephone No: \_\_\_\_\_

### PHOTOGRAPHS

Please state whether you are happy for your child to have his/her photograph taken at any time for inclusion in college publications (e.g. college prospectus, school promotion). Please be aware these photographs may be used by a third party for publicity purposes.

Yes       No      (Please tick as appropriate)      Name of Child \_\_\_\_\_

### DISPLAY OF PUPIL WORK

Please state whether you are happy for your child to have his/her work used for publicity materials (e.g. school displays, website, newsletter).

Yes       No      (Please tick as appropriate)      Name of Child \_\_\_\_\_

### Appendix 4

## **CYBER BULLYING POLICY**

### **Definition**

Cyber bullying is the sending or posting of harmful or cruel text or images using the internet or other digital communication devices. The DfE define cyber bullying as '*an aggressive, intentional act carried out by a group or individual using electronic forms of contact against a victim who cannot easily defend him/herself.*

### **Introduction**

Cyber bullying is a 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, or bullying related to SEN and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Technology can be used both positively and negatively. Below are examples of a range of technologies and how they can be used.

### **Mobile phone**

Sending nasty calls or text messages, including threats, intimidation, and harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending these to other phones or internet sites. Videoing someone without their permission.

### **Instant Messenger (IM)**

Sending nasty messages or content and or using someone else's account to forward rude or mean messages via their contacts list.

### **Chat rooms and message boards**

Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person. Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. make friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.

### **Email**

Sending nasty or threatening messages, forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails.

### **Webcams**

Making and sending inappropriate content and or persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.

### **Social Networking sites**

Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.

### **Video hosting sites**

Posting embarrassing and or humiliating film of someone.

### **Virtual Learning (VLE's)**

School site, available from home and school, set up for tracking and recording Pupil assignments, tests and activities, with message boards, chat and IM. Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.

### **Gaming sites, consoles and virtual worlds**

Live text or voice chat during online gaming between players across the world or on consoles with people in the same local area. Virtual worlds let users design their own avatars – a figure that represents them in the virtual world. Using these sites can lead to name-calling, making abusive /derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters.

### **What is different about cyber bullying?**

Bullying is not new, but some features of cyber bullying are different from other forms of bullying: **invasion of home/personal space:** cyber bullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.

**The audience can be very large and reached rapidly:** the difficulty in controlling electronically circulated messages means the scale and scope of cyber bullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for targets to move on.

**People who cyber bully may attempt to remain anonymous:** this can be extremely distressing for those being bullied. The person cyber bullying may never be in the same physical space as their target.

**The profile of the bully and target:** cyber bullying can take place both between peers and across generations; teachers have also been targets. Age or size are not important. Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.

**Some instances of cyber bullying are known to be unintentional:** it can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about another Pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.

**Preventing Cyber bullying:** the best way to deal with cyber bullying is to prevent it happening in the first instance. Pupils are encouraged to follow the Conisborough College Anti-Cyber Bullying code. Conisborough College have identified many opportunities to reinforce the message to Pupils, staff and parents/carers that bullying of any kind, including cyber bullying will not be tolerated.

These include: **Key Stage 3 Key Stage 4 E-safety activities**

Using email Using mobile technology On-line safety

### **Cyber bullying**

Definitions of cyber bullying

Technologies associated with cyber bullying

Dealing with Cyber bullying

Cyber bullying scenarios

Chat room /on-line forums safety

Cyberstalking

Cyber bullying guidelines and Pupil posters

displayed in ICT rooms

Chat room safety

Anti- bullying work through Drama

Cyber bullying guidelines and posters displayed in ICT rooms

Anti-bullying work through School Anti-bullying Council

### **PSHE/Assemblies/Tutor Time Parents/Carers**

Anti- bullying Week

Impact of Cyber bullying on individuals

Mobile phone Safety

Reporting Cyber bullying

The role of the bystander

Anti Cyber bullying code displayed in all classrooms

To be made aware of anti-bullying and cyber bullying policies through:

Year 7 intake evening  
School website  
Admission interviews  
Headteacher newsletters

### **All Staff**

Staff to be aware of and understand the Anti-Bullying Policy/ cyber bullying policy and their role in the process of keeping Pupils safe.

Staff to be aware of and understand the eSafety Policy for Conisborough College.

### **Responding to Cyber bullying**

Pupils and parents/carers are encouraged to report all incidents of cyber bullying, in the first instance to the form tutor or Achievement Leaders and are assured that they will be dealt with swiftly. In serious cases the school will involve the police. The Pupil being bullied should be assured that they have done the right thing and that action will be taken which does not place them at further risk of bullying of any kind. Staff, Pupils and parents/carers are advised to keep a record of the bullying as evidence, for example phone logs, text messages or images on networking sites. They can be useful to show parents of the perpetrator and where necessary, the police. When evidence has been secured, the offensive material should be removed or deleted from the relevant device. Once the situation has been resolved, the Pupil who reported the cyber bullying should be monitored by the form tutor to ensure that there have been no further incidents. All Cyber bullying incidents are thoroughly investigated and recorded in the school Bullying Log by Achievement Leaders/Inclusion Manager. As with all forms of bullying at Conisborough College, both victims and perpetrators will be offered appropriate support to ensure that there will be no reoccurrence of actions which will cause distress to any Pupils.

### **Sanctions for the cyber bully**

Once the Pupil(s) responsible for the cyber bullying has been identified, it is important that, as in other cases of bullying sanctions are applied. Steps should be taken to change the attitude and behaviour of the bully and a restorative approach may be appropriate. Parents/carers of all Pupils would be involved and consideration would be given as to the appropriateness of involving outside agencies. Sanctions for cyber bullying would be considered in that same way as sanctions for other forms of bullying. These may involve: Loss of social time, break/lunch for a specified period of time put on report to monitor behaviour towards others detention, IER, Governors Disciplinary and possible exclusion and limiting internet access for a specified period of time

### **Further incidents of serious cyber bullying**

A recommendation to the Headteacher may be made for a fixed-term exclusion and persistent bullying may result in a recommendation for permanent exclusion

### **The Role of the Governing Body is to:**

- Monitor the effectiveness of this policy and its regular review
- Receive reports from the Headteacher as appropriate regarding the monitoring, logging and management of Cyber Bullying incidents

### **The Role of the Parent**

- Encourage your child to tell you if they come across any sites that could cause offence or pose some sort of danger.
- Try and position the computer in a high traffic area of your home so that you can keep an eye on your child's technology use.
- Ensure that you have the appropriate software to bar the types of websites you do not want your children to see.
- With regard to social networking, always explore the privacy settings of your child's Social Networking Site (SNS) to protect your child's privacy and to protect them from strangers.
- Talk to / check that your child does not give out too much personal information or posts inappropriate photos / film.
- As a safety precaution, talk to your child about sharing his / her password with you and / or make sure that you are 'accepted as a friend' on chat rooms, networking sites, etc.

- Use the SNS at 'reasonable times' of the day, rather than late and night / early hours of the morning.
- Act as a positive role model in the use of social networking sites and accessing appropriate material from the web.

### **Civil and criminal law**

Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour, for example, or indeed menacing and threatening communications. In fact, some cyber bullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, which has both criminal and civil provision, the Malicious Communications Act 1988, section 127 of the Communications Act 2003 and the Public Order Act 1986

## **Appendix 5**

### **E-Safety**

We acknowledge that we all have a responsibility to safeguard and promote the welfare of children, and that responsibility must apply to the online world which is such an important part of the everyday life of children and young people. New technologies open up many exciting benefits and opportunities for children and young people but they can also present some risks. Technology is becoming all pervasive, touching all areas of society, with children and young people having increasing access to personal technology such as web-enabled phones. We at Conisborough College therefore ensure that a framework is in place to help children and young people stay safe when using technology, and to ensure that where problems do occur, children and young people (and their parents and carers) have support in dealing with them effectively. Cyber-bullying is also included in the schools anti-bullying policy. Our website has online safety information available for Pupils and their parents/carers.

We will continue to be vigilant by:

- Ensuring that all children, young people and parents/carers are equipped with the knowledge and skills to safeguard themselves online
- Ensuring that all children, parents/carers are aware of the risk of social media, chatrooms and webcams and know the correct procedures to follow if they are concerned in any way by inappropriate contact through these social media sites.
- Ensuring that all children who have been the subject of indecent images and sexual exploitation are identified, protected and given an appropriate level of support
- Ensuring that all people who work with children and young people have access to good quality procedures and effective training to safeguard children at risk through online activity
- Ensuring that systems and services are in place to identify, intervene and divert people from sexually exploiting or abusing children online and offline.

Appendix 6

## Responsible Internet Use Policy

**The college computer system provides Internet access to Pupils and staff. This Responsible Internet Use statement will help protect Pupils, staff and the college by clearly stating what is acceptable and what is not.**

Access must only be made via the Pupil's authorised account and password, which must not be given to any other person.

College computer and Internet use must be appropriate to the Pupil's educational activity.

Copyright and intellectual property rights must be respected.

Users are responsible for e-mail they send and for contacts made.

E-mail should be written carefully and politely. As messages may be forwarded, e-mail is best regarded as public property.

Anonymous messages and chain letters must not be sent.

The use of public chat rooms is not allowed.

The college ICT systems may not be used for private purposes unless the headteacher has given permission for that use.

Use for personal financial gain, gambling, advertising or a political purpose is forbidden.

The security of ICT systems must not be compromised, whether owned by the college or by other organisations or individuals.

## Monitoring the Use of the College's Intranet

We have implemented an internet monitoring system by 'Securus'. This system promotes responsible and safe use of the internet by monitoring the use of the internet throughout the day. This is done by taking screen shots which are monitored by a member of staff. Parents will be contacted if their child is using the internet irresponsibly and an appropriate sanction will be given to the Pupil. This could be a verbal warning, loss of internet use, internal exclusion, external exclusion or a Saturday detention.

### Please sign

I have read and accept the **Responsible Internet Use** policy for Pupils. I agree for my son/daughter to have access to the Internet.

My son/daughter (Pupil's name) \_\_\_\_\_ agrees to read, sign and follow the **Responsible Internet Use** Policy @ Conisborough College.

I understand that suitable guidance will be provided during access to the Internet.

\_\_\_\_\_ Pupil's signature

\_\_\_\_\_ Pupil's Name (print)

\_\_\_\_\_ Parent/Carer's signature

\_\_\_\_\_ Parent/carer's name (Print)

NOTE: While the school will make all reasonable efforts to ensure that everybody uses the Internet in a responsible and productive manner, it will not be held liable for the consequences should anyone fail to comply with these rules and regulations.

### Safeguarding Risk Management Form

**Introduction:** Risk assessment and management is a vital component of Safeguarding as well as Health and Safety at Work requirements for all staff, employees and pupils in an educational setting. In the event of a serious incident arising from pupil behaviour, any reviewing body will pay close regard to the foreseeable risks and the approach taken to risk management in drawing its conclusions about whether reasonable action was taken by a school or individual staff member. This form is designed to be used in consultation with all agencies involved with young person, particularly social care, youth offending services and any specialist services involved. It can be used within a meeting involving parent/carer and young person whenever possible in addition to the relevant agencies.

This risk assessment should be used when:

#### When should this risk assessment be used?

An identified Pupil has presented with challenging or dangerous behaviour of a child protection or safeguarding nature and may pose a risk to themselves or others by being

1. Subject of a Police Criminal Investigation or Child Protection investigation and/or
2. Subject of a risk assessment e.g. Youth Offending Service, specialist service (re e.g. violence) and an education safeguarding risk assessment and management plan will afford them and others protection.

This risk assessment can also be used when a Pupil or Pupils:

3. Has been subjecting others to bullying and/or
4. Has been victim of an incident of Child Protection/Safeguarding concern including bullying and this process will afford them protection and/or
5. Has made repeated, apparently unfounded allegations against staff and/or other Pupils and/or
6. Is focusing sexually provocative behaviour towards other Pupils and/or members of staff.
7. Has made threats of self-harm.

The identification of Pupils may come from a variety of sources:

- As a result of behaviours exhibited in your educational setting
- Another LA from which the child has come
- A previous school or Early Years provider
- A Local Authority Children's Services department
- Youth Service
- Health Authority
- Police or Youth Offending Service
- A parent / carers of the Pupil concerned
- A specialist service

#### What should you do with this risk assessment?

- Remember that this is a confidential document. It should be distributed on a 'Need to know' basis agreed at the meeting which will ensure staff and Pupil safety is not compromised. Please seek further advice if you are in doubt about individual cases.
- Ensure that staff identified as needing to know the risks and management plan have a copy. (This may include a variety of non-teaching staff, such as office and site management staff).
- Ensure that the Parent/Carer of the Pupil is involved, wherever appropriate, in its completion and has a copy.
- Ensure that there is a clear line of management associated with this document. By paying due regard to the details of risk presented by the Pupil, additional strategies and staff should be deployed through an Individual Education Plan.
- The aim of assessment is to allow as full participation as possible by the Pupil in school life, without prejudice to other members of the community.

**Safeguarding and Child Protection Policy**

---

Name of School/Educational Establishment : .....

Name of Pupil:

.....  
DoB: ..... Age: ..... Year: .....

Completing or assisting with the assessment:

Name(s) of persons : Designation:  
.....  
.....  
.....

Specify any SEN or issues of race, culture or diversity:

Date Completed: .....

Point of Assessment: Prior to admission  (Please tick) On admission   
At annual review/planning meeting   
Following one/series of critical incidents   
Details of any other agencies involved

Incident:

Brief summary of concerns – if relating to other young people care must be taken re confidentiality:

Case co-ordinator within education setting (if appropriate)

Name and designation: .....

..... Date: .....

Lead professional or allocated social worker: ..... Date: .....

Decision re. Parent/Pupils Involvement - if not involved please specify why:

Types of Behaviour Causing Concern (Please select those applicable and known to have occurred and give examples – you may wish to change the types of behaviour to more accurately reflect the behaviour of the Pupil)	✓	Frequency H = hourly D = daily W = weekly O = occasionally M = monthly	Intentionality D = deliberate A = accidental Or Incidental I = involuntary	Risk		
				Hazard (H) 1-4	Probability (P) 1-4	LEVEL OF RISK (HxP) 1-16 (add level descriptor)
Self Harm						
Bullying – Doing it						
Bullying – subject of it						
Swearing/ Abusive						
Sexually inappropriate behaviour						
Grooming behaviours e.g. befriending vulnerable pupils, being overly complimentary to ‘put staff on guard’						
Sexually provocative behaviour						
Inappropriate behaviour						
Violent/aggressive behaviour						
Substance/alcohol misuse						
Racial/Gender/Religious/Learning Disability discrimination						
Absconding/absenting						
Damage to property						
Offending behaviour (e.g. stealing)						
Carrying/using weaponry						
Reckless disregard for personal safety (e.g. running across busy roads)						
Other (Please specify)						

**TRIGGER POINTS**

Educational difficulties	<i>Details:</i>
Issues with certain staff	<i>Details:</i>
Issues with certain peers/groups	<i>Details:</i>
Control/authority issues	<i>Details:</i>
Gender/racial issues	<i>Details:</i>
Frustration with self	<i>Details:</i>

**Additional Details:** The accompanying Behaviour Management Plan should explain the circumstances where adult intervention will be used (because the risks associated with it are judged to be less than if no intervention was used). If it does not, please indicate here:

**LOCATIONS OF VULNERABILITY**

Tick all that apply:

Classroom/teaching areas	<input type="checkbox"/>
In corridors/between lessons	<input type="checkbox"/>
In school toilets	<input type="checkbox"/>
Practical lessons	<input type="checkbox"/>
P.E.	<input type="checkbox"/>
Unstructured times (Playtimes)	<input type="checkbox"/>
At mealtimes/dinner hall	<input type="checkbox"/>
Social time before/after school	<input type="checkbox"/>
School transport (taxi)	<input type="checkbox"/>
Minibus/School trips	<input type="checkbox"/>
Behaviour when medication not taken	<input type="checkbox"/>
At home	<input type="checkbox"/>
In community	<input type="checkbox"/>
List any Orders	<input type="checkbox"/>

**Additional details:** (include any environmental conditions such as large groups and noise levels)

**ADDITIONAL CONTROL MEASURES REQUIRED TO REDUCE RISK**

- Additional staff experienced in issues of Emotional Behaviour and Social difficulties. (\*)
- Specific timetable modification or curriculum disapplication. (\*)
- Specific/named senior staff as persons called for/Pupil sent to in emerging crisis. (\*)
- Behaviour Management Plan (BMP) or existing Individual Education Plan/Pastoral Support Plan. (\*)
- BMP with Positive Handling Strategies (Restrictive Physical Intervention) (\*)
- Specific equipment/resources made available to Pupil or staff.
- Identified location(s) for calming down or 'Timeout'.
- Additional staff to support specific curriculum issues.
- Staff not to be alone with Pupil.
- Supervised during unstructured times/playtimes/school arrival & departure specify level e.g. 1:1 at all times.
- Parental support on hand/attendance in school.
- Local Authority Social Care Dept. providing support.
- Local Police informed.
- Modification or restriction of school visits or work placements
- Increase of personal tutorials.
- Change of tutor group/subject set groups.
- Escorts in school transport/taxis
- Additional training required for staff

**(\*) Please ensure that all necessary information is kept with this document, and available to relevant staff and parent/carer.**

**APPENDIX GUIDANCE NOTES ON SOME CHARACTERISTICS ASSOCIATED WITH CATEGORIES**

Matrix: Hazard  $\times$  Probability =n Level of Risk

Seek views of e.g. Headteacher, Service manager, Designated Child Protection Officer

<p><b>HAZARD</b> Level of Harm Presented</p>	<p><b>PROBABILITY</b></p>	<p><b>LEVEL OF RISK</b> (Hazard <math>\times</math> Probability)</p>
<p><b><u>LOW = 1</u></b></p> <ul style="list-style-type: none"> <li>• Causes occasional and minor disruption</li> <li>• Little or no additional staff deployed.</li> <li>• Causes some offence with some staff, e.g. swears as walking away/mutters under breath</li> <li>• No harm to others.</li> </ul>	<p><b><u>LOW = 1</u></b></p> <ul style="list-style-type: none"> <li>• Could happen in occasional circumstances e.g. when confronted insensitively or by adults not known to the pupil. Taking part in a highly structures activity</li> <li>• Triggered by specific well known factors that can be planned for.</li> </ul>	<p><b><u>LOW: 1 - 4</u></b></p> <ul style="list-style-type: none"> <li>• Acceptable range of behaviour <u>given</u> age, maturity, emotional difficulty and personal circumstances.</li> <li>• Occasional incidents of non-compliance/challenge associated with mood swings.</li> <li>• Potential health and safety risk to other staff and pupils.</li> </ul>
<p><b><u>MODERATE = 2</u></b></p> <ul style="list-style-type: none"> <li>• Occasional harm to others/ self or damage to property.</li> <li>• Distress caused is more widespread. Offends with language, makes sexualised comments or actions, use of subtle coercion or lower level grooming behaviours, but still biddable.</li> <li>• Extra resources/staff can often stabilise situation</li> </ul>	<p><b><u>MODERATE = 2</u></b></p> <ul style="list-style-type: none"> <li>• May happen with some regularity with known triggers.</li> <li>• Documented patterns of antecedent and behaviours emerging.</li> <li>• Will respond to staff at higher levels of authority or key worker and is able to discuss issues.</li> </ul>	<p><b><u>MODERATE: 5 - 8</u></b></p> <ul style="list-style-type: none"> <li>• Commonplace incidents of non-compliance/challenge including dangerous behaviour associated with impulsiveness, a lack of anticipation and acceptance of consequentiality.</li> <li>• Absenting or absconding.</li> <li>• Ignoring adult advice and guidance.</li> <li>• Pupil will usually respond to Positive Handling Strategies. Behaviour goes into remission quickly.</li> <li>• Regular incidents of non-compliance/challenge including aggressive confrontations with others.</li> <li>• Will avoid adult supervision if possible. Reduce hazards where possible.</li> <li>• Pupil considered for appropriateness of certain lessons/locations.</li> </ul>

<p><b><u>SUBSTANTIAL = 3</u></b></p> <ul style="list-style-type: none"> <li>• Frequent damage with necessary costs of replacement.</li> <li>• Personal safety of Pupil/others is compromised.</li> <li>• Needing supervision and special arrangements.</li> <li>• Implications for people/property beyond school grounds.</li> <li>• Offensive and disruptive to a wide section of the community.</li> <li>• Use of coercion or threat</li> <li>• More obvious pattern of grooming behaviours</li> <li>• An allegation by other young person or staff member.</li> </ul>	<p><b><u>SUBSTANTIAL = 3 Very likely to happen)</u></b></p> <ul style="list-style-type: none"> <li>• Child does not show acceptance of authority hierarchy.</li> <li>• Does not acknowledge that their behaviour is unacceptable</li> <li>• Pupil may have become disaffected and disenfranchised.</li> <li>• Most adults are unable to affect a positive intervention.</li> <li>• Ongoing self harm</li> </ul>	<p><b><u>SUBSTANTIAL: 9 - 12</u></b></p> <ul style="list-style-type: none"> <li>• Numerous incidents of non-compliance and severe challenge including violence and aggression associated with a loss of emotional control.</li> <li>• Regular absenting from class necessitating monitoring. NIB absence may enable the young person to plan or pursue unacceptable abusive behaviour away from adult supervision.</li> <li>• Undermining of adult authority to present challenge to the security of the structured environment, sustained over time.</li> <li>• Will react negatively to Positive Handling Strategies but remission is forthcoming.</li> <li>• Careful staff allocation needed to reduce likelihood and effects of behaviour.</li> <li>• Work routines of Pupil and peers needs careful planning.</li> <li>• Any allegation must be reported to Social Care.</li> </ul>
<p><b><u>HIGH = 4</u></b></p> <ul style="list-style-type: none"> <li>• Significant injury to others/self.</li> <li>• Traumatic effect on peers/adults.</li> <li>• Damage levels and replacement costs in excess of £250.00</li> <li>• Abuse of others</li> <li>• Targeting young people for exploitation</li> <li>• Abuse by self or others</li> <li>• Evidence that the young person successfully is, or has, groomed the adults and young person. (NIB can be by use of text or internet.</li> </ul>	<p><b><u>HIGH = 4 (Established Pattern of previous or ongoing occurrence</u></b></p> <ul style="list-style-type: none"> <li>• Expert management by groups of staff usually fail to remediate the situation.</li> <li>• Pupil self-control is virtually non-existent.</li> <li>• Volatile and over-sensitised to school environment such that triggers are frequent and globally located around the establishment.</li> <li>• Threats of suicide</li> </ul>	<p><b><u>HIGH: 16</u></b></p> <ul style="list-style-type: none"> <li>• Numerous incidents of non-compliance and severe challenge including dangerous, violent and aggressive behaviour.</li> <li>• Characterised by bullying and/or assault with premeditation.</li> <li>• Undermining adult authority to the detriment of the security of the structures environment and the safety and welfare of other Pupils/adults.</li> <li>• Reacts badly to RPI strategies.</li> <li>• Police need to be notified frequently or parental attendance as soon as possible.</li> <li>• Immediate continuing action needed. Specialist plans being carried out by designated staff on a daily basis. Further advice needed. Outside support agencies available at short notice. Referrals to the GP and social care must be made for any threat of suicide. The Maple Service can be contacted for urgent assessment.</li> <li>• Referrals to social care must be made for any allegation of abuse. The discussion with Social Care will agree action including when and whether the parent/carer can be told</li> </ul>

**CONISBOROUGH COLLEGE**

**APPLICATION AND RECRUITMENT PROCESS  
EXPLANATORY NOTE**

**Application Form**

- Applications will only be accepted from candidates completing the enclosed application form and providing a letter of application. Candidates can also supply a full CV where this would provide additional relevant information.
- Candidates should be aware that all posts at Conisborough College involve some responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see job description for the post.
- Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
- Applicants will be required to complete a Disclosure & Barring Service application at the appropriate level for the post.
- We will seek references on short listed candidates and may approach previous employers for information to verify particular experience or qualification before interview.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although s/he may, where appropriate answer not applicable if your duties have not brought you into contact with children or young persons.
- You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected and possible referral to the police and/or DfE Children’s Safeguarding Operation Unit.

**Invitation to interview**

- If you are invited to interview this will be conducted in person and the areas which it will explore will include suitability to work with children.
- In line with national teacher recruitment guidelines, all candidates invited to interview must bring documentation confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. original or certified copy of certificates, diplomas etc.). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body. **Evidence of threshold if applicable will also be required.**
- All candidates invited for interview must also bring with them as many of the following documents as possible:
  1. A Passport and current driving license including photograph (essential)
  2. A full birth certificate
  3. A utility bill and financial statement showing your current name and address (dated within 3 months).
  4. Where appropriate any documentation evidencing a change of name
  5. Your qualification certificates.

***Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.***

**IF POTENTIAL APPLICANTS HAVE DIFFICULTY IN MEETING ANY OF THE ABOVE CRITERIA WE WOULD WELCOME AN OPPORTUNITY TO DISCUSS ANY PROBLEMS AND PROVIDE ADVICE ON ALTERNATIVE ARRANGEMENTS. TEL: Jenny Kirby, HR Manager on 0208 461 9600**

**Conditional Offer of Appointment: Pre-Appointment Checks**

Any offer to a successful applicant will be conditional upon

1. receipt of at least two references considered satisfactory to the school (if these have not already been received), one must be from your current or most recent employer.
2. Verification of identity and qualifications.
3. A check at DfE List 99 and the Protection of Children Act List as appropriate
4. A satisfactory enhanced DBS Application
5. Verification of professional status such as registration with the Teaching Agency, QTS (where required NPQH)
6. For teaching posts - verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
7. Where the successful applicant has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidelines.
8. Verification of medical fitness in accordance with DfE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and entrants to Initial Teacher Training.
9. Satisfactory completion of the probationary period.

**Warning.**

- **Where a candidate is found to be on DfE List 99 or the Protection of Children List or the DBS disclosure shows s/he has been disqualified from working with children by a Court; or**
- **Found to have provided false information in, or in support of his/her application; or**
- **The subject of serious expressions of concern as to his/her suitability to work with children**

**The facts will be reported to the Police and/or the DCSF Childrens' Safeguarding Operation Unit.**

Appendix 9



Conisborough Crescent  
Catford, London SE6 2SE  
T: 020 8461 9600  
E: reception@conisboroughcollege.co.uk  
W: www.conisboroughcollege.co.uk  
Headteacher: Ms Jane Hadlow  
*A Colfe's Associate School*

## COVID-19 school closure arrangements for Safeguarding and Child Protection at Conisborough College

School Name: Conisborough College

Date: 31st March 2020

Date shared with Staff and Governors : 7th April 2020

### 1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

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.

This addendum of the Conisborough College Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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12. Supporting children in school..... 9

13. Peer on Peer Abuse..... 9

<b>Role</b>	<b>Name</b>	<b>Email</b>
Designated Safeguarding Lead	Ms K Mahar	kmahar@conisboroughcollege.co.uk
Deputy Designated Safeguarding Leads	Ms S Thomas Mr J Cavadino Mr W Conn Miss S Hopkins Ms R Fossett Miss N Williams Jones Miss S Jones	sthomas@conisboroughcollege.co.uk jcavadino@conisboroughcollege.co.uk wconn@conisboroughcollege.co.uk shopkins@conisboroughcollege.co.uk rfossett@conisboroughcollege.co.uk nwilliams-jones@conisboroughcollege.co.uk sjones@conisboroughcollege.co.uk
Headteacher	Mrs J Hadlow	jhadlow@conisboroughcollege.co.uk
Chair of Governors	Mrs V Whittle	vwhittle@conisboroughcollege.co.uk

**Vulnerable children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) 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.

Conisborough 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.

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 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 Conisborough College will explore the reasons for this directly with the parent.

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

Conisborough College will encourage our vulnerable children and young people to attend a school, including remotely if needed.  
Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Conisborough College and social workers will agree with parents/carers whether children in need should be attending school – Conisborough College will then follow up on any pupil that they were expecting to attend, who does not. Conisborough College will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, Conisborough College will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Conisborough College will notify their social worker.

### Designated Safeguarding Lead

Conisborough College has a Designated Safeguarding Lead (DSL) and a Deputy DSL. The Designated Safeguarding Lead is: Ms K Mahar

The Deputy Designated Safeguarding Lead is: Ms S Thomas

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) 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.

It is important that all Conisborough College staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.

The DSL 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 making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Headteacher and the Trust Safeguarding Manager. This will ensure that the concern is received.

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

Where staff are concerned about an adult working with children in the school, they should use a yellow form to report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: Mrs V Whittle.

### Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

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 Conisborough 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 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

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, Conisborough 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).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Conisborough 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.

Conisborough College 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.

Conisborough College 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.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, 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, Conisborough College will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

### Online safety in schools and colleges

Conisborough 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.

## Safeguarding and Child Protection Policy

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Online teaching should follow the same principles as set out in the MAT code of conduct. Conisborough College will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

### Supporting children not in school

Conisborough 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.

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

This plan must be reviewed regularly (at least once a fortnight) 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.

Conisborough College 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. Teachers at Conisborough College need to be aware of this in setting expectations of pupils' work where they are at home.

Conisborough College 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.

### Supporting children in school

Conisborough College is committed to ensuring the safety and wellbeing of all its students. Conisborough College will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Conisborough College 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.

Conisborough College 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

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

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.