



# Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

## School Policy 5 - SAFEGUARDING

This policy was updated in June 2024.

It is prepared on behalf of the Headteacher and Deputy Headteacher (Policy and Practice) by the school's Senior Education and Safeguarding Leader, who is also responsible for this policy in school.

The Governors' Committee responsible for this is the Ethos and Pastoral Care Committee.

It is reviewed annually and will next be reviewed in September 2025.

### Introduction

This policy applies to all staff, Governors and volunteers working in the school. This School is committed to child protection and safeguarding children and young people and expects all staff, Governors, visitors and volunteers to share this commitment. **This Policy is publicly available on the School website and a copy may be obtained from the School Office.**

**MISSION STATEMENT:** Archbishop Tenison's School strives for academic excellence within the values of a Christian Community. The overall aim of this policy is to **safeguard and promote the welfare of the children in our care.**

**THE WELFARE OF THE CHILD IS PARAMOUNT:** **In this policy, 'child' and 'children' are used throughout. These are intended to refer to pupils of all ages and Sixth Form students.**

This policy, including its procedures, along with the related documents (which are listed in this policy), is informed by statutory and best practice guidance. Our Local Safeguarding Children Board (LSCB) is the London Borough of Croydon Safeguarding Children Board.

### STATUTORY REQUIREMENTS

This policy reflects our commitment to child protection and safeguarding and is developed from legislation documents The Children Act 1989, The Children Act 2004, Education Act 2002, and complies with Working Together to Safeguard Children (2023), Keeping Children Safe in Education (2024) (KCSIE with specific reference to Part 1), What to do if you're worried a child is being abused-advice for practitioners (March 2015), Guidance for safer working practice for those working with young people in education settings (October 2015), Disqualification under the childcare act 2006 (February 2015), Prevent Duty Guidance for England and Wales (2023), The use of social media for on-line radicalisation (July 2015) and Framework for the Assessment of Children in Need and their Families (Department of Health et al, 2000) and any additional guidance issued by the Secretary of State.

### Rationale

#### OUR EDUCATIONAL AIMS are to:

1. uphold Christian belief through worship and daily life and enable students to grow in a living faith;
2. develop the habit and skills of academic enquiry, intellectual integrity, and a love of learning for its own sake;
3. broaden the student's cultural experience by active involvement in and appreciation of the expressive arts and by examining the role that culture, including science and technology, plays in creating civilised societies;

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Headteacher: Richard Parrish MA (Oxon)

4. develop an awareness and understanding of their physical capabilities in students through curricular and extra-curricular activities whilst fostering positive attitudes to health and safety and sportsmanship;
5. promote an understanding of different religions and ethnic origins and cultures in order to reduce intolerance and prejudice; promote the integration into the community of people of all ethnic backgrounds; and to foster and develop a strong sense of moral values which are given practical expression in all aspects of the lives of those who make up this school community;
6. create in students an awareness of their abilities enabling them to realise their potential and to play their full part, as Christians, in the wider community in this country and overseas; to prepare them for the world of work and to develop within them interests which they will find enriching and fulfilling;
7. encourage pupils towards an understanding of their own feelings and the feelings of others, thus developing a friendly, supportive and caring community, in which every student is equally valued.

As a School we do all that we can to promote the welfare of pupils and to ensure that children are protected from harm both within the School and beyond our direct control. The School recognises that we have a duty to protect children at risk of harm and also those children who need extra help. To that end we are committed to:

- Establishing and maintaining an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensuring that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.

Including across the curriculum, such as through the Pastoral programme, opportunities which equip children with the skills they need to stay safe from harm and to ensure they know to whom they should turn for help. This would necessarily include a focus on e-safety and on promoting emotional and mental well-being and resilience in a rapidly changing world which presents new challenges, such as the risks of extremism and radicalisation.

**It is the responsibility of all staff, including Governors, volunteers and staff of contractors to be fully aware both of Part 1 Keeping Children Safe in Education, September 2024 and the School's procedures in relation to child protection and child safeguarding.**

## Responsibilities

### SAFEGUARDING CONTACT LIST

**We have a statutory and moral duty to protect children. If you hear, or become aware of anything that leads you to believe that the safety or welfare of any child is at risk due to neglect, physical, emotional or sexual abuse; YOU MUST pass on the information following the Safeguarding of Children Procedure.**

<b>SCHOOL CONTACTS - The people you should talk to at this school are:</b>
<b>DESIGNATED SAFEGUARDING LEAD FOR OUR SCHOOL IS: Anna Robinson</b>
<b>DEPUTY SAFEGUARDING OFFICERS: Luke Herbert, Dawn Hutchinson, Johnson Deniran, Catherine Williams</b>
<b>THE GOVERNOR WITH RESPONSIBILITY FOR SAFEGUARDING IS: Paul Brightley Jones, Christine Banton</b>
<b>Senior LADO (Local Authority Designated Officer) is : Steve Hall 0208 255 2889(DD) or via e-mail <a href="mailto:Steve.hall@croydon.gov.uk">Steve.hall@croydon.gov.uk</a> /<a href="mailto:LADO@croydon.gov.uk">LADO@croydon.gov.uk</a></b>

LADO: Jane Parr Email: [jane.parr@croydon.gov.uk](mailto:jane.parr@croydon.gov.uk)  
Tel: 0208 726 6000 (Ext. 84343) Mob: 07985 590505

**To speak to any of the school's safeguarding team please contact the school office: 020 86884014 or [reception@archten.croydon.sch.uk](mailto:reception@archten.croydon.sch.uk) between the hours of 8am and 5.45pm. All calls are answered in person. Contact will then be made with the relevant member of the safeguarding team.**

**Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Deputy Headteacher, Ms Akanho, unless it involves them and then it should be reported directly to the Chair of Governors Mr Richard Mash whose contact details can be obtained via the school office: 020 86884014 or [PAtoHeadteacher@archten.croydon.sch.uk](mailto:PAtoHeadteacher@archten.croydon.sch.uk) between the hours of 8am and 5.45pm.**

### **In defining safeguarding, the School affirms that:**

- (1) The welfare of children is of paramount importance and that all children have a fundamental right to be protected from harm.
- (2) It will take immediate and effective action to safeguard the welfare of any child in need or at risk of harm (see Definitions of Abuse and specific risks).
- (3) It will carry out its legal duty to refer cases of alleged or suspected abuse to other appropriate agencies (Social Services, and the Police) and to work with these agencies in protecting children from harm.
- (4) The school will cooperate with other agencies in providing additional support where appropriate for pupils not at risk of serious harm.
- (5) Any deficiencies or weaknesses in safeguarding arrangements will be remedied without delay.
- (6) All staff have a role to play in safeguarding children.
- (8) All staff should be aware of the signs of abuse so that they are able to identify children who might be in need of help or protection.
- (9) All staff should be aware of the systems within the school to support safeguarding.
- (10) All staff will have due regard to the need to prevent children from being drawn into terrorism.
- (11) All staff will receive appropriate safeguarding training, which is regularly updated, to ensure they can fulfil their duty.
- (12) All required staff will fill in and sign a declaration about Disqualification by Association referred to in the Disqualification under the Childcare Act 2006 (February 2015).

### **RESPONSIBILITIES OF STAFF**

**All staff have a duty to safeguard and promote the welfare of children. Consequently, staff should:**

- Be alert to signs of abuse as outlined in this policy, as well as other children in need issues
- Feel free to discuss any general concerns about a child's progress and well-being at any time including at weekly staff meetings
- Be prepared to contribute to whatever actions are needed to safeguard the child and promote his or her welfare
- Read at least **Part One of KCSIE (Keeping Children Safe in Education) 2024** and sign the document to that effect

### **DESIGNATED SAFEGUARDING LEAD (DSL)**

**Duty of the DSL Mrs Anna Robinson with overall responsibility for Child Protection and Safeguarding.**

The actions taken will keep the welfare of all pupils at the forefront by:

1. Implementing Tenison's Child Protection and Safeguarding Policies

2. Ensuring a rigorous review process is in place for all Child Protection and Safeguarding Policies
3. Being responsible for and undertake training every two years. This will include local interagency working protocols and the LSCB's approach to the Prevent Duty Guidance (under the Counter-Terrorism and Security Act 2015).
4. Ensuring up to date Prevent Duty awareness has been completed
5. Providing training for all staff in line with advice from Croydon Safeguarding Children Board and when new legislation is received
6. Taking into account the nature and the seriousness of the suspicion or complaint
7. When receiving a concern regarding a Child in Need report to Children's Social Care (In line with KCSIE September 2024)
8. When receiving a concern regarding a Child at Risk report to Children's Social Care and/or the Police if a crime has been committed. This will be reported immediately/24hours/one working day OR a referral can be made directly by staff to Children's Social care or the Police.
9. Ensuring a complaint involving a serious criminal offence will always be referred to Children's Social Care or the Police without further investigation within the school
10. Considering the wishes of the pupil who has disclosed, although a serious situation would override their wishes
11. Considering the wishes of the parents of the pupil who has disclosed, although a serious situation would override their wishes
12. Seeking advice from relevant professionals, before making a decision to disclose maintaining duties of confidentiality, so far as applicable, if the DSL is concerned that disclosing information to parents would put a pupil at risk
13. Ensuring that all staff and governors have read Part One of Keeping Children Safe in Education **(KCSIE) (September 2024)**
14. All staff and governors must acknowledge in writing to the DSL the reading of this document. The DSL will ensure that it is recorded.
15. Remaining up to date with multi-agency working by maintaining contact with Croydon Local Authority.
16. Attending multi agency network meetings
17. Carrying out induction training for all new staff, including temporary staff and volunteers
18. Being easily contactable in emergency situations during school hours.

#### **INDUCTION, TRAINING FOR STAFF**

All Staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.)

- their responsibilities in being alert to the signs of abuse
- The procedures for recording and referring any concerns to the Designated Safeguarding Lead.

All staff, including temporary staff and volunteers, will be provided with induction training within the first week that includes:

1. The school's Safeguarding Policy
2. The school's Discipline Policy
3. The staff 'code of conduct'
4. The identity of the DSL and the Safeguarding Team
5. A copy of Part 1 of KCSIE 2024
6. Other related policies stated here in this policy

- Staff will receive additional training/information where necessary in relation to policy updates.

- All staff will receive effective supervision and be provided with support, coaching and training, promoting a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.
- All school staff, all teaching staff and those support staff who routinely have contact with the children, are trained and receive refresher training regularly, in line with advice from Croydon LSCB, about their safeguarding responsibilities and the school's safeguarding policy and procedure.
- All staff and governors have been provided **with a copy of Part 1 of the guidance KCSIE 2024** and a list indicating that they have read it is kept by the Headteacher's PA and the DSL.
- Where staff are employed by another organisation and are working with pupils outside of the school's premises, assurance is obtained that the appropriate child protection checks have been undertaken and that the staff are familiar with the appropriate child protection policies and procedures.

## **COMPLAINTS**

If a parent considers that the School has not operated the Child Protection and Safeguarding Policies correctly, they may submit a complaint under the Complaints Policy which is on the school website or available on request from the school office. If a member of staff has a concern with regards to the School's child protection and safeguarding practice and procedures, then they should do so by **following the Whistleblowing Policy.**

### **Complaints/allegations made against staff/volunteers/the Headteacher**

Complaints or allegations made against staff/volunteers will be brought immediately to the attention of the Deputy Head, Ms Akanho, in order that she may activate the appropriate procedures. In the Deputy Headteacher's absence, or where the Deputy Headteacher is the subject of a complaint, the person to contact is the Chair of Governors. Mr Richard Mash whose contact details can be obtained via the school office: 020 86884014 or [PAtoHeadteacher@archten.croydon.sch.uk](mailto:PAtoHeadteacher@archten.croydon.sch.uk) between the hours of 8am and 5.45pm. The Chair will inform the LADO.

### **Allegations will be managed according to the following procedure:**

1. The complaint or allegation must be reported without delay to the Deputy Headteacher who will inform the Headteacher.
2. The Headteacher will contact the LADO **within 24 hours** of receiving the complaint/allegation.
3. The Deputy Headteacher will not conduct her own investigation in order that statutory investigations are not jeopardised, but she will ask the person making the complaint/allegation to write a detailed account of his/her concerns.
4. The compilation of the report from the person making the complaint/allegation must not be aided by the Deputy Headteacher.
5. This report is held securely.
6. After the complaint/allegation is investigated by the statutory authorities, the appropriate referring is made by the School to relevant agencies.

### **The following points are important:**

1. If an allegation is made against a teacher the quick resolution of that allegation will be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.
2. All allegations are brought to the attention of the Headteacher (except where the allegation concerns the Headteacher) and the LADO is contacted immediately to agree a course of action and possible involvement of the Police.
3. In some cases the LADO may be contacted for informal discussion without naming the School or individual;

4. In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the School and the individual notified of the reasons.

5. Allegations against a teacher or other member of staff who is no longer working will be referred to the DBS.

6. If an allegation is made in relation to the Headteacher, the Deputy Headteacher will report directly to the LADO and partner agencies as appropriate. The Deputy Headteacher will also inform the Chair of Governors.

7. There are four possible outcomes following an investigation into an allegation against staff: **substantiated, malicious, false, and unsubstantiated.**

8. An allegation that is found to have been malicious will be removed from personnel records and any that is not substantiated is unfounded or malicious will not be referred to in employer references. Allegations that are found to have been malicious are likely to have breached School policy and are proscribed in the Whistle-blowing Policy. The School will therefore consider whether to apply an appropriate sanction, which could include suspension or permanent exclusion (as well as referral to the Police if there are grounds for believing a criminal offence may have been committed).

If the allegation concerns alleged minor physical mishandling or verbal abuse, this will normally be dealt with under the School's Complaints Procedure, unless one or more of the following criteria applies:

- The allegation is one of actual bodily harm – i.e. an injury has necessitated first aid or medical treatment;
- There is reason to suspect parental instigation or collusion;
- The allegation has been reported to the Police or Children's Services by the parent or child;
- The child is Looked After in Public Care;
- The child is subject to a Child Protection plan or a Child in Need plan;
- The child has a disability or Statement of Special Educational Need;
- The member of staff concerned has been subject to previous complaints;
- The allegation is one of sexual abuse.

In these cases, advice will be sought from the relevant professionals in the local authority or the LADO with a view to a Strategy Meeting or Discussion being held in accordance with the Croydon Safeguarding Children's Board safeguarding procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

In considering whether or not a referral to Children's Social Care Services is appropriate, the Deputy Headteacher may seek advice from the Croydon's Professional Advisor for Safeguarding in Education, the LADO and other relevant external agencies.

### **Preventing Extremism and Radicalisation**

The school's safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

Under Counter-Terrorism and Security Act 2015, the school also has a duty to refer young people on to Croydon's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

Where the school has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or that a younger pupil may be at risk due to their parent's radicalisation, the school should make a referral to MASH using the MASH Safeguarding Referral Form.

### **Risk indicators of vulnerable pupils**

Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis include the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances include the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality
- Experiences of dealing with the police
- Involvement with criminal groups

Critical indicators include where the pupil is:

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Making significant changes to their appearance and/or behaviour

When making a judgement, staff may consider the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities?
- Has the pupil witnessed or become the victim of racial or religious hate crimes?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Is there a pattern of regular or extended travel within the UK?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or conflict?

- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?
- Is the pupil the victim of social isolation?

Educate Against Hate, a website launched by His Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British Values) to help recognise and address extremism and radicalisation in young people.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Schools should always be a safe space for young people to explore new ideas and perspectives, and develop their critical thinking skills. Where there are concerns about radicalisation and a referral to Channel Panel is being considered the school should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

The school Designated Safeguarding Lead should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from the police Safer Schools Team and/or Croydon's Prevent Co-ordinator.

## Principles

### EARLY HELP

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs (whether they have an EHCP or not)
- young carers
- if the child has a mental health need.
- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime.
- children who frequently go missing from home, school or care.
- children who are misusing drugs or alcohol.
- children at risk of exploitation through modern day slavery and trafficking.
- Children at risk of being radicalised or exploited.
- A family member in prison or is affected by parental offending.
- children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse.
- Misusing drugs or alcohol themselves.
- children who have returned home from care.
- children who show early signs of abuse or neglect, including where there are concerns about the cumulative effect of low-level neglect.
- is at risk of honour-based abuse such as Female Genital Mutilation (FGM) or forced marriage.
- is persistently absent from education.
- privately fostered children.

Where the child's extra needs require services, consideration will be given to what early help support can be offered to a child by the school.



If the child requires an early help service from another agency, the school will make a referral to the Multi Agency Safeguarding Hub (MASH) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child. Where the child is receiving an Early Help service, the school/college will work as part of the Team Around the Family (TAF) and take up the role of lead professional where this is appropriate. Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school/college believes that this is not the case, consideration should be given making a referral for a statutory social work service.

### **DEFINITIONS OF CHILD ABUSE**

Child abuse is a term used to describe ways in which children are harmed by someone often in a position of power. It is not the responsibility of Archbishop Tenison's Church of England High School staff to decide whether child abuse is occurring but we are required to act on any concerns and report it to the appropriate party. **The health, safety and protection of a child are paramount.**

**Abuse might fall into the categories of:**

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.
- **Neglect:** 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and

shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

It is not always obvious that a child is being abused and children with learning difficulties may be less likely to disclose abuse if they have communication difficulties and/or are isolated. Frequently it is the culmination of information that is important. Concerns, however small must be recorded and given to the Lead Designated Person so that any patterns may be identified quickly. The signs and types of behaviour listed below are not in themselves evidence of abuse, but may suggest abuse, particularly if a child exhibits several of them, or if a pattern emerges of when or how the child exhibits such signs or behaviour.

- Repeated minor physical injuries e.g. bruising, cuts.
- Physical injuries e.g. broken bones, bruising particularly above the knees, two black eyes, cigarette burns to the body, belt marks, burn or scald marks.
- Children who have lingering illnesses which are not attended to.
- Deterioration in schoolwork or significant changes in behaviour.
- Aggressive behaviour, severe tantrums.
- Overly compliant, "watchful attitude".
- Sexually explicit behaviour, e.g., playing games and showing awareness, which is inappropriate for the child's age.
- The child is reluctant to go home or is kept away from school by a parent for no apparent reason
- Does not join in school social activities, has few school friends. "Tummy pains," "headaches" etc. for no apparent reason.
- Eating problems, including over-eating, not eating.
- Disturbed sleep, nightmares, and bedwetting.
- Running away from home.
- Self-inflicted wounds.
- Reverting to younger behaviour, depression, withdrawal
- Relationships between the child and adults which are secretive and exclusive

### **Female Genital Mutilation - FGM**

- Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.
- There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously.

- **Since 31 October 2015 it is a legal requirement to report known cases of FGM (visually identified or verbally disclosed) to the Police under the FGM Mandatory Reporting Duty. Any such disclosures will be referred to the Police by contacting them on the 101 number. This duty does not apply in relation to “at risk” or suspected cases. In these cases the Designated Person will make appropriate and timely referrals to MASH if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will be referred to MASH even if it is against the pupil’s wishes.** Our school activates local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

### **Child criminal exploitation – county lines (CCE)**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, markets and seaside towns. Those involved with county lines will often go missing for a few days at a time. Children and young people involved in county lines may be considered as having been trafficked and be victims of criminal exploitation.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years.
- can affect any vulnerable adult over the age of 18 years.
- can still be exploitation even if the activity appears consensual.
- can involve force and/or enticement –based methods of compliance and is often accompanied by violence or threats of violence.
- can be perpetrated by individuals or groups, males or females and young people or adults.
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

If the school become aware of child or young person who may be at risk a referral should be made to MASH.

### **Child Sexual Exploitation(CSE)**

- Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many different forms from the seemingly ‘consensual’ relationship to serious organised crime involving gangs and groups.
- Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.
- It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse. Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure an appropriate response to children and young people who go missing, particularly on repeated occasions.

- Archbishop Tenison’s staff will refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

### **Children missing from Education**

- A **Child Missing from Education** is defined by the DfE as “a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more).”
- In Croydon, referrals for CME are accepted after 10 working days of reasonable checks being carried out by the educational provider and their Designated Safeguarding Lead.
- In Croydon, the main reasons behind Children Missing from Education are those who fail to start at an appropriate education provision either at the start of the new academic year or following a mid-year transfer, becoming lost from school rolls, or failure to register at a new school when moving in or out of the Borough.

#### **Contacts for CME Team-**

Email: [Children Missing from Education@croydon.gov.uk](mailto:Children Missing from Education@croydon.gov.uk)

Telephone: 0208 726 6000

### **Children who are absent from education**

We need to be aware of those children who are absent from school for prolonged periods or/and on repeated occasions as this may be an indicator of welfare concerns.

Multi-agency working is essential when children are absent from school and potentially at greater risk of harm. This includes liaising with social workers where a child is on a child in need or child protection plan or is looked after by the local authority.

### **Domestic Abuse and Sexual Violence(DASV)**

- Domestic or Family Violence adversely affects children, whether or not it is significant enough to warrant action under Child Protection Procedures.
- When a member of staff becomes aware that a child may be living in a household where there is emotional, physical or sexual violence, they should immediately refer to the school safeguarding team.

### **Forced marriage and Honour Killing**

Arranged Marriage - In arranged marriages the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Forced Marriages “Forced Marriage is an abuse of human rights” Universal Declaration of Human Rights Article 16 (2)

A forced marriage is where one or both people do not (or in cases of people with learning or physical disabilities, cannot) consent to the marriage and pressure or abuse is used.

- Hundreds of young people, some as young as 13, are taken abroad each year and forced into marriage
- Forced marriage can involve child and sexual abuse including abduction, violence, rape, enforced pregnancy and enforced abortion.
- Rejection can place a young person at risk of murder, also known as “Honour Killing”.
- Forced marriage is not sanctioned within any culture or religion.

Young people rarely feel able to disclose their feelings about forced marriage. However, there are some warning signs that may indicate the possibility of an impending forced marriage:

- extended absence from school/college, truancy, drop in academic performance, low motivation, excessive parental restriction and control of movements, and history of siblings leaving education early to marry

- poor attendance in the workplace, poor performance, parental control of income and limited career choices
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse
- evidence of family disputes/conflict, domestic violence/abuse or running away from home

A young person demonstrating any of the above may not be necessarily at risk, but if you feel concerned about a potential forced marriage you should contact Children's Social Care.

### **"Honour" Based Violence**

Honour based violence is where the person is being punished by their family or their community. They are being punished because of a belief, actual or alleged that a person has not been properly controlled enough to conform and thus this is the "shame" or "dishonour" of the family.

Staff working with victims of forced marriage and honour based violence need to be aware that they may only have one chance to speak to a potential victim and may only have one chance to save a life. If a disclosure is made health professionals should provide information about specialist advice and services or assist by referring to the Police, Social Care, Support Groups, and Counselling Services. There may be occasions when the level of concern or the imminence of marriage requires referral to Social Services.

Accurate records must be maintained at all times documenting what has been said and done.

Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are at risk from their parents and families.

**For this reason, staff should not approach the family or family friends, or attempt to mediate between the child and family, as this will alert them to agency involvement**

**National Contact Numbers: Forced Marriage Unit – 0207 608 0151 Honour Network – 0800 5999 247 National Domestic Helpline – 0808 2000 247**

### **Child on child abuse**

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

**Child on child abuse** can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/sexual assaults, sexting, teenage relationship abuse, child on child exploitation, serious youth violence, sexual bullying or harmful sexual behaviour. Child on child abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. Neither will child on child sexual exploitation or Gender based issues. Pupils / Students at Archbishop Tenison's School are encouraged to think about their behaviour and the behaviour of others. The school will look into the Sexual Behaviours Traffic Light Tool by the Brook

Advisory Service to assess and respond appropriately to sexualised behaviour and Peer on peer abuse. [www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool](http://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool).

### **Children who are lesbian, gay, bi, or trans (LGBT)**

Children being LGBT is not a safeguarding concern in itself, but it is important to be aware that they can be targeted by others. This can increase the vulnerability of these children. It is important to consider helping LGBT children to identify a trusted adult who they can talk to as well as provide safe places within school to talk about their concerns. LGBT inclusion is part of Relationships Education and Relationships and Sex Education curriculum. There is a range of support available to help schools address homophobic, biphobic and transphobic bullying and abuse.

### **Serious Violent Crime - people at risk from gang activity or serious youth violence**

Schools are a source of safety and security for many young people. Supporting young people to build resilience and raise their awareness of the risks associated with gangs and serious youth violence is key to helping keep young people safe in their communities.

Staff should be aware of the indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence
- Change in friendship groups
- Relationships with older individuals or groups
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions

These may indicate involvement or approach by criminal networks or gangs. Schools need to be alert to the possibility of children and young people bringing weapons onto their site. There are various reasons why a young person may be carrying a weapon. These should be explored with the young person. Under Croydon's weapons in schools protocol the police must be informed via 101 of any pupil found in possession of a weapon in school or any weapon that is found on the school site.

### **Sexting and 'Sextortion'**

Sexting is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the Internet. Pupils may also call it cybersex or sending a nudie, picture or selfie. Sexting is illegal. By sending an explicit image, a pupil is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission. It is easy to send a photo or message but the sender has no control about how it's passed on. When images are stored or shared online they become public. They can be deleted on social media or may only last a few seconds on apps like Snapchat, but images can still be saved or copied by others. These images may never be completely removed and could be found in the future, for example when applying for jobs or university. Pupils may think 'sexting' is harmless but it can leave them vulnerable to

- Blackmail when an offender may threaten to share the pictures with the pupil's family and friends unless the pupil sends money or more images (Sextortion)
- Bullying may result when images are shared with their peers or in school
- Unwanted attention<sup>[1]</sup> when images posted online attract the attention of sex offenders, who know how to search for, collect and modify images
- Emotional distress resulting from embarrassment and humiliation.

If they are very distressed this could lead to suicide or self-harm Pupils are informed of the consequences of sexting and the legal implications through the PSD curriculum and assemblies.

## **Domestic abuse and/or sexual violence**

Exposure to domestic abuse can have a significant impact on children's emotional development and mental health. The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

## **Operation Encompass**

Croydon is part of the Operation Encompass service which operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (the DSL at Archbishop Tenison's School) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare.

Schools should refer young people who are victims of domestic or sexual violence to MASH.

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being evicted from a property. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

## **Online Safety**

As part of our duty to provide a safe learning environment we aim to ensure our pupils know how to remain safe online. There is considerable risk to children online, but they can be categorised within these three areas as stated within KCSIE:

content:

- being exposed to illegal, inappropriate or harmful content. for example: pornography, fake news, racist, misogynistic, self-harm, suicide, anti-Semitic, radical and extremist.

contact:

- being subjected to harmful online interaction with other users. for example: peer to peer pressure, commercial advertising and adults posing as children or young adults for the purposes of grooming children. and

conduct:

- personal online behaviour that increases the likelihood of, or causes, harm. for example, making, sending and receiving explicit images, sharing others explicit images and online bullying.

commerce:

· risks such as online gambling, inappropriate advertising, phishing and or financial scams.  
We are aware that some pupils may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from Early Help Services, children's social care or other agencies in order to overcome problems or keep them safe.  
Educating children and young people to stay safe online is crucial in the modern world.

### **Filtering and Monitoring**

We do all that we reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, we ensure the school has appropriate filters and monitoring systems in place. We adhere to the DfE Filtering and Monitoring Standards in order to fulfil our duties.

The school will:

- o identify and assign roles and responsibilities to manage filtering and monitoring.
- o review filtering and monitoring provision at least annually.
- o block harmful and inappropriate content without unreasonably impacting teaching and learning.
- o have effective monitoring strategies in place that meet our safeguarding needs.

Due to ever evolving technology and associated risks, we are aware of the rapid changes and have regular reviews such as an annual review of our approach to online safety.

### **Trafficking**

We are diligent in following all aspects of our child protection procedures. Trafficked children may not only be deprived of their rights to health care and freedom from exploitation and abuse, but may also be denied access to education. The creation of a false identity and implied criminality of the children, together with the loss of family and community, may seriously undermine their sense of self-worth. At the time they are found, trafficked children may not show any obvious signs of distress or imminent harm, but they may be vulnerable to particular types of abuse and may continue to experience the effects of their abuse in the future.

### **Procedure for Dealing with a Direct Disclosure**

Safeguarding plays a more proactive approach involving planning to keep children safe and should be at the forefront of all thoughts, actions, policies and procedures involving children/pupils. Staff receive compulsory training which supports all aspects of safeguarding including an understanding of signs of abuse in children and examples of abuse by staff. It is important that children receive the right help at the right time to address risks and prevent issues escalating, acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

#### **A) What to do if you are concerned about a child's welfare:**

All cases of suspected abuse against a pupil should be given the highest priority and must be reported on the day they arise. Somebody may abuse or neglect a pupil by inflicting harm on them or by failing to act to prevent harm.

1. Where teachers or other staff see signs which cause them concern, they should discuss their concerns with the Designated Safeguarding Person and add the 'incident' to CPOMS (Child Protection Online Monitoring System)
2. Using CPOMS the staff member must complete the 'incident' section immediately detailing as much information as possible and then alert the relevant member of the safeguarding team to the concern.



3. The Designated Safeguarding Lead has specific responsibility for co-ordinating action in the School and for liaising with social services departments and other agencies over suspected or actual case of child abuse. If the action does need to be referred to social services or other agencies the DSL will contact:

**CROYDON'S MULTI AGENCY SAFEGUARDING HUB (MASH) For Early Help & Children's Social Care.**

- **MONDAY TO FRIDAY, 9AM – 5PM - Urgent child protection matters needing immediate attention call the Single Point of Contact (same day intervention by a social worker) 0208 255 2888**
- **Urgent Action - Out of hours Duty Team - 0208 726 6400**
- **A follow-up online written submission will also be required within 3 hours of making the call. <https://ehmportal.croydon.gov.uk/web/portal/pages/help/apply/cpassess#h1>**

**Immediate Concerns** – It is important to note that any professional working with children that has immediate concerns for a child's safety can contact MASH.

Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.

All referrals for a children's social care service or Early Help will be made by way of the MASH Portal.

4. The Designated Safeguarding Person will refer the case or discuss the issues with the appropriate investigating agencies within **24 hours**, following up in **writing within 48 hours** using the Croydon Children's Social Care MASH portal. The Designated Safeguarding Person will inform the Headteacher if a referral is made. Any member of staff may make a referral to external agencies.
5. All conversations regarding the disclosure must be in a written format and sent to Social Care/LADO.
6. Following the referral, the investigating agency will acknowledge receipt of the referral and decide the next course of action.
7. Staff must NOT question any other persons implicated in the disclosure. To do so may prejudice any potential police investigations.

**B) What to do if a child makes a disclosure:**

1. A disclosure may happen at any time
2. Stay calm, listen carefully and allow the child to speak for as long as they want to
3. Teachers should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings. They should not question the child, ask leading questions or make suggestions about what the child means.

**The TED principles of Tell me, Explain to me, Describe to me should be used**

**For example:**

- Tell me what is happening?
- Explain what happened next?
- Describe to me what happened then?
- Do not promise to keep details confidential
- **Make it clear from the start that the information must be shared**

4. The Teacher should listen to the child and make accurate notes of the discussion, using CPOMS to then record the 'incident' fully and accurately. The notes should record the child's name, time, date,

place and people who were present as well as what was said. The nature of the injuries, where appropriate, should also be included.

5. Where an allegation is made, teachers or other members of staff should report the information to the Designated Safeguarding Person who will follow steps 4-7 in the section above, **“What to do if you are concerned about a child’s welfare”**

6. Schools have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. If a child confides in a member of staff and requests that the information is kept secret, it is important to explain to the child that the member of staff has a responsibility to refer cases of alleged abuse to the appropriate agencies on a need to know basis.

7. Teachers and other members of staff should share information only within appropriate Professional contexts. The Designated Safeguarding Lead will decide whether it is appropriate to contact parents. **Do not contact parents yourself.**

## **TRANSPARENCY AND WORKING WITH PARENTS**

The School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection are available from the School office and the website. We hope that parents and Guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential. We expect parents to inform the school of any concerns they have about any child.

## **Children with Special Education Needs and Disabilities (SEND)**

The school/college is aware that children with special education needs may face increased risk of harm and abuse and may be more likely to experience bullying. They can face additional safeguarding challenges because.

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs.
- difficulties may arise in overcoming communication barriers.
- there may be a higher risk of peer group isolation

School/college policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help.

## **HEALTH AND SAFETY AND WELFARE**

The safety and welfare of all pupils/students at Tenison’s School is our highest priority. Our ethos is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to Safeguarding/ child protection the School will follow the procedures laid down with DfE guidance contained in Working Together to Safeguard Children 2023, and Keeping Children Safe in Education (KCSIE September 2024)

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with the School Safeguarding Policy and the Health and Safety and Welfare guidelines. This includes a duty both to children in need and to children at risk of harm. All staff have read **Part 1 of KCSIE and Annex A**. Safeguarding children and child protection issues are on the agenda of regular staff meetings and discussions where by the school draws on the expertise of staff to help shape safeguarding arrangements and policies. All School staff should be aware that

safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

### **SPECIFIC SAFEGUARDING ISSUES**

Expert and professional organisations are best placed to provide up-to date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools on the TES website and also on its own website ([www.nspcc.org.uk](http://www.nspcc.org.uk)).

### **SAFER EMPLOYMENT PRACTICES**

**Safer Recruitment (please refer to our safer recruitment policy) and Employment of Staff and Single Central Record:** We operate safe recruitment procedures, particularly pre-appointment checks on staff including Disclosure and Barring Service (DBS) checks, but also pre-appointment checks on volunteers, staff of contractors and other individuals that are not school staff or supply staff. When shortlisting, it is good practice to advise candidates that online searches will be carried out. **Archbishop Tenison's High School** follows the Government's recommendations for the safer recruitment and employment of staff that work with children. The *Single Central Register (SCR)*, often referred to as the *Centralised Record*, is rigorously maintained. All employees and volunteers are checked in accordance with the full requirements of the SCR before starting work. Further details on the exact nature of checks for certain parties can be found in our Safer Recruitment Policy, including:

- Staff employed by another organisation including agency and third party staff
- Contractors
- Adults who supervise children on work experience

### **Appointment Procedure**

The following checks are made before an appointment is confirmed.

1. Evidence of identity, including name address and date of birth
2. Application form with checks on any gaps in employment and a record that the reasons for any gaps are satisfactory
3. Number and date of DBS or barred list check (the 'disclosure' itself should normally be destroyed within 6 months, except in the case of supply staff)
4. A prohibition order check for teaching staff
5. Two references requesting referees to give any reason why the applicant should not be employed for work with children; if a reference is taken over the telephone, detailed notes should be taken, dated and signed
6. Evidence of qualifications (if relevant)
7. Medical declaration
8. Evidence of permission to work (for any member of staff who is not a national of a European Economic Area (EEA) country)
9. Evidence of checks provided by another country for an applicant who has worked abroad (if applicable)
10. Interview with written record of outcome

### **The procedure also includes:**

1. Informing applicants that any previous employer may be contacted;
2. Following up references with telephone calls where this is considered desirable;
3. Making contact with the school at which the applicant last worked, if he or she is not currently working in a school (in order to confirm employment details and reasons for leaving);
4. Making clear that checks must be completed before an appointment can be confirmed.

### **All these checks for newly appointed staff are recorded on the Central Register.**

Senior staff will complete online training for Safer Recruitment in Education. There is not a set frequency for staff refresher training. The training is available from NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk).

All volunteer helpers and contractors working regularly during term time are also vetted.

### **RAISING AWARENESS WITH PUPILS**

- We aim to create a friendly, caring and perceptive environment in which every individual is valued. Our mission is to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Pupils are taught about safeguarding, including on-line, through the curriculum and designated Pastoral lessons.

### **Use of mobile phones, cameras:**

- In general, staff should not use mobile telephones in the presence of children. Personal mobile telephones should never be used for taking or storing images or recordings of pupils. Any images or recordings should only be taken, edited or stored on school computers unless with the express permission of the Headteacher. Photographs or recordings should only be made where there is a legitimate school purpose. A pupil's privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties without permission of the Headteacher or parents of the child involved. **There is a separate policy on the use of Mobile Phones by pupils and students and all staff must read the Mobile Phone Policy in conjunction with the Safeguarding Policy.**

### **Email, electronic communication and computers**

- Staff will only use the School's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Headteacher and Chair of Governors. Staff will only use the approved School email, or other School-approved communication-systems with pupils or parents/guardians, and only communicate with them on appropriate School business and will not disclose their personal telephone numbers and email addresses to pupils or parents/Guardians.
- All computer equipment and internet access within the School will be subject to appropriate "parental controls" and Internet safety rules in line with our E-safety Policy. Pupils, staff and parents will sign the Acceptable Use Policy, and regular mention of appropriate use of IT is made at staff training sessions.

### **Site Security**

Archbishop Tenison's School provides a secure site but the site is only as secure as the people who use it. Therefore, all people on site have to adhere to the rules, which govern it. Therefore:

- Main gates from carpark should be locked at all times excluding 30 minutes during arrival time in the morning and departure time at the end of the school day.
- All exit doors should be closed to prevent intrusion.
- Visitors must only enter through the main entrance and after signing in at the office. They should be given a visitor's badge on entry.
- Pupils will only be allowed home with adults with parental responsibility or confirmed permission.
- Pupils should never be allowed to leave school alone during school hours and, if collected by an adult, signed out.
- Should a pupil leave the school premises without permission, staff have been informed never to chase after a child, but rather to report immediately to the office. **Then parents/carers and Police will be informed of the circumstances if necessary.**

### **School residential trips**

- The DSL and the Deputy DSL routinely sign off all trips involving any overnight staying. If a pupil on the Safeguarding list of concerns is included in that trip, the DSL (Designated Safeguarding Lead) and the DDSL (Deputy Designated Safeguarding Lead) will confer with the relevant member of staff so that proper support of the pupil (which might involve not allowing him or her to take part due to concerns about welfare) can be guaranteed.

**Admissions and Attendance**

- All parents applying for places at the School will be informed of our safeguarding responsibilities and the existence of this policy. Any pupil whose attendance falls below 80% during the course of a full school term will be monitored very closely and vigilance is applied mindful of the risks for pupils associated with going missing from education.

**Review, Monitoring and Evaluation**

The Headteacher and the Designated Safeguarding Lead report termly to the Governors on all matters relating to Safeguarding – this is usually in the termly Safeguarding Meeting. The annual review of the school’s child protection policies, including an update and review of their implementation, is carried out by the Headteacher and the Designated Safeguarding Governor. It is the responsibility of the Headteacher and Governor to:

- Review the procedures for and the efficiency with which the child protection duties have been discharged;
- Ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- Approve amendments to child protection arrangements in the light of changing Regulations or recommended best practice
- Ensure that the school contributes to inter-agency working in line with Working Together to Safeguard Children (March 2023) through effective implementation of the child protection policy and procedures and good cooperation with local agencies.
- Ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. This includes ensuring that staff have the information they need about the child’s status, contact arrangements with parents, care arrangements and delegated authority to carers, and information available to the DSL.

**Minutes of the annual review are taken.**

- If there has been a substantial allegation against a member of staff, the school should work with the LADO to determine whether there are any improvements to be made to the school’s procedures or practice to prevent similar events in the future. Should any deficiencies or weaknesses in child protection arrangements be identified, these will be remedied without undue delay.

This policy is subject to continuous monitoring, refinement and audit by the Headteacher and Designated Safeguarding Lead (DSL). The Governors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. This policy will be reviewed no later **than September 2025**, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Policy Reviewed and Signed by:

Date:

Headteacher

\_\_Richard Parrish\_\_\_\_\_

Designated Safeguarding Lead

\_\_Anna Robinson\_\_\_\_\_

