

Supreme Education



'to educate and inspire through SUPREME learning'

Safeguarding Policy

The following partners contributed to the development of this Policy:

Students

Staff

Parents

Curriculum Management Committee

Policy completed

December 2020

Accepted by the Management Committee:

Review Date: September 2021

Reviewed: December 2020

STATEMENT:

Supreme Education is committed to safeguarding and promoting the welfare of children and young people and expects all Staff and Volunteers to share this commitment.

1. Introduction

1.1 This policy has been prepared in accordance with the requirements of:

1.1.1 Relevant legislation, including the Children Act 1989 and 2004, the Education Act 2002, and the Education (Independent School Standards) (England) Regulations 2010;

1.1.2 Relevant guidance issued by HM Government, including:

“Working Together to Safeguard Children” 2010,
“What to do if You are Worried a Child is Being Abused” 2003, “Safeguarding Children and Safer Recruitment in Education” 2007”; “Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings”, March 2009;

1.1.3 Other relevant standards and guidance including guidance issued by the Independent Schools Inspectorate entitled: Handbook for the Inspection of Schools, The Regulatory Requirements (effective from September 2010), and as relevant to CLFS School the National Minimum Standards for Boarding Schools (effective from September 2010); and

1.1.4 Relevant Local Safeguarding Children Board procedures 2010.

2. Statement of Intent

2.1. The Management Committee takes seriously it’s responsibility under Section 157 of the Education Act 2002 (and in respect of the CLFS, section 87 of the Children Act 1989) to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements within the School to identify, assess, and support those children where there are concerns about a child’s safety and welfare.

2.2 We recognise that all adults, including Staff and Members of the Management Committee, have a full and active part to play in protecting pupils from harm, and that the child’s welfare is our paramount concern. Wherever the word “Staff” is used, it covers ALL staff on site, including temporary and support staff, and volunteers working with children.

- 2.3 Wherever the word “The School” or “School” is used, it refers to Supreme Education Alternative Provision - Pupil Referral Unit; including its staff members.
- 2.4 Wherever the word “Headteacher(s)” is used, it refers to the Directors of Supreme Education Alternative Provision - Pupil Referral Unit. Identified as Geoffrey Opoku and Chris Enoh

The School, through its Management Committee members and Staff, is committed to providing a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

3. The aims of this policy are to:

- 3.1 Support each child’s development in ways that will foster awareness, understanding, security, confidence, resilience and independence.
- 3.2 Provide an environment in which all children and young people feel safe, secure, valued and respected, and also feel confident to approach adults if they are in difficulties believing they will be effectively listened to.
- 3.3 Raise the awareness of all Staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases, or suspected cases, of abuse.
- 3.4 provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the School, contribute to assessments of need and support packages for those children.
- 3.5 Emphasise the need for good levels of communication between all members of Staff.
- 3.6 Develop a structured procedure within the School, which will be followed by all members of the School community in cases of alleged or suspected neglect, abuse and/or any other child welfare concern.
- 3.7 Develop and promote effective working relationships with other agencies, especially the Police and Children Social Care.
- 3.8 Ensure that all adults within the School have been checked as to their suitability.
- 3.9 Should any deficiencies or weaknesses in child protection arrangements become apparent, the arrangements will be remedied without delay.

4. Procedures

- 4.1 Our school procedures for safeguarding children have been prepared in accordance with relevant legislation, guidance and the procedures set out by the relevant Local Safeguarding Children Board (LSCB) procedures. We will ensure that:
- 4.1.1 Arrangements are in place at Supreme Education to deal with allegations of abuse, or suspected abuse, which will be referred to the child’s home social care department, and in the case of allegations of abuse on site London Borough of Croydon, Social care and the School will engage with other statutory agencies, as necessary, to provide inter-agency support to the child concerned.

- 4.1.2 All members of the Management Committee understand and fulfill their responsibilities and are provided with a copy of this policy upon their appointment to the Management Committee. There is one nominated Governor who is responsible for child protection and who has skills commensurate for this role. Relevant training will be provided for Management Committee members.
- 4.1.3 There is a designated senior member of staff, the Child Protection Liaison Officer (CPLO), who has undertaken relevant child protection training delivered through the local LSCB. There is a representative for Safeguarding on the Management Committee who has also undertaken relevant child protection training.
- 4.1.4 All members of Staff are provided with relevant Child Protection Awareness information, as provided by the Proprietor and/or Local Authority, to develop their understanding of the signs and indicators of abuse, along with individual responsibilities to respond to any child welfare concerns in accordance with the School's child protection procedures. In particular all Staff understand the need to avoid asking leading questions of children when a child protection matter is brought to the Staff members' attention.
- 4.1.5 All members of Staff and Governors are advised on how to respond to 'Disclosures of Abuse' through relevant training. In particular training will ensure that they understand the need to: consider measures that may be necessary to protect individual pupils; avoid asking leading questions of pupils; avoid giving inappropriate guarantees of confidentiality; make and keep written records; and report the matter to the CPLO.
- 4.1.6 We will ensure that safe recruitment practices are always followed through rigorous recruitment process and procedures for Staff, striking a balance between the need to protect children from abuse and the need to protect Staff from false or unfounded allegations. Our selection and recruitment of staff includes checks for their suitability through the Disclosure and Barring Service (DBS). These checks will be carried out on Staff with a break in service of more than 3 months, or those that were not previously eligible for a Disclosure but have moved to work that involves significantly greater responsibility for children. In accordance with procedures adopted by the London Borough of Croydon, DBS checks are also carried out on all new Management Committee members at Supreme Education.
- 4.1.7 We will ensure that where a concern or allegation arises which suggests that a member of Staff may be unsuitable to work with children, we consult the relevant LADO for advice regarding investigation, and if the person resigns, we dismiss them, or in the case of a volunteer we cease to use their services and report them to ISA within one month.
- 4.1.8 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the School's Child Protection Policy on the School website, and reference to it in our introductory School pack. The Policy is also available upon request to the School.
- 4.1.9 Written assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site.
- 4.2 Our lettings policy will seek to ensure the suitability of adults working with children on School sites at any time.

- 4.2.1 Community users organising activities for children are made aware of the School's child protection guidelines and procedures.
- 4.2.2 Where appropriate, senior pupils given positions of responsibility over other pupils will be given clear advice on their role and safe practice, and briefed on appropriate action to take should they observe or receive any allegations of abuse.
- 4.2.3 The name of the CPLO will be clearly advertised in the School, with a statement explaining the School's role in referring and monitoring cases of suspected abuse and/or risk to a child.
- 4.2.4 All new members of Staff will be given a copy of our Child Protection policy, and the procedures "What to do if You're Worried a Child is Being Abused", with the CPLO's name clearly displayed, as part of their induction into the School.
- 4.2.5 Our procedures will be reviewed annually by the Board of Governors. The review will also include a review of the efficiency with which the related duties have been discharged.

5. Responsibilities

- 5.1 The designated teacher, CPLO, is responsible for:
 - 5.1.1 Referring a child to the LACSC whenever an allegation or disclosure of abuse has been made or if there are concerns about possible abuse, and acting as a focal point for staff to discuss concerns. All referrals will be carried out in accordance with LSCB procedures.
 - 5.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
 - 5.1.3 Ensuring that all such records are kept confidentially and securely in accordance with the Data Protection Act 1998 and are kept separate from pupil records, and copied on separately from the main pupil file to the child's next school or college up to 18 years.
 - 5.1.4 Ensuring that an indication of further record-keeping is marked on the pupil records.
 - 5.1.5 Liaising with other agencies and professionals and ensuring that contact with the relevant welfare agency will be made immediately upon the disclosure or suspicion of abuse. The referral shall be made in writing or with written confirmation of a telephone referral.
 - 5.1.6 Ensuring that he/she provides reports for, and attends case conferences, core groups, or other multi-agency planning meetings, and otherwise co-operates with the LACSC and other agencies to support inter-agency working.
 - 5.1.7 Ensuring that any pupil currently subject to a child protection plan who is absent without explanation for two days is referred to the allocated social worker.
 - 5.1.8 Undertaking training in child protection, including training in inter-agency working that is provided by, or to standards set by, the LSCB, and undertakes refresher training at two yearly intervals to keep his or her knowledge and skills up to date.

- 5.1.9 Organising child protection training for all school Staff and Governors and arranging refresher training for the Head teacher and all other Staff at three yearly intervals.
- 5.2 Providing, with the Head, and in consultation with the Town Clerk, an annual report for the Management Committee, detailing any changes to the policy and procedures; training undertaken the CPLO, and by all Staff and Governors; the number and type of incidents/cases, and the number of children subject to a child protection plan (anonymised).

6. Supporting Children

- 6.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self worth.
- 6.2 We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 6.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.4 Supreme Education will support all pupils by:
 - 6.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst attempting to counteract aggression and bullying.
 - 6.4.2 Promoting a caring, safe and positive environment within the School.
 - 6.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 6.4.4 Notifying the Child's home area LACSC as soon as there is a significant concern.
 - 6.4.5 Providing continued support to school leavers identified as potentially at risk of abuse, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring relevant medical records are forwarded as a matter of priority.

7. Confidentiality

- 7.1 We recognise that all matters relating to child protection are confidential subject to overriding legal obligations to disclose information to ensure the safety and well-being of a child.
- 7.2 The Head or CPLO will disclose any information about a pupil to other members of staff on a need to know basis only consistent with legal requirements, and in accordance with relevant DfE guidance.
- 7.3 All Staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 7.4 All Staff are made aware that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing.
- 7.5 We will always undertake to share our intention to refer a child to the LACSC with their parents/carers unless this could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the LACSC on this point.

8. Supporting Staff

- 8.1 We recognise that staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffering may find the situation stressful and upsetting.
- 8.2 We will support such staff by providing an opportunity to talk through their anxieties with the CPLO and to seek further support as appropriate.

9. Dealing with Allegations of Abuse against Staff

- 9.1 Procedures for dealing with allegation of abuse against Staff are carried out in accordance with HM Government Guidance: '*Safeguarding Children and Safer Recruitment in Education*', Jan 2007 and '*The Management of Allegations and Concerns Regarding the Professional Conduct of Staff in relation to Child Protection*' Nov 2009. All Staff are made aware of this guidance, the School's procedures, and other local guidance relating to this issue.
- 9.2 All Supreme Education Staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 9.3 We understand that a pupil may make an allegation against any member of Staff.
- 9.4 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head and the CPLO. The Head on all such occasions will discuss the content of the allegation with the Local Authority LADO, then the Chairman of Governors where appropriate. In the absence of the Head the allegation should be passed to the Chairman of Governors.
- 9.5 If an allegation is made against the Head, the person receiving the allegation will immediately inform the Chairman of Governors who will consult as in 7.4 above, without notifying the Head first.
- 9.6 An allegation of abuse may be referred by the LADO to a Strategy Meeting, involving representatives from the School and the LACSC. A Strategy Meeting also covers any urgent formal strategy discussion which may take place

between the police, social care and education managers prior to the first meeting.

- 9.7 We will follow the London Borough of Croydon's Disciplinary Procedures when managing allegations against staff, a copy of which is readily available in the School. Disciplinary action will be considered in conjunction with discussions at the Strategy Meeting.
- 9.8 Suspension of the member of Staff, excluding the Head, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice from the LADO before deciding on the course of action to be taken.
- 9.9 In the event of an allegation against the Head, the decision to suspend will be made by the Chairman of Governors with advice as in 7.9 above.
- 9.10 Where an allegation is made against a member of the boarding Staff at the CLFS who is suspended pending an investigation of a child protection nature, the School will make appropriate arrangements for alternative accommodation for the staff member away from children.

10. Dealing with Allegations of Abuse by one or more Pupil against another Pupil

- 10.1 Allegations of abuse by one or more pupil against another pupil are taken very seriously.
- 10.2 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head and the CPLO. The Head on all such occasions will consult with the relevant social care referral point and the Chairman of Governors where appropriate.
- 10.3 We would not normally send the alleged victim home, pending such an investigation, unless this advice is given exceptionally, as a result of a Strategy Meeting.
- 10.4 Suspension of the pupil, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice from the LACSC, and any other relevant London Borough of Croydon Officer, before deciding on the course of action to be taken.
- 10.5 Pupils alleged to have sexually abused another should be subject to risk assessment for their continuing education on site, in consultation with Social Care.

11. Whistleblowing

- 11.1 We recognise that children cannot be expected to raise concerns in an environment where Staff fail to do so.
- 11.2 All Staff should be aware of their duty to raise concerns, where they exist about the management of child protection, which may include the attitude of colleagues.
- 11.3 Staff can also utilise the London Borough of Croydon's 'Whistleblowing' facilities via the telephone hotline and/or website.

12. Physical Intervention

- 12.1 The School's policy on physical intervention by staff is set out in the Teacher's Guide, and acknowledges that Staff must only ever use physical intervention as a last resort,

when a child is endangering him/herself or others, and that at all times if the physical interventions must be necessary and proportionate to the level or risk to the child and/or another person.

12.1.1 Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct. Any form of physical contact should be a conscious, self aware, reasonable and a justifiable act. Staff must seek to make their intentions explicit to the young person. It is appropriate for teachers and other staff to use touch with young people in their care in a positive and professional manner.

12.1.2 Staff should respond to young people in a way that gives expression to an appropriate level of care, and to provide comfort to ease a young person's distress. However, it is recognised that staff need to protect against physical contact being misinterpreted by the young person. The following guiding principles are suggested:

- Staff should be continually aware of critical issues relating to the use of touch with individual children/young people. These issues include age, gender, disability, race and culture;
- Consideration needs to be given to the meaning of touch– affection or physical intervention within different cultural norms;
- Particular attention needs to be paid to young people who may have experienced previous abuse or traumatising life experiences, e.g. witnessing abusive interaction, exposure to pornography/violent images, neglect, etc;
- Staff should be aware of those young people who seek physical contact in inappropriate circumstances:
- The level and type of physical contact should be appropriate to the context and reflect the social, emotional, physical and educational needs of the young people;
- Staff need to be mindful of the subtle but vital difference between privacy and secrecy, in particular with regard to the expression of affection or comfort;
- Staff may find themselves alone with children and some physical intervention may be appropriate at such times. Consideration of issues such as leaving doors open, awareness of body language, personal and professional boundaries, etc, must be borne in mind.

12.2 Such an event should be recorded and signed by a witness should there be one. If there was no witness the CPLO must be immediately.

12.3 We understand that physical intervention of a nature, which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

13. Screening, Searching and Confiscation

13.1 This guidance follows the requirements of the Education Act 1996, the Education and Inspections Act 2006 and the Health and Safety at Work Act 1974.

13.1 Supreme Education staff can search a pupil for any item banned under the school rules, if the pupil agrees.

Head teachers and staff authorized by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives and weapons, objects that can be used as weapons, alcohol, illegal drugs and stolen items.

Supreme Education staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

The Head teacher and staff authorized by the Head teacher can use reasonable force when searching a pupil without consent.

13.2 A school can require pupils to undergo screening by a walk-through or hand-held metal detector. Any member of staff can screen pupils. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. In this case, the pupil's absence should be treated as unauthorized as the school has not excluded the pupil

13.3 Searching with consent:

School staff can search pupils with their consent for any item which is banned by the school rules.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out on his or her pockets or bag and if the pupil refuses the teacher can apply any appropriate punishment as set out in the school's behaviour policy.

13.4 Searching without consent:

A Head teacher or a member of staff authorized by the Head teacher can search a pupil if:

the member of staff is of the same sex as the pupil being searched;

there must be a witness (also a staff member), preferably of the same gender as the pupil.

The Head teacher decides on whom to authorize and what items will that member of staff be allowed to search. There is no requirement to provide authorization in writing.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Searches without consent can only be carried out on school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips.

13.5 During the search:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

13.6 Lockers and desks:

Schools are able to search lockers and desks for any item provided the pupil agrees.

13.7 Supreme Education is not required to inform parents before a search takes place or to seek their consent to search their child.

There is no legal requirement to make or keep a record of a search.

Supreme Education should inform the pupils' parents/carers where alcohol, illegal drugs or potentially harmful items are found, though there is no legal requirement to do so.

14. Bullying

14.1 Our policy on bullying is set out in a separate document (The Anti-Bullying Policy) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures, including homophobic, cyber bullying and gender related bullying.

15. Racist Incidents

15.1 The School adheres to the London Borough of Croydon's Equal Opportunities Policy. The School acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

16. Prevention

- 16.1 We recognise that the School plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 16.2 Supreme Education community will therefore:
- 16.3 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 16.4 Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.
- 16.5 Incorporate into the curriculum, including PSHE, information and opportunities which equip children with the awareness and skills they need to stay safe from harm and to know to whom they should turn for help.

17. Health & Safety

- 17.1 Our Health & Safety policy, set out in a separate document, details the measures being taken by the School to promote the health and safety of all children and staff within the School's environs. Other aspects, such as the procedures for internet use and School trips are set out in this and/or other School policies.

18. Police

- 18.1 Supreme Education works closely with Police services – this partnership enables Supreme Education to have on its staff role one Safer Schools Officer, who will be responsible for the following areas:
 - to identify the five young people most likely to enter the criminal justice system, work with them and partners to reduce the likelihood of this happening;
 - conduct home visits to the young people identified and their families;
 - identify the safety issues within Supreme Education setting and establish solutions and actions;
 - to deal with allegations of crime within the school community, alerting the Senior Management Team to all relevant issues;
 - running the pupils' council in partnership with the Head teacher;
 - running termly Strengthening Families Strengthening Communities group in partnership with Croydon's Lead Parenting Practitioner;
 - establishing links with appropriate agencies, including the Youth Offending Team, feeding back all relevant information.

19. Off site providers

- 19.1 Supreme Education works with the following Alternative Education Providers:

- SILC Training
- Sutton and District Training
- RISE Education
- Passage Training
- South Thames College
- JACE Training
- Nightingale School
- NACRO
- HA Tutors

Progress of students attending these Alternative Education Providers is monitored by the Flexi Learning Coordinator within Supreme Education. Progress is monitored by daily attendance feedback, weekly review conversations, monthly visits and half termly progress reports.

All Alternative Education Providers used have been Quality Assured by the Local Authority: this process includes a rigorous inspection of the provider's safeguarding procedures. In addition to this, all providers sign an annual service level agreement, agreeing to comply with all statutory requirements relating to child protection, having due regard for Supreme Education's Safeguarding Policy. A copy of Supreme Education's Safeguarding policy is included with the Service Level Agreement.

The Service Level Agreement also requests a copy of the provider's single central record of CRB checks.

Each Alternative Education Provider has a designated senior member of staff, the Child Protection Liaison Officer (CPLO), who has undertaken relevant child protection training delivered through the local LSCB.

In the event of a disclosure the Alternative Education Provider's CPLO will inform the Croydon Learning Coordinator. This information would then be passed on Supreme Education's CPLO.

The Service Level Agreement names Supreme Education's CPLO and two other contacts within the centre in the event that the Flexi Learning Coordinator is unavailable.

Referrals

The **Team Manager of the Vulnerable Children's Team** is able to provide advice and consultancy on child protection and safeguarding issues affecting children.

Telephone: 020 8255 2889 / 0208 726 6000 Ext 84322

Email: LADO@croydon.gov.uk

Address:

4th Floor, Zone F

Bernard Weatherill House

8 Mint Walk

Croydon

CR0 1EA

REFERRAL TO CHILDREN SOCIAL CARE SERVICES in Croydon

Reporting Allegations of Abuse If you suspect that a child or young person in Croydon may be being abused or neglected, it is vital you report your concerns so that this can be investigated.

Contact Multi-Agency Safeguarding Hub (MASH) **Telephone: 020 8726 6400 Out of Hours: 020 8726 6400** (ask for out of hours team) Email: childreferrals@croydon.gov.uk.

Referrals to Sutton Children Social Care 0208 770 4243/4263

Referrals to Richmond Children Social Care 0208 891 7969

Referrals to Kingston Children Social Care 0208 547 6587

Referrals to Wandsworth Children Social Care 0208 871 6622

Referrals to Lambeth Children Social Care 0207 926 6400

Revised December 2020

Appendix A

Responding to incidents of inappropriate sexualised behaviour by children in a school

When a member of school staff observes or is made aware of an incident the following guidelines must be followed. The following guidelines will help the school to meet their duties in relation to the school's discipline policy (including exclusions), the child protection procedures and reporting crime.

Considerations throughout responding to incidents:

- The welfare of all children is paramount in any decision making.
- Consider the best interests of the victim(s) and the child(ren) causing the harm as to:
 - whether they should continue in school activities. If not make appropriate alternative arrangements
 - whether they should have contact at school and at the end of the school day
 - how they should be reintegrated back into school if they have not attended as a result of the incident.
- Consider when is the appropriate time to contact the parents of the victim and the child causing the harm. The general rule regarding contacting parents of the victim is that this should happen at the earliest opportunity after a decision is made to start an initial investigation - unless such action would put the child at risk of significant harm or evidence will be compromised.
- Continually assess the information and the implications of any actions.
- Record all discussions and decisions.

Member of staff becomes aware of inappropriate sexualised behaviour incident.

Inform and seek advice from the designated teacher or deputy for child protection at the earliest opportunity. A decision will need to be made as to whether the school should start an initial investigation having in particular considered whether the behaviour is part of normal child development. Other relevant staff in the school should be alerted on a 'need-to-know basis' only.

Ask brief and basic questions of any witnesses and/or the victim and/or the child causing the harm. These discussions should not be in depth, but sufficient to establish what has happened (who, what, where, when, how) and subsequently to decide on any initial action. The outcome of this initial stage will be for the school to continue to deal with the matter or to decide to make a referral to CSC and/or the Police. Consider who is best placed to undertake the initial discussions. A member of staff should record any discussions.

See advice on the role of the Safer Schools Officers on page 13.

Once it is established that a criminal offence may have been committed or it meets the threshold for child protection, do not ask any more questions – unless this is needed to assess any injuries, protect the child or others from immediate harm or to preserve evidence.

Assess the vulnerability and history of both the victim and child causing harm. Refer to section on vulnerability in main document.

Consider separating the victim and the child causing the harm.

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Where there are **no vulnerability issues (i.e. no crime or child protection concerns)** follow the school's disciplinary and /or pastoral procedures.

Reminder on good practice:

Talk to parents and ask permission to talk with child.

Speak to victim & the child causing the harm, plus any witnesses

Record an account of what has happened (this may be known as a 'statement' and be recorded on an 'incident form' in some schools). In some situations this may be the written account of a child.

Consider what action is required by the school (e.g. school discipline policy, complete Common Assessment Framework (CAF))

Consider what pastoral care/support is required and provide advice and/or information

Alert others in school on a 'need-to-know basis' only

Where needed establish monitoring arrangements and a set time to review.

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Where there **are vulnerability issues**, arrange to

Seek advice from Vulnerable Children's Team Manager (or if not available, the Duty Manager, Access & Assessment)

The outcome of this discussion will be either for the school to continue to deal with the matter, the matter should be reported to the police (see overleaf) and/or for a referral to be made to Children's Social Care (in which case a Common Assessment Framework (CAF) should be completed).

Record and follow advice given.

If the conclusion of the consultation is that no offence has occurred and there are no child protection issues, then follow action for 'no vulnerability' situations.

Note: Children's Social Care will consider what action to take, which may result in an initial assessment and consider whether the situation meets the threshold for action under the London Child Protection Procedures (e.g. Section 47, child sexual exploitation, strategy meeting).

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Where the Vulnerable Children's Team Manager advises on a referral to the Police, this will be to either the

Sapphire Unit (for situations indicating that a serious sexual offence has been committed) or Local police (for non-serious sexual offences) or

Child Abuse Investigation Team (for situations where the victim or the child causing harm may have been abused or neglected by a family member or someone known to the family)

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The Head teacher or nominated person will need to decide whether any action should be taken in relation to the School's Discipline Policy.

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Where a child moves to another school or other educational setting or training as a result of an incident, it is essential that relevant information is passed onto the new school. Where a plan of action has been identified this should continue even though the child has moved. This will ensure children receive the right support and help the new school to be vigilant of any future incidents.

All information must be marked confidential and sent to the receiving Head teacher.

Role of Safer Schools Officers (Police Constables or Police Community Support Officers)

- Safer Schools Officers should not lead on any enquiries – the school retains this responsibility.
- Safer Schools Officers may assist the school in overseeing an enquiry where this is required and be involved in recording accounts of what has happened.
- Where a Police Constable is employed in a school but not contactable (or is not employed), any requests for Police involvement should be referred to the Safer Neighbourhood Team in the first instance (or by 999 if situation is an emergency).

Other Issues

- The Police should keep the school up to date regarding the progress of a criminal investigation. The school should ensure they have the name and contact details of the named officer in the case.
- Schools should follow a standard format for taking the record of what has happened. These should be signed, dated and show the time and be countersigned by the student. Any record of accounts by the child, taken by the school are disclosable to the Police.
- Children should be split up when statements are being taken.
- Record all discussions, advice given and successful and unsuccessful contacts with date and time, and signature of author.