

Charity Number: 1151850

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**Safeguarding Children Policy & Procedures
Reviewed February 2024**



CONTENTS

- 1. POLICY STATEMENT**
- 2. PREVENT AND BRITISH VALUES**
- 3. DEFINITIONS AND SIGNS OF ABUSE**
- 4. HOW TO RESPOND TO DISCLOSURES OF ABUSE**
- 5. PROCEDURES FOR REPORTING DISCLOSURES OF ABUSE**
- 6. INFORMATION FOR PARENTS FOLLOWING A DISCLOSURE**
- 7. DISCLOSURE AND BARRING SERVICE (DBS) CHECKS**
- 8. RECRUITMENT PROCEDURES**
- 9. INDUCTION**
- 10. MONITORING AND PERFORMANCE APPRAISAL OF SAFEGUARDING**
- 11. SAFEGUARDING TRAINING**
- 12. CODE OF CONDUCT FOR MEMBERS AND BEHAVIOUR MANAGEMENT**
- 13. GENERAL SUPERVISION**
- 14. WHISTLE BLOWING PROCEDURE AND ALLEGATIONS**
- 15. SAFE ENVIRONMENT AND RISK ASSESSMENT**
- 16. INSURANCE**
- 17. PRIVATE CHILDCARE ON DOMESTIC AND NON-DOMESTIC PREMISES AND TUITION**
- 18. ATTENDANCE, LATE COLLECTION AND MISSING CHILD PROCEDURES**
- 19. CYBERSECURITY, ON-LINE CHILD PROTECTION AND 'E-SAFETY'**
- 20. GUIDANCE FOR STAFF DEALING WITH CYBER-BULLYING INCIDENTS**
- 21. MOBILE PHONES, CAMERAS AND OTHER DEVICES, AND SEXTING**
- 22. GIFTS**
- 23. ACID ATTACK PROCEDURE**
- 24. OFFENSIVE WEAPONS**
- 25. BOMB THREAT PROCEDURE**
- 26. COMPLAINTS POLICY**

27. CONTACT DETAILS

28. POLICY REVIEW

29. SIGNATURES

30. APPENDICES

31. COMMONLY USED ACRONYMS

1. THE POLICY STATEMENT

All children attending Croydon Supplementary Education Project (CSEP) have the right to enjoy all the activities provided in a safe, stimulating and caring environment. Children are encouraged to talk and are listened to. They know there are adults whom they can approach if they are worried. CSEP would like all children to express themselves freely without fear of intimidation (on this issue) and their contributions are respected and valued.

We value our children and make our programs accessible and inclusive to all children, irrespective of race, religion, home background, family background, gender, or disability and / or learning difficulties.

The purpose of this Safeguarding Policy is to ensure CSEP's members adhere to a code of conduct in line with the protection and wellbeing of all the children who attend. The aim is to protect everyone involved in working with children and to ensure that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

CSEP fully recognises the contribution it can make to protect and support children.

All members¹ of staff, volunteers and parents have a responsibility to be aware of and implement the safeguarding policy and procedures.

Roles and Responsibilities

CSEP has a Board of Trustees who will ensure that effective safeguarding policies and procedures are in place and kept under review. The Board of Trustees must be aware of the following risks to the people that we work with such as:

- sexual harassment, abuse and exploitation
- negligent treatment
- physical or emotional abuse
- bullying or harassment
- health and safety
- commercial exploitation
- extremism and radicalisation
- forced marriage
- child trafficking
- female genital mutilation
- discrimination on any of the grounds in the Equality Act 2010
- people may target your charity
- a charity's culture may allow poor behaviour
- people may abuse a position of trust they hold within a charity

It is also the responsibility of the Board to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the students who attend CSEP and that there are procedures for handling allegations of abuse made against members of staff or volunteers. A key Board member is the Registered Person who is the point of contact between CSEP and OFSTED. The Registered Person is Robin Walker. However, the first point of contact with the Trustees if there is a safeguarding complaint

¹ Members = staff, volunteers and parents

or issue is Olusiji Belo. If he cannot be reached, Robin Walker is the second point of contact.

The Board and the Registered Person will ensure that there are designated Child Protection Officers who will keep track of changes in legislation which relate to safeguarding and update the policy as necessary. All areas will be carefully implemented with the knowledge and agreement of the Board of Trustees.

In summary, the Board of Trustees must ensure that they do the following 10 things:

1. Ensure that CSEP has an adequate safeguarding policy, code of conduct and any other safeguarding procedures. Regularly review and update the policy and procedures to ensure they are fit for purpose
2. Identify possible risks, including risks to your beneficiaries or to anyone else connected to your charity and any emerging risks on the horizon
3. Consider how to improve the safeguarding culture within CSEP
4. Ensure that everyone involved with CSEP knows how to recognise, respond to, report and record a safeguarding concern
5. Ensure people know how to raise a safeguarding concern
6. Regularly evaluate any safeguarding training provided, ensuring it is current and relevant
7. Review which posts within CSEP can and must have a DBS check from the Disclosure and Barring Service
8. Have a risk assessment process in place for posts which do not qualify for a DBS check, but which still have contact with children or adults at risk
9. Periodically review your safeguarding policy and procedures, learning from any serious incident or 'near miss'
10. If you work overseas, find out what different checks and due diligence you need to carry out in different geographical areas of operation

The Child Protection Officer or Designated Safeguarding Lead is Robin Walker (Education Officer). The Deputy Child Protection Officer or Deputy Designated Safeguarding Lead is Jacinth Martin (Project Manager).

It is the responsibility of the Child Protection Officers (CPOs) to ensure that all safeguarding issues raised in CSEP are effectively responded to, recorded and referred to the appropriate agency.

The CPO will arrange safeguarding training for all staff and volunteers. The CPO will attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, meetings which concern a child at CSEP and contributes to multi-agency discussions to safeguard and promote the child's welfare.

The CPO will complete a Self-Review Assessment Report annually which demonstrates that the safeguarding arrangements at CSEP are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Named Trustee for Safeguarding to ensure these improvements are implemented.

Staff and volunteers must be alert to, record and report signs of child abuse and / or neglect to the Child Protection Officers. Any concerns that a child may be at risk or is actually suffering abuse should be reported immediately. All adults have a duty to refer all known or suspected cases of abuse to the MASH, LADO or the Police.

In implementing the policy, CSEP will have regard to legislation and guidance including:

The Children Act 1989

The Children Act 2004

Every Child Matters 2004

What to do if you are worried a child is being abused 2006

London Child Protection Procedures 2010

The Early Years Foundation Stage 2012

Working together to Safeguard Children 2013

Keeping Children Safe in Education 2014

The Prevent Duty 2015

Female Genital Mutilation Risk and Safeguarding 2016

Sexting in schools and colleges: responding to incidents and safeguarding young people 2016

Offensive Weapons Guidance for Education Providers 2017

Safeguarding and protecting people for charities and trustees 2018

Safeguarding children and young people in education from knife crime: Lessons from London 2019

Details of CSEP's safeguarding policy will be located in the central reception area and ground floor office. It is clearly visible for children, parents, staff, volunteers and visitors to see.

This policy should also be read in conjunction with those contained in the Employee Handbook and Management Systems folder (ground floor office).

The use of CSEP premises by other organisations

Where services or activities are provided by another organisation using the CSEP premises, the Board of Trustees will seek written assurance that the organisation concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

2. PREVENT AND BRITISH VALUES

The government has laid out guidance for the implementation of British Values and the Prevent Strategy. These ideas became mandatory beginning in September 2015. Schools and institutions are judged in part by the personal development, behaviour and welfare of learners. This means that institutions, such as CSEP, need to be able to show:

- how well learners know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet, and how well they understand the risks posed by adults or young people who use the internet to bully, groom or abuse other people, especially children, young people and vulnerable adults
- how well learners know how to keep themselves fit and healthy, both physically and emotionally
- the extent to which learners feel and are safe and have a good understanding of how they can raise concerns if they do not feel safe; the confidence that any concerns they may have are taken seriously and followed through appropriately

- learners' understanding of their rights and responsibilities as a learner and, where relevant, as an employee, as citizens and consumers in the community; and how well they work cooperatively with others in all settings and promote good and productive working relationships with their peers, employees and employers
- the extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain
- whether learners comply with any guidelines for behaviour and conduct stipulated by providers or employers and manage their own feelings and behaviour at work and during learning sessions.

How does this affect CSEP as a whole?

In order to be considered 'Outstanding,' CSEP must be able to show that:

- Staff and learners deal effectively with the very rare instances of bullying behaviour and / or use of derogatory or aggressive language. They work well with the provider to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- The provider's open culture actively promotes all aspects of learners' welfare. Learners are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Learners have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- The personal and social development of learners equips them to be thoughtful, caring and active citizens.

How does this affect the Management?

The CSEP Management, in order to be deemed effective by the government guidance, must demonstrate a number of things laid out in the guidance.

They must promote all forms of equality and foster greater understanding of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics).

They must be able to demonstrate that learners and staff are protected from harassment, bullying and discrimination.

They must prepare learners for successful life in modern Britain. This means the management must promote 'the fundamental British values' of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs.

The management must ensure that safeguarding practices are effective including the prevention of radicalisation of learners and compliance with the Prevent duty.

In order to be considered 'Outstanding,' the guidance says:

- Leaders promote equality of opportunity and diversity exceptionally well so that the ethos and culture of the provider counters any form of direct or indirect discriminatory behaviour. Leaders, staff and learners do not tolerate prejudiced behaviour. The promotion of fundamental British values is at the heart of the provider's work.

- Learners feel safe and know how to raise concerns. The provider is proactive in assessing safeguarding risks and taking action to prevent them. The provider has a strong track record of raising awareness among staff and learners of safeguarding issues, listening to learners' concerns and acting on them.
- Leaders' work to protect learners from radicalisation and extremism is exemplary. Leaders respond swiftly where learners are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge learners' views and encourage debate.

How does this affect the Staff?

The Staff, in order to be deemed effective by the government guidance, must demonstrate a number of things laid out in the guidance. The guidance says that to be deemed 'Outstanding':

- Staff are quick to challenge stereotypes and the use of derogatory language, including at work. Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a comprehensive understanding of people and communities beyond their immediate experience.

Specific Actions outlined in the *The Prevent Duty, May 2015*

The document spells out six main issues:

- Risk assessment
- Working in partnership
- Staff training
- IT policies
- Building children's resilience to radicalisation, and
- What to do if you have a concern.

Risk Assessment: CSEP is expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Staff should attempt to identify pupils at risk by noting changes in behaviour and by taking proportionate action. The government defines extremist ideas as:

- 'Extremism' is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Working in partnership: CSEP's Safeguarding Arrangements must take into account the policies and procedures of the Local Safeguarding Children Boards. For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support. It is also important to work in partnership with the parents.

Staff training: The guidance recommends that as a minimum, however, schools should ensure that the Designated Safeguarding Lead (the CPO) undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

IT policies: The guidance states that schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Every teacher

needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

Building children's resilience to radicalisation: CSEP can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

What should you do if you have a concern?

(a) If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures (See Sections 3 and 4 of this document), including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.

(b) In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

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

(d) The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

3. DEFINITIONS AND SIGNS OF ABUSE

There are four recognised types of abuse. The following definitions are based on those described in *Working Together to Safeguard Children* (Department for Education, March 2013)

3.1 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. A person might do this because they enjoy or need the attention they get through having a sick child. Physical abuse, as well as being a result of an act of commission can also be caused through omission or the failure to act or protect.

3.2 Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve making a child feel or believe that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.

3.3 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of or consents to what is happening. The

activities may involve physical contact, including penetrative acts such as rape, buggery or oral sex or non-penetrative acts such as fondling. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways. Boys and girls can be sexually abused by males and / or females, by adults and by other young people. This includes people from all different walks of life.

3.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to a child's basic emotional needs.

Guidance for 3.1 to 3.4

3.5 What are the signs and symptoms of child abuse?

If you suspect child abuse, but aren't sure, look for clusters of the following physical and behavioural signs.

3.5.1 Some signs of physical abuse

- Unexplained burns, cuts, bruises, or welts in the shape of an object
- Over-rehearsed answers or a reluctance to explain injury
- Frequent unexplained absences
- Arms and legs kept covered in hot weather
- Bite marks
- Anti-social behaviour
- Problems in school
- Fear of adults
- Drug or alcohol abuse
- Self-destructive or suicidal behaviour
- Depression or poor self-image

3.5.2 Some signs of emotional abuse

- Apathy
- Depression
- Hostility
- Lack of concentration
- Over-reaction to mistakes
- Nervous behaviour
- Speech or eating disorders
- Fear of parents or carers
- Withdrawn, unwilling to mix with others

3.5.3 Some signs of sexual abuse

- Inappropriate interest in or knowledge of sexual acts
- Seductiveness

- Avoidance of things related to sexuality, or rejection of own genitals or bodies
- Nightmares and bed wetting
- Drastic changes in appetite
- Over compliance or excessive aggression
- Fear of a particular person or family member
- Withdrawal, secretiveness, or depression
- Repeating obscene words or phrases said by abuser
- Blood on underclothes
- Suicidal behaviour
- Eating disorders
- Self-injury
- Disclosure of having secrets that they are not allowed to tell

Sometimes there are no obvious physical signs of sexual abuse, and a medical doctor must examine the child to confirm the abuse.

3.5.4 Some signs of neglect

- Unsuitable clothing for weather
- Being dirty or unbathed
- Extreme hunger
- Apparent lack of supervision
- Untreated medical problems
- Weight loss
- Constant tiredness
- Frequent lateness or non-attendance

3.6 FGM and Breast Ironing

Some cultural practises concerning girls and young women from other countries are not acceptable in the UK: FGM and Breast Ironing.

Concerning FGM, the Department of Health wrote: 'FGM is not an issue that can be decided on by personal preference – it is an illegal, extremely harmful practice and a form of child abuse and violence against women and girls.' Moreover, the response to this is clear: 'child under 18 who has undergone FGM must be referred to police under the Mandatory Reporting duty using the 101 non-emergency number.' At CSEP the people to contact in the first instance are the Child Protection Officer or the Deputy. There are things to look for that may indicate that FGM has taken place:

- Girl is reluctant to undergo any medical examination
- Girl has difficulty walking, sitting or standing or looks uncomfortable
- Girl finds it hard to sit still for long periods of time, which was not a problem previously
- Girl presents to GP or A&E with frequent urine, menstrual or stomach problems
- Increased emotional and psychological needs e.g., withdrawal, depression, or significant change in behaviour
- Girl avoiding physical exercise or requiring to be excused from PE lessons without a GP's letter
- Girl has spoken about having been on a long holiday to her country of origin/ another country where the practice is prevalent
- Girl spends a long time in the bathroom/toilet/long periods of time away from the classroom

- Girl talks about pain or discomfort between her legs
- Girl confides in a professional that FGM has taken place
- Mother / family member discloses that female child has had FGM
- Family / child are already known to social services – if known, and you have identified FGM within a family, you must share this information with social services

Breast Ironing also called 'Breast Flattening' is the process whereby young pubescent girls breasts are ironed, massaged, and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction, and early forced marriage and therefore be kept in education.

There is no specific law within the UK around Breast Ironing, however it is a form of physical abuse and if staff are concerned a child may be at risk of or suffering significant harm they must refer to the Local Safeguarding Children's Board Procedures. At CSEP the person to contact in the first instance are the Child Protection Officer or the Deputy.

Some indicators that a girl has undergone breast ironing are as follows:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn, etc
- Reluctance in undergoing normal medical examinations
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear
- Fear of changing for physical activities due to scars showing or bandages being visible

3.7 Domestic Violence

Domestic violence is also a risk factor to children. Domestic violence is defined as the physical, sexual or emotional abuse inflicted on a man or a woman by their partner or ex-partner. Children can easily get caught up in this.

They risk being hit during the crossfire, being neglected as the parents' attention is focused elsewhere, emotional distress, and powerless to help or intervene in the violence between the parents.

4. HOW TO RESPOND TO DISCLOSURES OF ABUSE

DO:

- Do treat any allegations extremely seriously and act at all times towards the child as if you believe what they are saying
- Do tell the child they are right to tell you
- Do reassure them that they are not to blame
- Do be honest about your own position, who you have to tell, and why
- Do tell the child what you are doing and when, and keep them up to date with what is happening
- Do take further action – you may be the only person in a position to prevent future abuse – tell your nominated person immediately

- Do write down everything said and what was done

DON'T:

- Don't make promises you can't keep
- Don't interrogate the child – it is not your job to carry out an investigation – this will be up to the police and social services who have experience in this
- Don't cast doubt on what the child has told you, don't interrupt or change the subject
- Don't say anything that makes the child feel responsible for the abuse
- Don't do nothing – make sure you tell your child protection officer or deputy immediately – they will know how to follow this up and where to go for further advice

5. PROCEDURES FOR REPORTING DISCLOSURES OF ABUSE

Disclosures made in confidence must be recorded using the Child Protection Incident Report Form (Appendix 9) together with a Body Sheet (Appendix 10) if appropriate; this is whether or not the matter is to be taken further to the authorities.

It is important that incidents reported by members are recorded straight after disclosure or witness of an incident as time lapses may provide inaccurate information. The Education Officer or Project Manager must be notified immediately. The information recorded may be required in evidence at a later date. Suspicions or actual encounter of abuse must be reported to the designated Child Protection Officer or the Deputy. In their absence, contact the LADO (see Section 28) or the relevant MASH team (see Section 28) to seek advice.

An accurate record must be made of:

- Date and time of what has occurred and the time the disclosure was made
- Names of people who were involved
- What was said or done by whom
- Any action taken by CSEP to investigate the matter
- Any further action e.g., suspension of an employee, volunteer or parent
- Where relevant, why there is no formal referral to a statutory agency
- Names of person reporting and to whom reported

Reports may be needed for the Child Protection Case conferences or criminal/civil courts. Consequently, records and reports should be:

- Factual (no opinions)
- Non-judgemental (no assumptions)
- Clear
- Accurate
- Relevant

The Child Protection Officer will decide the next course of action, whether to advise Social Services or alert the authorities.

Members must however:

- Stay calm and be available to listen

- Listen with the utmost care to what the child is saying
- Question normally without pressurising
- Don't put words into the child's mouth but note the main points carefully
- Reassure the child and let them know they were right to inform us
- Inform the child that this information will now have to be passed on
- Immediately inform the Child Protection Officer or the Deputy

All documents/records will be locked away in a lockable cabinet in a locked office.

6. INFORMATION FOR PARENTS FOLLOWING A DISCLOSURE

In the event of a disclosure, CSEP will need to share information with statutory services such as the Local authority or the police. Following the advice from the LADO (see Section 28), CSEP should always seek advice before informing parents.

If an allegation has been made against a parent, clearly there is a need for natural justice as well as honesty for that parent to know the nature of the concern. However, there will be occasions when it might raise questions of safety for the young person to disclose the information at that time. As policy, CSEP will seek the advice of social services MASH team before sharing the concerns with the parent. Which MASH team to consult is dependent on the borough that the child is resident in. This is likely to be Croydon, Bromley or Wandsworth, etcetera.

If an allegation has been made against a member of staff, CSEP should wherever possible consult the LADO in the first instance and the information disclosed to the alleged perpetrator would be discussed as to what and when. When it comes to what parents would be told, CSEP should advise them that an allegation has been made and that the matter will be investigated.

(See also **13. Whistle-blowing and Allegations**)

7. DISCLOSURE & BARRING SERVICE (DBS) CHECKS

All staff, volunteers and parents working with children at CSEP will be asked to complete a Disclosure & Barring Service (DBS) form. An Enhanced Disclosure will be requested. An exception can be made for non-DBS checked adults, such as guest speakers, provided they are always supervised by DBS checked Members at all times.

Enhanced Disclosures will be requested for positions that involve a greater degree of contact with children or vulnerable adults. For example, positions that requires regular contact with, training, supervising or being in sole charge of children and young people.

If members have received a clear Disclosure & Barring certificate without any disclosures within two months of commencing employment or volunteering duties at CSEP, this will be deemed acceptable. Sight of the original Disclosure & Barring certificate must be seen by the designated Child Protection Officers before this decision can be made.

CSEP does not have to keep copies of DBS certificates in order to fulfil the duty of maintaining a single central record. In order to comply with the requirements of the Data Protection Act, where CSEP chooses to retain a copy, it will not be retained for longer than six months. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications, will be kept for the personnel file.

Requests for Disclosure and Barring checks will be made through the Disclosure and Barring umbrella agency below:

London Borough of Croydon
HR Team Recruitment Department
Joanna Reeder
Recruitment Executive

or

Katie Wallace
Head Of Recruitment

Resources Department
Recruitment Team
7th Floor Zone A
Bernard Weatherill House
8 Mint Walk
Croydon
CR0 1EA
Telephone: 020 8 726 6000 x 60448 or 88909

8. RECRUITMENT PROCEDURES

All reasonable steps will be taken to ensure unsuitable people are prevented from working with children.

For all positions which require regular contact with children, the following recruitment procedures will be completed in line with Croydon Safeguarding Children Board (CSCB) guidance and London Child Protection Procedures guidance.

8.1 Pre-application Information

Pre-application information for positions involving regular contact with children will be sent to applicants and will include:

- An application form.
- A candidate specification (e.g., stating qualifications or experience of working with children required).
- Information on CSEP and related topics including the CSEP Safeguarding Statement.
- A job description including roles and responsibilities.

8.2 Application and Self-Declaration Form

All applicants will be requested to complete an application form with a self-declaration element (Appendix 1). The purpose of the application form is to obtain relevant details from the applicant for the position. The purpose of the self-declaration element is to collect information on criminal behaviour, past convictions, reprimands, and final warnings or cases pending, that is relevant to the position e.g. criminal records or investigations.

8.3 Interview

Upon satisfactory receipt and review of application form and the self-declaration element, an interview will be arranged with suitable applicants. This will include requests for additional information to support the application – particularly a personal ID check which the candidates should bring to the interview, especially in those cases where the self-declaration element identifies areas which require further clarification.

8.4 References

References will be sought prior to an offer being formalised. Teachers will need professional references and character references to assess the applicant's suitability to work with children and to follow up on any concerns.

For others where possible at least one of these references will be from an employer or a voluntary organisation where the position requires working with children in any of the following capacities: employee; volunteer; or work experience.

If the person has no experience of working with children, specific training requirements will be agreed before appointment.

8.5 Offer of a Position

Once a decision has been made to appoint an applicant, an offer letter will be sent to the applicant including the details of the position, any special requirements and the obligations e.g., agreement to the policies and procedures of the organisation, the probation period and responsibilities of the role. Confirmation of the position being accepted will require the offer letter to be formally accepted and agreed to in writing e.g., by the individual signing and dating their agreement on the offer letter and returning it to the organisation.

8.6 DBS Checks

DBS checks will be completed as per Section 6 above. If an applicant fails to complete an *Enhanced Disclosure* form, their employment or agreement for voluntary work will be terminated.

9. INDUCTION

The induction process for a newly appointed member will include the following:

- Health and Safety information. Inductees will be advised to read the Health and Safety handbook. Copies are located in the Project Manager's Office, Ground Floor Office and Kitchen).
- Tour of the building.
- Fire and emergency evacuation procedures.
- A copy of the safeguarding policy.
- Clarification of the expectations, roles and responsibilities of the position they have been appointed to. Inductees will be expected to read the Employee Handbook Book, in particular CSEP policies and procedures on the following:
 - ❖ Alcohol and Drugs Misuse
 - ❖ Conduct and Standards
 - ❖ Data Protection
 - ❖ Disciplinary Policy and Procedure
 - ❖ Disclosures and Disclosure Information
 - ❖ Harassment and Bullying
 - ❖ Safeguarding
 - ❖ Social Networking Sites and Blogs

Newly-appointed managers will have access to training on safer recruitment and codes of conduct.

Other staff and volunteers will receive training on safeguarding responsibilities as early as possible after appointment.

10. MONITORING AND PERFORMANCE APPRAISAL OF SAFEGUARDING

All members who have contact with children will be monitored and their performance appraised within the first 3 months of commencing their duties, followed by an annual review. This will provide an opportunity to evaluate progress, set new goals, identify training needs and address any concerns of poor practice. To facilitate this, we will give Members a self-administered questionnaire and ask them to sign an *Annual Staff Safeguarding Declaration*.

11. SAFEGUARDING TRAINING

Members will be given information on safeguarding training they can attend, in addition to training on child protection issues. All members of staff and volunteers will have access to whole school safeguarding training (including child protection) at least every three years.

The Child Protection Officers will undertake further training in addition to the whole school training, at least every two years to support their role.

Newly appointed members will receive, as part of their induction, verbal and written communication of CSEP's safeguarding policy. (See INDUCTION above) and will receive training on safeguarding responsibilities as early as possible after appointment.

Newly-appointed managers will have access to training on safer recruitment and codes of conduct.

Members will be offered further training on any other identified training needs highlighted at the annual safeguarding review. A training development plan will be discussed and implemented. We aim to do this annually at the beginning of each academic year.

The Board of Trustees will also undertake training at least every two years, in particular to support their role as employers when handling any allegations against staff or volunteers.

12. CODE OF CONDUCT FOR MEMBERS AND BEHAVIOUR MANAGEMENT

Code of Conduct for Members

At CSEP being excellent role models for children is of paramount importance. This is reinforced to all staff and volunteers through supervision, training and development.

All members must conduct themselves in an appropriate manner, upholding the mission, aims, objectives and policies of CSEP. Upholding the reputation of CSEP is important whether the member is on CSEP premises. Members must not bring the organisation into disrepute as this can lead to formal disciplinary action. Members should:

- Model exemplary behaviour
- Treat all children and adults with respect
- Speak politely to each other
- Build student confidence through positive reinforcement
- Avoid using critical or sarcastic language
- Recognise student effort and achievements on a regular basis and celebrate success
- Keep parents informed about success, efforts and achievements
- Challenge unacceptable behaviour
- Work in partnership with parents through regular contact to help improve behaviour

Since we are an OFSTED registered organisation who are obligated to take safeguarding seriously, members must sign the Annual Staff Safeguarding Declaration once per year. Failure to do so will lead to formal actions being taken against the member to protect the children and those in the care of CSEP.

Members must be respectful and show kindness and consideration to children. Humiliation or the rough and inappropriate handling of children, by members of staff, will not be tolerated. If required, the offence/member of staff will be reported to the relevant authorities.

Members must not enter a toilet or enclosed space with a child on their own. Additional help or supervision must be sought.

Members must not be left to change children's clothes unsupervised.

If Members are in isolated contact with children, it is recommended that the door is left open.

Members must not drive a child(ren) home unless accompanied by another adult who is DBS-checked.

Members should also familiarise themselves, support and enforce the content of key documents that the parents and students sign up to. These include:

- The Home School Agreement (see below)
- the Parental Agreement and Consent Form (Appendix 3)
- the Student Agreement
- the Use of images of students by CSEP (Appendix 4)
- the Code of Conduct (Appendix 5)
- the Rules for responsible computer use and internet access (Appendix 6), and
- Form 7 (the medical form)

Behaviour Management of Students

At CSEP, we have high expectations of good behaviour from all students where staff and students feel safe and secure. Our expectation is that all students and staff will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning.

All students will comply with the expectations in the *Student Code of Conduct* and the *Home-School Agreement*. To encourage this, the Members will comply with the *Code of Conduct* for Members (see above) and the *Home-School Agreement*.

CSEP aims to provide a safe, secure, supportive environment where students can learn and teachers can teach. Since there is a direct link between the way young people learn and their behaviour, it is the job of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour.

To encourage good behaviour, CSEP will display the CSEP motto in every room, reception and on the Student Code of Conduct.

We will not accept the following behaviour:

- Disrupting the learning of others
- Rude or inappropriate language
- Acts of aggression or any kind of physical violence
- Bullying or intimidation
- Racist, sexist or homophobic comments
- Vandalism
- Bringing weapons or illegal drugs

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour
- Tell the child what they find unacceptable and why

- Explain how they could have behaved differently, modelling what they could have done or said
- If no additional adult is present, send a responsible child / children to call a member of management to take child out of the class and deal with the issue
- Find out why the child is behaving this way
- A child can be removed from the classroom for cooling off time of a few minutes.
- A child can be temporarily sent to work in a different classroom with the permission of the staff members concerned
- Keep parents involved as issues arise
- Report the behaviour to the Education Officer or Night School Manager

If behaviour does not improve after these measures, then the possible sanctions could apply from the least to the most powerful:

- The Education Officer can be called to speak to the pupil
- The Education Officer can call home to inform the parents or guardians of the unacceptable behaviour
- The Education Officer can agree a weekly behaviour record with the pupils and feed the findings back to the parents
- The Education Officer can agree to move the pupil to permanently work in a different classroom with a different teacher
- If in the unusual situation that we exhaust all these sanctions with no improvement, we may ask the child to permanently leave

There are some behaviours that are much more serious: weapons, drugs and violence against other pupils and staff.

- Section 24 gives guidance in how to handle pupils who are believed to be carrying an offensive weapon
- Pupils engaging in the above behaviour will be asked to leave immediately, and possibly permanently

Members should also encourage and support students to comply with the undertakings given in the following documents:

- the Student Agreement
- the Student Code of Conduct (Appendix 5)
- the Rules for Responsible Computer Use and Internet Access (Appendix 6)
- The Home School Agreement

Home-School Agreement

At CSEP we encourage students to aim high and to work hard to achieve their goals and dreams, following the CSEP motto: *“Without discipline, knowledge cannot be obtained.”* We want our students to feel happy, supported and safe with us as we encourage them to fulfil their potential. We think that the best way to achieve this is by all of us – students, parents and staff - working together in partnership.

We ask all parties to support us by complying with this Agreement:

As a Parent or Guardian I will:

- 1 Ensure that my child attends CSEP regularly and on time, and that I collect him/her on time after lessons.
- 2 Contact CSEP to explain any absence (please note that 3 or more consecutive absences without explanation may result in your child losing his or her place).
- 3 Encourage good behaviour, politeness and respect for others and their property, supporting the CSEP Code of Conduct.
- 4 **For secondary students:** Ensure my child always brings basic writing equipment and a calculator if requested by his/her teachers.
- 5 Support the Parents and Children's Association and the work of CSEP to the best of my ability.
- 6 Communicate with CSEP regarding anything that may affect my child's education or welfare, including any medical conditions.
- 7 Attend any parental consultation days to discuss my child's progress.
- 8 Fulfil all conditions of the Fees Agreement.

As a Student I will:

- 1 Attend CSEP regularly and on time.
- 2 Bring the proper writing equipment and (**secondary students**) a calculator when asked.
- 3 Take pride in my work and do it as well as I possibly can.
- 4 Listen carefully to my teachers and behave well in lessons, making the best use of time.
- 5 Do nothing to prevent others from learning.
- 6 Follow the Code of Conduct at all times.

CSEP will:

- 1 Provide a curriculum which helps to improve progress in English and maths, study skills, exam preparation and self-confidence.
- 2 Maintain high standards of work and behaviour.
- 3 Help your child achieve their full potential.
- 4 Ensure a safe learning environment where all are valued.
- 5 Develop your child's sense of respect for themselves and others.
- 6 Encourage your child to accept their responsibilities for themselves, CSEP and the community.
- 7 Recognise and praise achievement.
- 8 Contact parents or guardians to discuss any concerns.
- 9 Keep parents or guardians informed about their child's progress and achievements.

13. GENERAL SUPERVISION

Visitors or guests must not be left unsupervised with children at any time. All new members will be supervised until a clean DBS check is received.

Health and safety procedures will be reiterated to staff at team training events, and regular fire drills will be conducted during the course of each academic year.

Written consent must be obtained from parents before taking children off the premises (Appendix 7).

Members must follow the Home/School agreement and check the consent concerning taking photographs and filming of children (Appendix 8).

14. WHISTLE BLOWING PROCEDURE AND ALLEGATIONS

Members of staff, volunteers or parents must disclose any incidents witnessed or overheard relating to any members in confidence, to provide protection for all children. The Child Protection Officer must be notified immediately. If an allegation is made against the Child Protection Officer, the allegation must be directed to the Deputy Child Protection Officer, who will notify the Chair of the Board of Trustees.

Members may be suspended from duties or as a condition; they must not be left unsupervised with children until the final outcome/investigation is received regarding the allegation. If a member is suspended, this is not a disciplinary sanction but rather a way

of removing a person while an investigation can take place. This is done to protect the member from further allegations. No guilt is implied if a person has been suspended.

Advice will be sought from Croydon Council LADO or the ACPC team. As policy, we at CSEP will defer to the advice given to us by the LADO in how we proceed. In the first instance, any investigations that will be carried out will follow the advice and the timetable suggested by the LADO. We will not act independently of the LADO advice nor will we carry out investigations of our own. The member concerned will be notified of the timetable once we receive it from the LADO.

Members must protect themselves especially when meeting on a one-to-one basis with children and should bear in mind that even perfectly innocent actions can sometimes be misconstrued.

(See also **6. Information for Parents**)

15. SAFE ENVIRONMENT AND RISK ASSESSMENT

CSEP aims to create and maintain a safe environment for all children, employees, volunteers, parents and visitors.

The Health and Safety Officer oversees the building, equipment, classrooms, kitchen and dining room, to ensure Health and Safety is maintained for all. They will also ensure that the kitchen staff provide properly prepared, wholesome and nutritious, healthy food and drink options to be made available to the pupils. The designated Health and Safety Officer is Mrs Jacinth Martin (Project Manager).

A Building Administrator checks the building regularly; areas identified which require attention are logged in the Buildings Book located at Reception. Qualified contractors are contacted to secure or repair hazards identified. The aim is to get these works completed as soon as possible, or lock down the hazardous area until works are completed. Staff must report any health and safety issues to the Building Administrator or Health and Safety Officer.

Electrical items, fire fighting equipment and alarm systems are regularly checked by the landlords of the building (South London and Maudsley Trust SLAM). There are designated fire marshals and fire / emergency evacuation procedures, with regular drills to ensure they are known.

There is a First Aider on the premises at all times. CSEP presently have 10 First Aiders, all of whom hold the First Aid at Work qualification and /or a Paediatric Emergency First Aid certificate.

- First aid kits are located at Reception, in the ground floor office and the kitchen.
- The Accident Book is located in the ground floor office.
- Blue plasters are located in the kitchen area.
- Staff members who contract a contagious illness or disease must notify the Project Manager or Education Officer immediately. They will be required to seek medical attention and a doctor's certificate allowing them to return to their duties. This course of action maintains health and safety for all.

CSEP will care for children with medication needs in line with CSEP Medicines Policy. There is a form that needs to be filled in EVERY time medicines are administered (*Medicines Administered On CSEP Premises*) and a log must be kept.

CSEP will undertake risk assessments to ensure that all activities are undertaken safely, in accordance with the risk assessment process (see Risk Assessment policy in the Management System folder, Ground Floor office) and Educational Visits policy.

16. INSURANCE

CSEP has insurance to cover all members, visitors and children through their Certificate of Employers Liability and Public Liability Insurance. The insurance is renewed each year; any changes are notified and incorporated into the new policy. Children and members are covered for external trips and outings.

17. PRIVATE CHILDCARE ON DOMESTIC AND NON-DOMESTIC PREMISES AND TUITION

At CSEP, we regard Members as private individuals when they are on their own time and not on CSEP property.

While it must be stressed that CSEP does not encourage or condone private childcare, all adults are aware of the risks and the challenges that come with private childcare. However, as private individuals Members represent themselves and therefore have no connection to CSEP.

With private tuition, Members must be aware that, again, they represent themselves and again have no connection to CSEP.

CSEP also does not encourage or condone Members 'poaching' young people from CSEP for private tuition or childcare. We do, however, accept that a Member may have an existing private arrangement with a pupil before the pupil joined CSEP and may wish to continue or resume that private arrangement.

18. ATTENDANCE, LATE COLLECTION AND MISSING CHILD PROCEDURES

The safety of students is a priority whilst they are in our care. CSEP has clear procedures for recording attendance, collecting children and dealing with a missing child. A child going missing from an education setting is a potential indicator of abuse or neglect. CSEP checks whether student absences are authorized and records the reasons given.

18.1 Responsibilities

All visitors, staff, volunteers and students must complete the Sign-in Book at Reception on entering and leaving CSEP. Those attending for mentoring (parents, mentors and mentees) will also complete the Mentoring Meeting Book. Parents accompanying children to and from Saturday School must also complete the Parents Sign-in Book.

Staff are responsible for completing Class Attendance Registers accurately and promptly according to the Register Guidelines.

Staff and volunteers must ensure that adequate supervision is maintained at all times, particularly when students leave the classroom to get a drink or go to the toilet.

Risk assessments must be completed prior to trips out of CSEP and staff should follow the Educational Visits policy when arranging trips. Staff must also inform parents and CSEP managers as appropriate (see Parental Consent section of Student Enrolment Form).

CSEP will ask parents to provide correct, up-to-date contact details and advice on who is authorised to collect their child. CSEP will advise parents of the start and end times of sessions so that they are fully aware when responsibility for the care of their child passes from staff to them and vice versa.

- Children in Years 1 to 5 must be collected from the classroom by the authorised person.
- Children in Years 6 to 11 can leave independently if the parent or carer has given written consent.
- If a parent wants to take a student out of CSEP mid-session, they must notify the class teacher and sign them out at Reception.

18.2 Late Collection procedure

The procedure for children who are not collected on time is as follows:

- Contact the parent or carer
- If unsuccessful, contact the nominated emergency contact(s)
- If unsuccessful, CSEP will contact the out of hours duty social worker at Croydon Council and follow the advice given
- Two members of staff will stay with the child.

CSEP will treat continual lateness as a child protection issue in line with the safeguarding policy.

18.3 Missing Child Procedure

In the event that a child has gone missing while at CSEP staff should:

- Notify the relevant manager immediately.
- Carry out a thorough search of the building, including outside areas, toilets and storage areas.
- Check the Attendance Register and Sign-in book (and the Parent Sign-in and Mentoring books) at Reception.
- If additional staff are needed to search, remaining students will be grouped together as appropriate for adequate supervision to continue.

- Contact the parent if the child is not found and then the police if the parent cannot confirm where the child is.
- Parents should be advised to find a recent photograph of their child.
- Staff should write down a description of what the child was wearing and any distinguishing features.
- If the missing child has any special medical or learning needs then these need to be noted to be disclosed to police or other agencies.

In the event of a member of staff fearing that a child has gone missing while on a trip:

- The Trip Leader must ensure the safety of the remaining pupils.
- At least two adults must stay with them.
- One or more adults should immediately start searching for the child.
- The Trip Leader should alert CSEP.
- If the child is not found within a reasonable time (depending on the age of the child), the Trip Leader must contact police by telephoning 999. The Trip Leader should alert CSEP that the police have been contacted. CSEP will then notify parents, after which the procedure described above will be followed.

19. CYBERSECURITY, ON-LINE CHILD PROTECTION AND ‘E-SAFETY’

Cybersecurity or E-Safety refers to applications involving computer, internet and mobile phone use. It applies to devices supplied by CSEP and to personal devices owned by staff, volunteers, students or visitors to CSEP or on CSEP business.

CSEP has rules for using computers and the internet which all users must follow. Notices on E-Mail and Internet Use Acceptable Policy are displayed in each classroom and on the CSEP website. Staff and volunteers must also have regard to the rules in the Employment Handbook on Computers and Electronic Communications, Social Networking Sites and Blogs. Members will be asked to sign an Acceptable Use Agreement outlining responsibilities with regard to Cybersecurity (see Appendix 2). Moreover, CSEP monitors users to dissuade them from accessing websites of an adult, social media and networking nature.

Staff and volunteers must not contact or store email addresses belonging to students, unless express permission has been given by a parent, the line manager has been notified and it is for approved CSEP business (e.g. supporting schoolwork). Parents should also be copied into or informed of any emails sent to students.

Students and parents are given copies of CSEP’s Rules for Responsible Computer Use and Internet Access, and must sign the Parental Agreement and Consent form (Appendices 2 and 5) to comply with these rules on enrolment.

Areas of risk are:

19.1 Child sex offenders

The internet is an ideal medium for sex offenders. It provides them a forum to access children without letting their identity be known, access to child porn and contact to share information regarding children with other offenders. Children can be ‘groomed’ through chat rooms – sex offenders often talk to children pretending they are other children so

they can organise to meet children at a later date. Children must be informed of the dangers of chat rooms.

19.2 Unsuitable material for children

Children can be exposed to pictures or written material which is pornographic, upsetting or offensive. Sometimes inoffensive materials are circulated which seem perfectly innocent such as pictures of children taking part in sports activities – children may wish to send pictures of themselves. Sex offenders do download this information and can locate a child through the club or project which has put the pictures on its website.

19.3 Supervision of students using computers

Computers are located in areas which can be readily supervised. Staff are encouraged to be alert and vigilant when checking how they are being used. Firewalls, anti-virus and filtering systems are installed and updated to prevent children gaining access to undesirable sites. Children are also encouraged to report anything they see on screen which causes concern or upset.

19.4 Cyberbullying

At CSEP, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, students are encouraged to tell, and know that incidents will be dealt with promptly and effectively (see **CSEP Anti-bullying policy**)

Cyberbullying is bullying through the use of electronic media, in particular computers and mobile phones. This can include:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include Facebook, Bebo, Youtube and Ratelyteacher

See Section 20 for Guidance in what actions to take.

20. GUIDANCE FOR STAFF DEALING WITH CYBER-BULLYING INCIDENTS

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

20.1 Mobile phones and devices

- Ask the pupil who has been victimised to show you the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the pupil to save the message/image
- Inform your line manager and pass them the information that you have

20.2 Computers

- Ask the pupil who has been victimised to get up on-screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Inform your line manager and pass them the information that you have
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

20.3 GUIDANCE FOR STUDENTS

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff at CSEP.

- Do not answer abusive messages but save them and report them
- Do not delete anything until it has been shown to your parents/guardian or a member of staff at CSEP (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal IT details
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Stay in public areas in chat rooms

20.4 GUIDANCE FOR PARENTS

It is vital that parents and CSEP work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. CSEP will inform parents of the anti-bullying policy and the procedures in place to deal with it.

- Parents can help by making sure their child understands the school's policy and, above all, how seriously CSEP takes incidents of cyber-bullying
- Parents should also explain to their children legal issues relating to cyber-bullying
- If parents believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving an offensive text on their or their child's mobile phone) and make sure they have all relevant information before deleting anything
- Parents should contact the school as soon as possible. A meeting can then be arranged with the Project Manager
- If the incident falls in the holidays CSEP reserves the right to take action against bullying perpetrated outside CSEP which spills over into CSEP

21. MOBILE PHONES, CAMERAS AND OTHER DEVICES, AND SEXTING

21.1 Mobile phones or devices are brought into CSEP entirely at the owner's risk and responsibility. CSEP accepts no responsibility for the loss, theft or damage of mobile phones or devices.

The recording, taking and sharing of images, video and audio on any mobile phone by any person on CSEP business is not permitted; except where it has been explicitly agreed otherwise by the Project Manager. Such authorised use is to be monitored and recorded. All mobile phone use is to be open to scrutiny and the Project Manager is to be able to withdraw or restrict authorisation for use at any time if it is to be deemed necessary.

No images or videos should be taken on mobile phones or personally-owned mobile devices without the prior consent of the person or people concerned.

CSEP reserves the right to search the content of any mobile or handheld devices on the CSEP premises where there is a reasonable suspicion that it may contain undesirable material, including those which promote pornography, violence or bullying. Mobiles or handheld devices belonging to members *may be searched at any time as part of routine monitoring*.

The Bluetooth or similar function of a mobile phone should be switched off at all times and not be used to send images or files to other mobile phones.

21.2 Student use of personal devices

CSEP strongly advises that student mobile phones should not be brought into school. This is our recommendation at CSEP. It is NOT a ban.

CSEP accepts that there may be particular circumstances in which a parent wishes their child to have a mobile phone for their own safety. Student mobile phones which are brought into school must be turned off (not placed on silent) and stored out of sight on arrival.

Mobile phones will not be used during teaching time unless as part of an educational activity or it is an emergency, with consent from a member of staff. Personal mobile phones will only be used during lessons with permission from the teacher.

If a student breaches CSEP policy, then the phone or device will be confiscated and held in a secure place in CSEP and released to parents or carers in accordance with CSEP policy.

If a student needs to contact his or her parents or carers, they will be allowed to use the CSEP phone. Parents are advised not to contact their child via their mobile phone during teaching time, but to contact CSEP Reception.

Students should protect their phone numbers by only giving them to trusted friends and family members. Students will be instructed in safe and appropriate use of mobile phones and personally-owned devices and will be made aware of boundaries and consequences.

21.3 Staff use of personal devices

Mobile phones and personally-owned devices will not be used in any way during lessons or formal school time. They should be switched off or silent at all times.

Staff may use their phones outside of teaching time.

Staff are not permitted to use their own mobile phones or devices for contacting children, young people or their families within or outside of CSEP in a professional capacity.

Members must use the CSEP phone to contact students and parents. Members must not contact or store phone numbers belonging to students, unless express permission has been given by a parent, the line manager has been notified and it is for approved CSEP business. Details of any calls made or texts sent in this way should always be recorded in writing and the parent informed.

If staff have an educational reason for allowing students to use mobile phones or personal devices as part of an educational activity (for example on a trip), it must first be approved by managers.

Staff must not use personal devices, such as mobile phones or cameras, to take photos or videos of students and must only use CSEP equipment for this purpose.

If parents or carers need to be contacted whilst students are out of CSEP on a trip staff should contact CSEP who will then make the necessary calls.

21.4 Use of mobile phones by visitors

Parents and all other visitors must not use mobile phones or any other device to take photographs within CSEP or at external events such as Prize-giving. This includes taking photographs of their own children. If they want to have a photograph of their child involved in an activity or at play, parents can ask a member of staff to take one using the CSEP camera.

21.5 Sexting

Sexting, as defined by the UKCCIS, refers to the sharing of nude or semi-nude sexual imagery by young people. It does NOT mean sending flirty or sexual text messages.

In practise sexting means:

- A person under the age of 18 creates and shares nude or semi-nude sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares nude or semi-nude sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of nude or semi-nude sexual imagery created by another person under the age of 18

Sexting is complex due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

The law criminalising indecent images of children was created to protect children and young people from adults seeking to sexually abuse them or gain pleasure from their sexual abuse. It was not intended to criminalise children. Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law.

What should you do about it? In the first place, do NOT view the imagery yourself. If you suspect that a young person possesses or shares nude or semi-nude sexual imagery. Follow the guidelines in the attached book: *Sexting in schools and colleges: responding to incidents and safeguarding young people*.

The National Police Chiefs Council (NPCC) has made clear that incidents involving youth produced sexual imagery should primarily be treated as safeguarding issues. Schools MAY respond to incidents without involving the police.

22. GIFTS

Parents or pupils giving gifts to staff members can sometimes be problematic. There is always the possibility that these gifts may be used to influence the staff member in ways that are not strictly professional or to overlook issues that are important such as safeguarding children.

Our policy is that staff can accept gifts from parents or pupils, but these gifts must be recorded. The only exceptions to this are cards and food.

23. ACID ATTACK PROCEDURE

NHS England suggests that if you witness an acid attack, you must do three things:

- Report the attack: dial 999
- Remove contaminated clothing carefully
- Rinse affected skin immediately in running water

Campaign group *Stop Acid Attacks* advise people follow these guidelines, in the event they are victim of, or witness an acid attack:

- Immediately rinse the affected area with fresh water or saline (saltwater) solution - always make sure this source is uncontaminated
- Keep washing the burned body part with cool water until the pain begins to subside. This can take around 45 minutes
- Take off any clothes/jewellery that have made contact with the acid
- As tempting as it is to add cream to give some relief, this could affect the treatment prescribed by doctors
- If possible, loosely wrap the burn area in sterilised gauze, which helps prevent the wound from contamination
- After hospital treatment, patients are advised to stick to a strict aftercare regime - which includes changing dressings on a regular basis
- In serious cases, doctors may prescribe physiotherapy for victims whose nervous system has been affected by the burn
- Others will be offered skin grafts to help reduce symptoms and cosmetic signs of the attack
- As acid assaults are traumatic, patients may also be advised to seek counselling

What should you NOT do in the event of an acid attack?

Do not use milk on the burn. Milk is generally alkaline, though as it goes off it becomes more acidic. When alkaline milk comes into contact with acid it will cause an exothermic reaction, which creates more heat and can do more damage.

Always stick to running water.

24. OFFENSIVE WEAPONS

It is an offence under section 139A of the *Criminal Justice Act 1998* to carry an offensive weapon or knife on school premises. Section 45 of the *Violent Crime Reduction Act 2006* amends the *Education Act 1996* and makes provision for members of staff to search pupils. Offensive weapons are defined in the *Prevention of Crime Act 1953* as 'any article made or adapted for causing injury to the person or intended by the person having it with them for such use by them.'

In the first instance, the concern should be raised with the Safeguarding Officer. An incident form should be completed as soon as possible. Parents should be informed, and a meeting held to determine any further action and / or support needed for the student.

The 2019 report *Safeguarding children and young people in education from knife crime: Lessons from London* has identified some of the common denominators of the pupils likely to carry knives into school.

"The common denominator of pupils who are found carrying bladed objects into school is their vulnerability. Leaders were clear that, almost invariably, these children have experienced poverty, abuse or neglect or are living within troubled families. They may also experience social exclusion due to factors such as their race or socio-economic background. School leaders said that all the pupils who have been permanently excluded because of a knife-related incident had at least one of these characteristics. School leaders also told us that those involved were also more likely to be low attainers academically compared with their peers."

Action when an offensive weapon is suspected (from *Offensive Weapons Guidance for Education Providers*)

Where a pupil is found in possession on school premises of any article which has a blade or is sharply pointed (including a folding pocketknife if the cutting edge of its blade exceeds 7.62cm/3 inches) school staff must immediately report this to the Police by telephoning 101. When a serious incident is in progress school staff should report to the Police by ringing 999.

Under most other circumstances, the Police should be informed of any incident believed to involve a weapon. However, where, in the judgement of staff, the circumstances are wholly innocent and there is no suggestion of the use of the article as a weapon, the matter may be dealt with internally. If there is any doubt, the school must inform the Police.

When reporting incidents to the Police, schools should give their evaluation of the seriousness of the incident (i.e., in progress, immediate threat or request for weapon collection only) to assist the police in judging the nature and immediacy of the response required. An incident form should be completed as soon as possible.

Where there are reasonable grounds to suspect that a pupil might have in their possession an offensive weapon it may be appropriate for the Headteacher, or an authorised and trained member of staff (such as CPO, Deputy CPO or Night School Manager), to conduct a search of that pupil or their possessions with or without the pupil's consent.

If in the course of a search the member of staff finds anything they suspect may fall under the definition of an offensive weapon they may seize and retain it

Where the person suspected of carrying a weapon is not a registered pupil at the school, or where the incident takes place outside the school premises and where the pupil is not under the charge of the school, any search should only be undertaken by a Police Officer

Where an offensive weapon is found on school premises school staff may take possession of the object. Schools should make their own arrangements as to which members of staff may be authorised to do so. Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority, and thus not an offence under the Offensive Weapons Act 1996. However, a member of staff in possession of a weapon in such circumstances should secure it and:

- (i) Arrange without delay to surrender it to the Police
- (ii) Where satisfied that it is reasonable to do so, arrange for it to be taken away by the parent or guardian of the person from whom it was taken. However, some weapons are by their very nature offensive and should under no circumstances be returned
- (iii) Where weapons are returned or surrendered to the Police an incident form should be completed and a copy provided to the Police

25. BOMB THREAT PROCEDURE

Notification of a bomb threat can be made at any time and can be made and delivered by several means, usually anonymous, but all must be considered seriously. In such circumstances staff should be mindful of the actions to be taken to help them deal with such a call. A list of actions is contained in the checklist attached to the Bomb Alert Procedure at **Appendix 11**.

There will be a code given and an agreed lock down procedure. The code will be agreed every half term. The likeliest meeting point as at the foot of the stairs on the ground floor.

These actions include:

- Let the caller finish their message without interruption
- Try to keep the caller on the line as long as possible and ask the caller where the bomb is located, when the bomb is going to explode, what kind of bomb it is and what it looks like, who placed the bomb, when and why.

- Ask for the name of the caller and where they are calling from and whether they intend to call back.
- Make note of the caller's voice, accent, tone, foul language, etc
- Listen for background noises

26. COMPLAINTS POLICY

On enrolment of a new student, parents will be given a copy of the CSEP Complaints Policy.

Parents who have complaints to make against staff members or volunteers of CSEP should try and resolve the problem informally with the staff member or volunteer. Refer the matter in the first instance to the class teacher unless it relates to a whole school issue. This will often generate an immediate or early response which can resolve the concern. Parents can also record their comments in the Comments and Suggestions book in reception.

If the parent has concerns about a whole school issue or the initial complaint has not been resolved, parents should inform the CSEP Night School Manager or the Education Officer.

Unless the matter is extremely urgent, it is helpful to give details in writing or ask for an appointment to discuss the problem. This gives the Education Officer or CSEP Night School Manager time to make enquiries and consider any appropriate remedies. Most complaints can be dealt with at this level.

If the matters have not been resolved, the parent should complain in writing or by e-mail to the Project Manager. The parent should be informed in writing within 28 days of the date the complaint was made.

If matters have not been resolved, the next step is for the parent to write down details of the complaint and send it to the chair of the Board of Trustees. Parents can also contact OFSTED. The details are on display in the Reception.

27. CONTACT DETAILS

CSEP have one designated Child Protection Officer and one Deputy.

Mr Robin Walker - Education Officer
Mobile Telephone No: 07393 472 930

Mrs Jacinth Martin (Project Manager) deputises in the absence of Mr Robin Walker.
Project Manager
Mobile Telephone No: 07931 780 265

The Child Protection Officers will attend child protection training in line with advice sought from ACPC and Croydon Council.

The following agencies provide support, advice and guidance when required.

- a. Croydon's Children Services
Telephone: 020 8726 6400 ext 44142 (24 Hours)
Email: childreferrals@croydon.gov.uk
Also: Croydon Safeguarding Children Board (CSCB)
Telephone: 020 8726 6400 ext 64332 Vicky Hersey
- b. Ofsted Whistleblower Hotline
Telephone: 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).
Email: whistleblowing@ofsted.gov.uk
WBHL
Ofsted
Piccadilly Gate, Store Street
Manchester M1 2WD
- c. Croydon Police Station
71 Park Lane
Croydon
CR9 1BP
Telephone: 0300 123 1212
- d. NSPCC Child Protection Helpline 0808 800 5000
help@nspcc.org.uk
- e. LADO (i.e., Local Authority Designated Officer)
Steve Hall
Email: steve.hall@croydon.gov.uk or LADO@croydon.gov.uk
Telephone: 07825 830 328 and 020 8225 2889

OR

Jane Parr (Assistant LADO)
Email: Jane.parr@croydon.gov.uk
Telephone: 020 8225 2889

The MASH (i.e., Multi-agency Safeguarding Hub) teams to be contacted MUST correspond to the borough where the pupils reside. In most cases this will be Croydon, but for others it will be Merton, Bromley or Wandsworth. The details are given below:

- f. Croydon MASH Team
Bernard Weatherill House, 8 Mint Walk, Croydon, CR0 1EA
Telephone: 020 8726 6400 ext 40011
Email: childreferrals@croydon.gov.uk
- g. Bromley 'Children's referral and assessment team 0208 313 4134
BROMLEY MASH Tel: 0208 461 7379 / 7026/7373
Tel: 020 8461 7373 / 7379 / 7026 Email: mash@bromley.gov.uk
Fax: 020 8313 4400 Civic Centre, Stockwell Close, Bromley, BR1 3UH
- h. Merton MASH Team
12th Floor, Merton Civic Centre, London Road, Morden, SM4 5DX
Telephone: 020 8545 4226 or 020 8545 4227 or 020 8770 5000 (out of hours)
Fax: 020 8545 4204
Email: mash@merton.gov.uk

- i. Wandsworth MASH Team
2nd Floor Town Hall Extension, Wandsworth High Street, London SW18 2PU
Phone: 020 8871 6622. Out of Hours Service on 020 8871 6000
Email: MASH@wandsworth.gov.uk

One organisation that has proved helpful in teaching and training CSEP members on Child Protection and Safeguarding Issues is given below:

NSPCC Accredited Safeguarding Children and Child Protection Specialist
Susan Taylor
07538 130 617
susan@tailormade-training.co.uk
tailormade-training.co.uk

Another organisation that is useful to know is given below:

ChildLine 08001111

28. POLICY REVIEW

This Safeguarding policy and procedures guidelines is reviewed each year. Amendments are made to the policy upon receipt of changes by law or as the need to change the policy arise within the operation of CSEP.

Once the policy has been reviewed, the changes will be made available to all members with full knowledge and agreement of the Board of Trustees.

29. SIGNATURES

Chair of the Board of Trustees:

Registered Person:

Education Officer (CPO):

Project Manager:

Date:

30. APPENDICES

Appendix 1: Job Application Form (sample excerpt)

Appendix 2: Cybersecurity Agreement for Members

Appendix 3: Parental Agreement and Consent Form

Appendix 4: Use of images of students by CSEP

Appendix 5: Student Code of Conduct

Appendix 6: Rules for responsible computer use and Internet access

Appendix 7: Consent form to take children off the premises

Appendix 8: Consent form to take photographs and filming of children

Appendix 9: Child Protection Incident Report Form

Appendix 10: Body Sheet

Appendix 11: Child Pre-Existing Injuries

Appendix 12: Child Accident Form

Appendix 13: Safeguarding Form

Appendix 14: Bomb Threat Form

****SAMPLE**SAMPLE****

**TO BE COMPLETED BY APPLICANTS WHO WILL HAVE ACCESS TO CHILDREN AND OTHER VULNERABLE PEOPLE AND BY THOSE WHO WILL MANAGE SUCH POSTS
CHECK ON CONVICTIONS OR CAUTIONS**

A check as to the existence and content of a criminal record may be requested from the Disclosure & Baring Services if a person has been selected for appointment to this post. Refusal to agree to a check being made could disqualify you from being considered for the appointment.

You are therefore asked to sign the statement below to confirm your agreement, if you are selected for the appointment, to a check being made on any criminal record applicable to you.

Please give details of ALL convictions, cautions, reprimands or warnings (whether spent or not).

DISCLOSURE & BARING SERVICES

The Disclosure & Baring Services helps employers check records which were previously held by the police, the Department of Health and the Department for Education and Employment.

ENHANCED DISCLOSURE

These are for positions with greater contact with children or vulnerable adults, like social workers and doctors, for example. They involve an extra level of checking.

PREVIOUS CHECKS

If a check has been previously carried out for you, please provide the name of the local authority who undertook it, the outcome and the date it was carried out.

It is not sufficient to give the name of an employment agency (if applicable). If you have a letter giving the result, please attach a copy.

Local Authority Date

Outcome

Have you ever been subject to any sort of investigation by an employer? Yes No
If you have answered "yes" to this question, please give details on a separate sheet.

****SAMPLE**SAMPLE****

Cybersecurity Agreement for Members

ICT (including data) and the related technologies such as e-mail, the internet and mobile devices are an expected part of our daily working life in school. This policy is designed to ensure that all staff are aware of their professional responsibilities when using any form of ICT. All staff are expected to sign this policy and adhere at all times to its contents. Any concerns or clarification should be discussed with Mr Walker, the Education Officer.

I will only use the school's email / Internet / Intranet / Learning Platform and any related technologies for professional purposes or for uses deemed 'reasonable' by the Education Officer or Project Manager.

I will comply with the ICT system security and not disclose any passwords provided to me by the school or other related authorities.

I will ensure that all electronic communications with pupils and staff are compatible with my professional role.

I will not give out my own personal details, such as mobile phone number and personal e-mail address, to pupils. Parents should contact teachers via CSEP.

I will ensure that personal data (such as data held on MIS software) is kept secure and is used appropriately, whether in school, taken off the school premises or accessed remotely. Personal data can only be taken out of school or accessed remotely when authorised by the Project Manager. Personal or sensitive data taken off site must be encrypted.

I will not install any hardware or software without permission.

I will not browse, download, upload or distribute any material that could be considered inappropriate to relevant teaching and learning objectives or contravenes British Government guidelines on British Values and the Prevent Strategy.

Images of pupils and/ or staff will only be taken, stored and used for professional purposes in line with school policy and with written consent of the parent, carer or staff member. Images will not be distributed outside the school network without the permission of the parent/ carer, or member of staff.

I will support the school approach to online safety.

I will respect copyright and intellectual property rights.

I will ensure that my online activity, both in school and outside school, will not bring my professional role into disrepute.

I will support and promote the school's e-Safety and Data Security policies and help pupils to be safe and responsible in their use of ICT and related technologies.

User Signature

I agree to follow this code of conduct and to support the safe and secure use of ICT throughout the school

Signature Date

Full Name (printed)

Job title

SAMPLESAMPLE**

Parental Agreement and Consent Form*all sections must be completed*

Name of Child _____ Year Group _____

CSEP Home-School AgreementI have read, received a copy of and agree to comply with the Home – School Agreement **YES / NO****Rules for responsible computer use and Internet access at CSEP**

I give permission for my child _____ to:

- use a computer **YES / NO**
- access the Internet **YES / NO**
- have an email address **YES / NO**

Using images (photographs or video recordings) of students at CSEP

I give permission for images of my child to be taken and used in the following ways:

- Displays or events in the CSEP building **YES/NO**
- CSEP literature (eg newsletter) **YES/NO**
- On CSEP website **YES/NO**
- On social media (eg CSEP Facebook page, Youtube, Twitter) **YES /NO**
- At events or exhibitions where external facilities used (eg: Prize-giving) **YES/NO**
- On CD-Rom or DVD **YES/NO**
- For use in press (eg local newspaper) **YES/NO**
- For marketing or publicity purposes to promote CSEP **YES/NO**
- to be stored in CSEP computer archives **YES/NO** and/or paper archives **YES/NO** which may be used for the above purposes after my child has left CSEP

Travel from CSEP**For children aged 10 years or over only** I give permission for my child to leave CSEP independently at the end of a session **YES/NO****Trips within walking distance of CSEP (Eg Croydon Central Library, St Mary's High School)**I give permission for my child to walk to and from CSEP under adult supervision **YES/NO****PLEASE NOTE: Permission for your child to carry, use or be given any medicine whilst at CSEP needs to be recorded on separate forms**

Name of Parent or Guardian (please print) _____

Relationship to child _____

Signature _____ Date _____

*These permissions remain in force until withdrawn or amended by you in writing.
We will provide you with a copy of the completed form on request.*

****SAMPLE**SAMPLE****

Use of images of students by CSEP

In our quest to strive for excellence for our students, their families and the community we are constantly promoting Croydon Supplementary Education Project. We find that using visual images is a strong tool in communicating ideas about who we are and what we do. Films and photographs serve as a record of our work, help students learn, and show funders, sponsors, decision-makers and *you* what we can achieve.

We therefore sometimes take photographs and/or film students at work and at events. We will normally keep details that identify a child to a minimum (i.e. use images only, use mostly group shots, use first names or year group only if necessary).

Please be aware that we will inform you if we wish to photograph or film your child as part of a particular project, and we will always strive to act responsibly when using or taking images of your child.

As images can be used in a variety of ways, please circle on the **Agreement form** any or all of the ways that you consent for them to be used.

****SAMPLE**SAMPLE****



Without Discipline Knowledge Cannot Be Obtained

STUDENT CODE OF CONDUCT

At the Start of the Lesson:

- ❖ **Arrive punctually and wait sensibly outside the classroom until asked to enter.**
- ❖ **Enter the classroom quietly.**
- ❖ **Put coats, hats and bags away and get out pens or books as appropriate.**
- ❖ **Remain quiet while the register is being taken.**

During the Lesson:

- ❖ **Listen when the teacher is giving out information or instructions.**
- ❖ **Raise your hand to ask or answer questions.**
- ❖ **Work sensibly with those around you. Annoying or distracting others prevents learning for you and them.**
- ❖ **Students who are late should report to Reception and sign in the Late Book.**

At all times:

- ❖ **No food and drink should be consumed inside the class room.**
- ❖ **Mobiles, iPods, Personal Media Players, Earphones, Hoodies, Caps and other distractions are not allowed and will be confiscated if not put away.**
- ❖ **Support the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and to oppose extremism**
- ❖ **Always ask permission to leave the class room.**
- ❖ **Parents must inform Reception if you wish to leave School early.**

CSEP will not accept the following behaviours:

- ❖ **Disrupting the learning of others, Rude or inappropriate language, Acts of aggression or any kind of physical violence, Bullying or intimidation, Racist, sexist or homophobic comments, Vandalism, Bringing weapons or illegal drugs**

****SAMPLE**SAMPLE****

Rules for responsible computer use and Internet access

At CSEP students can use computers and access the Internet to help their learning. This access is supervised while children are attending their timetabled classes. In order to cope with the vast worldwide content that is available to users of the Internet we do have filtering systems installed that restrict access to inappropriate content or websites. We will try to ensure that students are not able to access any inappropriate material, however it is possible that this will happen occasionally. We do urge parents or guardians to discuss the rules below carefully with children, so that they understand how to be responsible, stay safe and be fair to other people when using the Internet. Parents or Guardians and Students must sign the **Agreement forms** before personal access to computers and the Internet at CSEP is given.

Rules

- 1 Ask permission before turning on or using any computer.
- 2 Use only the login and password given to you by a member of staff.
- 3 Use the computer only for classwork and homework.
- 4 Ask the teacher's permission before using the Internet and only look at websites which have been approved by CSEP.
- 5 Ask the teacher's permission before sending an email.
- 6 Make sure emails are polite and sensible – remember, they can be forwarded and read by other people.
- 7 Ask the teacher's permission before opening an email or an attachment.
- 8 Do not enter Internet chat-rooms or social networking sites (eg MSN, Facebook).
- 9 Do not access webpages that oppose the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs, or disagree with the activities of British armed forces at home or overseas.
- 10 Do not give out personal details such as your full name, school, address, home address or telephone number, or arrange to meet anyone, or send images of yourself over the Internet.
- 11 Do not download any material, or add/remove any software from the computer.
- 12 Do not change the settings on any computer.
- 13 Ask permission before accessing other people's files.
- 14 Ask the teacher's permission before inserting a floppy disk, USB memory stick, CD-Rom, DVD or any other portable software device into any computer.
- 15 Tell a teacher if you see anything on the Internet that upsets you, or if you receive an unpleasant email.

****SAMPLE**SAMPLE****

Date

Dear Parent/Guardian

Re: Child Safety Week 3rd – 9th April 2013

Croydon’s multi-agency ‘Play it Safe’ group is organising a campaign to coincide with National Child Safety Week, 3rd – 9th April 2013.

The aim is to raise public awareness in order to reduce accident figures and make children’s lives safer.

We are hoping to take a few children to the Croydon Central Library on Tuesday 4th April, at 10.30am to see a Fire Puppet Show and talk on Stranger Danger. We aim to leave at 10.10am and arrive at the Library at 10.30am.

The travel times are \$\$\$\$\$\$. We will leave from %%%%%%%%%% and return at %%%%%%%%%% arriving back at \$\$\$\$\$\$\$\$\$\$\$\$\$\$.

The itinerary is: \$\$\$\$\$\$\$\$\$\$

If you are available and would like to accompany us on this outing, please complete and return the slip below.

With kind regards

Project Manager

REPLY SLIP

I do/do not give permission for my childto see the Fire Puppet Show at Croydon Central Library on Tuesday 4th April 2013

I would/would not be available to accompany CSEP to see the Fire Puppet Show and talk on Stranger Danger at Croydon Central Library (children’s), on Tuesday 4th April 2013

Print Full Name.....

Signed Parent / Guardian.....

Are there any medical issues that we should be aware of.....

.....

Date.....

****SAMPLE**SAMPLE****

7th January 2013

Dear Parent/Guardian

Re: Promotional Filming and Photography – Saturday 18th January 2013

In our quest to strive for excellence, we are constantly promoting Croydon Supplementary Education Project (CSEP) in order that we continue to increase our profile and maintain a high standard of service to all the users of the project. To this end, we are producing promotional material, which will involve filming life within the project, also taking photographs.

Should you wish your child not to take part in the above or future promotional opportunities, please complete and return the reply slip below.

We look forward to seeing all the children once again on Saturday 18th January 2013, at 10.30am, for the start of the new term.

Yours sincerely

Education Officer

I do/do not give permission for my child(ren) to be included in Promotional Filming and Photography on 18th January 2013, or any future promotional opportunities.

Full Name.....

Signed (Parent/Guardian):.....Date:.....

****SAMPLE**SAMPLE****

CHILD PROTECTION INCIDENT REPORT FORM

Your Name:
Your Position:
Child's Name:
Child's Date of birth:
Date and Time of Incident:
Your observations:
Exactly what the child said and what you said: (REMEMBER DO NOT LEAD THE CHILD RECORD ACTUAL DETAILS)
Continue on a separate sheet if necessary

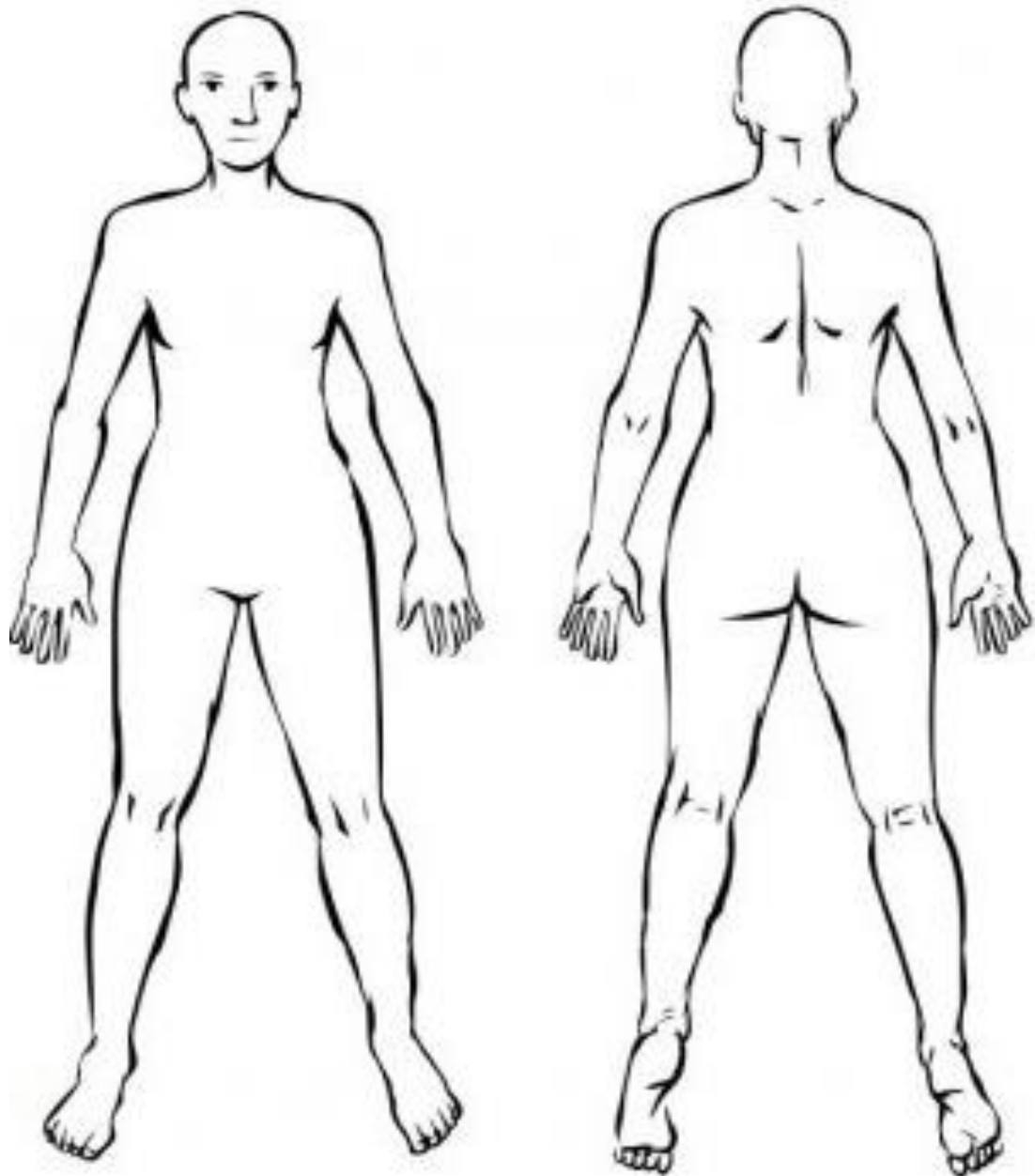
Action taken so far:	
External Agencies contacted (date and time)	
Police Yes/No	If yes – which: Name and contact number: Details of advice received:
Social services Yes/No	If yes – which: Name and contact number: Details of advice received:
Local authority Yes/No	If yes – which: Name and contact number: Details of advice received:

Other (e.g. NSPCC) Yes/No	If yes – which: Name and contact number: Details of advice received:
Signature: Print Full Name	
Date:	

Remember: to maintain confidentiality on a need to know basis – only if it will protect the child. Do not discuss this incident with anyone other than those who need to know.

****SAMPLE**SAMPLE****

Body Sheet



Child Pre-existing Injuries

Concern sheet number:	
-----------------------	--

Child Pre-existing Injuries / Marks Record

For completion where a child presents with an injury or mark that is not believed to have been caused during the time the child was under the setting's care, in accordance with the setting's policy. If the person making this record is worried that the child may be abused or neglected, a Child Welfare and Child Protection concern record must be completed instead of this form.

This record should be completed by the parent/carer when the child arrives at the setting, signed and reported to the setting's manager without delay. The manager will review the information provided and decide on the next course of action.

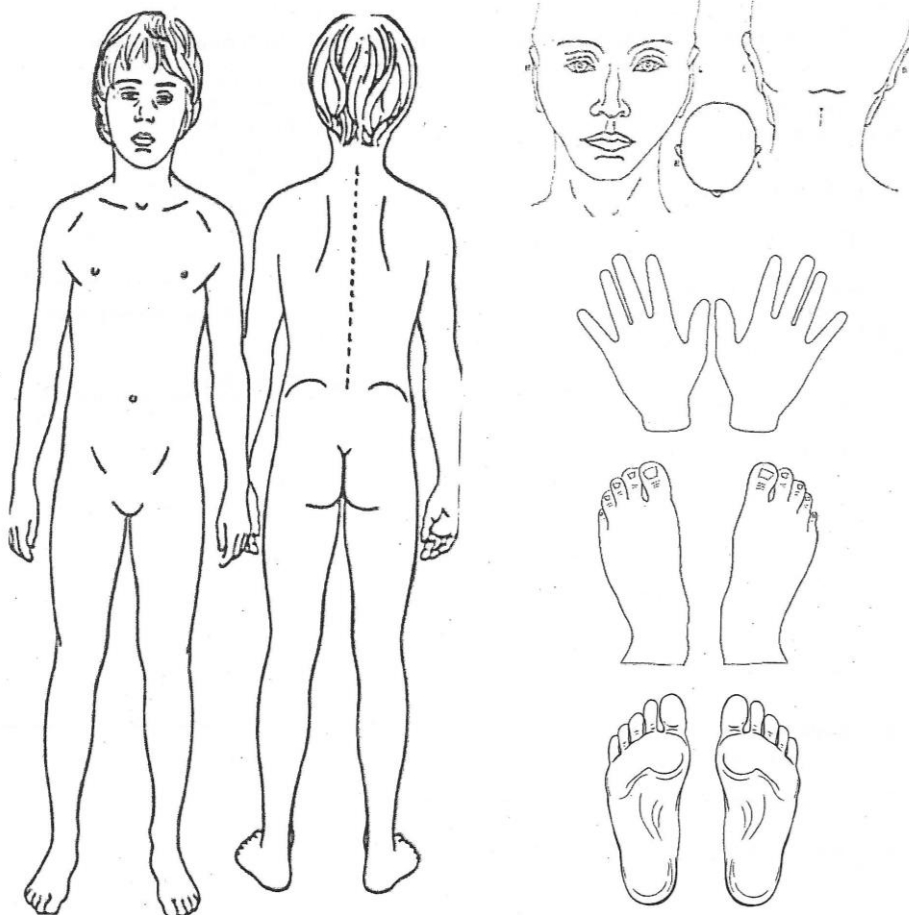
The form must be signed by the parent/carer before leaving the setting, as requested.

Please note that a separate form is required for each new concern

Date and time of injury/mark noted by parent/carer		Date and time it was discussed with the setting	
Name of child/ren		DOB	
Child's address			
Name of person making this record (PLEASE PRINT)		Parent/carer/other?	
Signed as a true record		Date DD/MM/YY	
Description of the injury/mark <i>Provide as much details as possible</i> (Attach additional sheet(s) if necessary)			
Explanation provided by the parent/carer, and by the child <i>Provide as much details as possible</i> (Attach additional sheet(s) if necessary)			
Any other relevant information (previous concern, other professionals involved/SEN details etc.)			

Body Map to be completed by the person who first observed the injury or mark			
PLEASE NOTE: CHILDREN ARE NOT TO BE UNDRESSED OR PHOTOGRAPHS TAKEN OF ANY MARKS OR INJURIES			
Parents/carers signature:		Date:	
Any comments they wish to make:			

Please use a red pen or highlighter to indicate mark or injury:



This section is to be completed by the setting's manager			
Name of manager reviewing the concern		Date	
Is the injury/mark consistent with the explanation given by the parent/carer and the child?			
Further action taken?			

Child Accident Form

Concern sheet number:	
-----------------------	--

Child Accident / Incident Record

For completion where a child is involved with an accident or incident within the setting, in accordance with the setting's policy. If the person making this record is worried that the child is being abused or neglected, a Child Welfare and Child Protection concern record must be completed instead of this form.

This record should be completed by the adult who first observed the accident/incident or injury and reported to the setting's manager without delay. The manager will review the information provided and decide on the next course of action (including delivering First Aid/requesting medical attention, contacting parents/carers and if necessary, consider reviewing existing factors/policies to prevent another accident or incident from occurring again etc.).

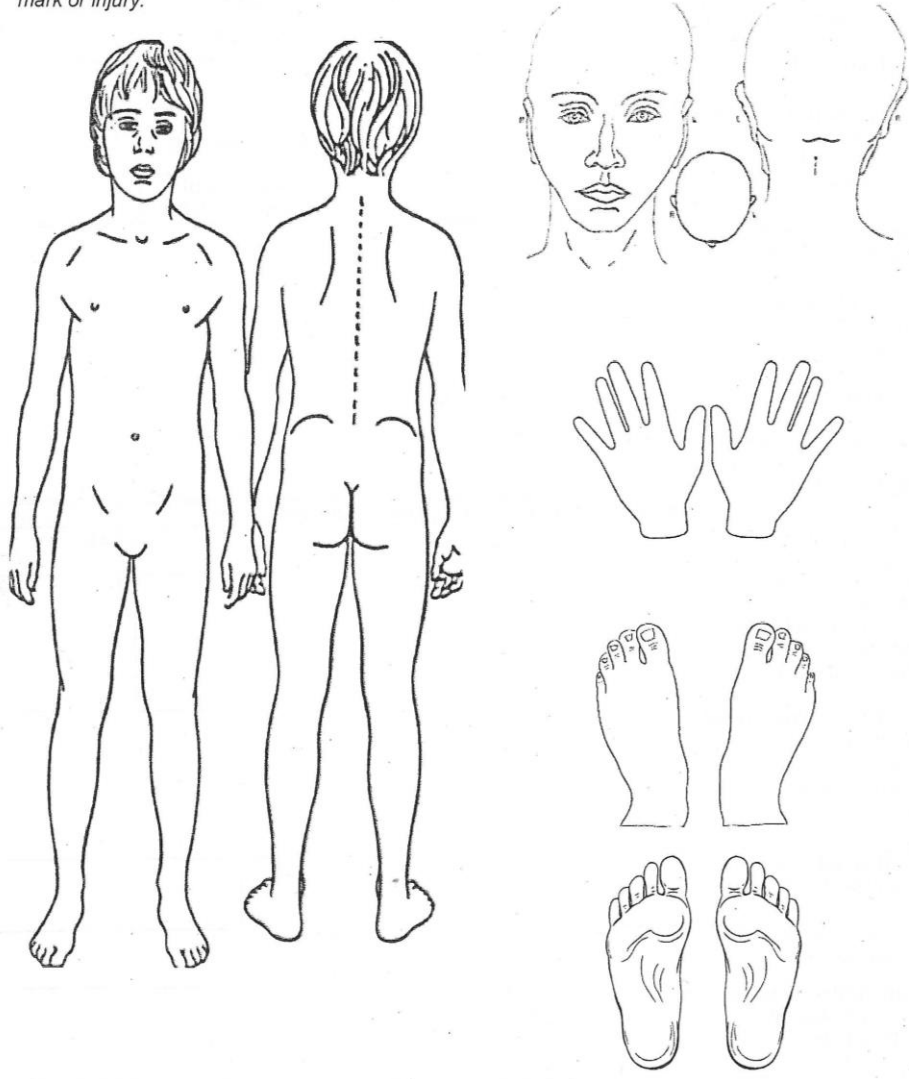
Please note that a separate form is required per child, for each new concern

Date and time of accident/incident		Where did accident/incident occur?	
Name of child/ren		DOB	
Child's address			
Name of person making this record (PLEASE PRINT)		Role in setting	
Signed as a true record		Date/time of report DD/MM/YY	
Description of the accident/incident <i>Include observations, who witnessed what happened, what was said etc.</i> (Attach additional sheet(s) if necessary)			
Any other relevant information (previous concern, other professionals involved/SEN details etc.)			
This section is to be completed by the setting's manager			
Name of manager reviewing the concern		Date:	
Further action taken (First Aid delivered, medical attention request, action taken including changes in setting's policies or practice etc.)		Date:	
If medication was administered <ul style="list-style-type: none"> • Parental consent obtained? • If not, why not? • Name of medication: • Time: • Dosage 			
Name of staff member who has given treatment/administered medicine:		Signature:	
Name of staff member who has witnessed treatment being given:		Signature:	
Are there any further actions that need to be taken? By whom?			

Body Map to be completed by the person who first observed the accident/incident or injury
PLEASE NOTE: CHILDREN ARE NOT TO BE UNDRESSED OR PHOTOGRAPHS TAKEN OF ANY MARKS OR INJURIES

Parents/carers informed?*		Date and time:	
* Any head injuries must be reported to parents/carers immediately even if the child seems fine.			
Parents/carers signature:		Date:	
Any comments they wish to make:			

Please use a red pen or highlighter to indicate mark or injury:



Safeguarding Concern Form

Safeguarding Concern Form

Childs name		DOB
Date of incident		Time of Incident
Name of Member of Staff		

Please describe your concerns as fully as possible...

Please pass this form to your Designated Safeguarding Lead when completed

Would you like feedback about your concern? YES / NO

Safeguarding Concern Form

ACTION TAKEN

<u>Date</u>	<u>Person taking action</u>	<u>Action</u>	<u>Outcome</u>

Bomb Threat Form

Bomb threat telephone check list

Date: Time: Name:

- When is the bomb going to explode?
- Where is it right now?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- What is your organisation/code-word?
- Did you place the bomb?
- Why are you doing this?
- What is your name/address?

Exact wording of threat:-

If your telephone equipment shows the caller number note it here:

As soon as possible attract a colleagues attention to dial 0 to inform the switchboard

Details of callers voice: (tick all that apply)

Man	<input type="checkbox"/>	Irrational	<input type="checkbox"/>	Crackling Voice	<input type="checkbox"/>
Woman	<input type="checkbox"/>	Soft	<input type="checkbox"/>	Disturbed	<input type="checkbox"/>
Child	<input type="checkbox"/>	Loud	<input type="checkbox"/>	Disguised	<input type="checkbox"/>
Old	<input type="checkbox"/>	Deep	<input type="checkbox"/>	Blurred	<input type="checkbox"/>
Young	<input type="checkbox"/>	Laughter	<input type="checkbox"/>	Familiar*	<input type="checkbox"/>
Not Known	<input type="checkbox"/>	Ragged	<input type="checkbox"/>	Nasal	<input type="checkbox"/>
Calm	<input type="checkbox"/>	Crying	<input type="checkbox"/>	Stutter	<input type="checkbox"/>
Angry	<input type="checkbox"/>	Normal	<input type="checkbox"/>	Clearing Throat	<input type="checkbox"/>
Excited	<input type="checkbox"/>			Deep Breathing	<input type="checkbox"/>
Slow	<input type="checkbox"/>			Well Educated	<input type="checkbox"/>
Rapid	<input type="checkbox"/>				

**If familiar, who did it sound like?*

<input type="text"/>
<input type="text"/>

Accent (specify):

Distraction/Background noises (give as much detail as possible)

Noise on line	<input type="checkbox"/>	Comment:			
Payphone tone or pips	<input type="checkbox"/>	Comment:			
Operator instructions	<input type="checkbox"/>	Comment:			
Anyone in background	<input type="checkbox"/>	Office	<input type="checkbox"/>	PA System	<input type="checkbox"/>
Clear line static	<input type="checkbox"/>	Phone Box	<input type="checkbox"/>	Traffic	<input type="checkbox"/>
Aircraft	<input type="checkbox"/>	Machinery	<input type="checkbox"/>	Talking	<input type="checkbox"/>
Household noises	<input type="checkbox"/>	Animals	<input type="checkbox"/>	Long distance	<input type="checkbox"/>
Crackling	<input type="checkbox"/>	Music	<input type="checkbox"/>	Children	<input type="checkbox"/>

31. COMMONLY USED ACRONYMS IN CHILD SAFEGUARDING

CAMS = Child and Adolescent

CSCB = Croydon Safeguarding Children Board

DBS = Disclosure and Barring Service

EHA = Early Health Assessment

EYFS = Early Years Foundation Stage

LADO = Local Authority Designated Officer

LASCB = Local Authority Safeguarding Children Board

MASH = Multi Agency Service Hub

Ofsted = The Office for Standards in Education, Children's Services and Skills

Practitioner Space = A website to empower practitioners, professionals and partners by providing a tool that is responsive to professional needs and requirements in order to help all agencies to work together to support and work effectively with families in Croydon

SEND = Special educational needs and disability

WRAP = Working to Raise Awareness of the Prevent Strategy

UKCCIS = UK Council for Child Internet Safety