

Thomas More Catholic School



SAFEGUARDING & CHILD PROTECTION POLICY 2018 - 2019

Mission Statement

To **Care** for, respect and value all people and our environment.

To **Learn** that justice and love are the foundations of our Faith.

To make these the guiding principles of our community in its commitment to academic excellence and personal integrity.

To **Achieve** beyond our highest expectations, creating challenging opportunities, which take us all confidently through the 21st Century.

<u>This Policy was:</u>	<u>A written update by:</u>	<u>James Kearns</u>
	<u>Date written:</u>	<u>November 2018</u>
	<u>Approved:</u>	<u>December 2018</u>
	<u>Implemented:</u>	<u>December 2018</u>
	<u>Review date:</u>	<u>November 2019</u>

Thomas More Catholic School Safeguarding Policy



Thomas More Catholic School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This Contextual Safeguarding looks to recognise when our students are at risk and how to get help when they need it.

The School's Child Protection (CP) policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), and the guidance contained in "Working Together to Safeguard Children 2018", the DfE's statutory guidance "Keeping children safe in education 2018", Ofsted Guidance and the guidelines and procedures recommended by Croydon Children Safeguarding Board. We also have regard to the advice contained in DfE's "What to do if you're worried a child is being abused" and "Information Sharing – Advice for practitioners" and reference to the London Child Protection procedures. The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

POLICY AIMS

The purpose of this policy is to:

- Identify the names of the designated safeguarding team and the designated lead in the school and explain the purpose of their roles
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed "vulnerable"
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers, contractors etc.
- Outline how complaints against staff will be handled including signposting the Whistle Blowing procedures
- Set out expectations regarding record keeping
- Clarify how children will be kept safe through the everyday life of the school
- Outline how the implementation of this policy will be monitored

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies and documents relevant to the safety and welfare of children:

- The Behaviour Policy
- The Staff Code of Conduct
- The Whistleblowing Policy
- The E-Safety Policy
- The Inclusion Policy
- Home visits Policy
- Keeping Children Safe in Education 2018

RESPONSIBILITIES AND IMMEDIATE ACTION

Safeguarding children in our school is the responsibility of the whole school community. All adults working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team.

The Designated Safeguarding Lead: **Mr J Kearns** (Deputy Headteacher)

The Headteacher is also a safeguarding officer: **Mr N Walters**

The Deputy Designated Safeguarding Lead: **Ms R Tejera** (SENDSCO)

The Deputy Designated Safeguarding Lead: **Ms M Larner**

The Designated Safeguarding Leads (DSL) names above are also the first point of contact for external agencies that are pursuing Child Protection investigations and they co-ordinate the school's representation at CP conferences and Core Group meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Designated Safeguarding Leads, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. Any staff member can make a referral in exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken.

To further support the schools DSL officers a Safeguarding Team has been appointed who have undergone DSL training. Any member of staff, agencies or parents who would like to speak regarding any safeguarding concerns are also able to seek advice from these team members. The team meet weekly and review all new incidents and key students. Staff are encouraged to report all concerns regarding student welfare through the bespoke Child Protection Operating Management Software. (CPOMS)

The extended Thomas More Safeguarding team, who have all received 'New to Role' accredited training are:

Mr D Pitt	- Assistant Headteacher, Behaviour
Ms Leanne Yost	- 6th Form Lead
Ms P Syal	- Y11 Lead
Ms M Osei-Fosu	- Y10 Lead
Mrs J Jones	- Y9 Lead
Ms N Gayle	- Y8 Lead
Ms M Ogbannaya	- Y7 Lead
Mrs Diane McClure	- SENDCO Administrator
Mr Rhyce Rose	- Learning and Behaviour Mentor
Ms C Adam	- Learning and Behaviour Mentor
Mrs J DeVivo	- Learning and Behaviour Mentor

Types of child abuse and neglect:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

Sexual Misconduct

Sexual Misconduct is general definition. Sexual misconduct is a broad term encompassing any unwelcome behavior of a sexual nature that is committed without consent or by force, intimidation, coercion, or manipulation. Sexual misconduct can be committed by a person of any gender, and it can occur between people of the same or different gender. It covers Recognised in the Keeping Children Safe in Education 2018, by its inclusion of peer on peer abuse and in Sexual Violence and Sexual Harassment between children May 2018, Thomas More also recognises that identifying and supporting students who are abusing other students or being abused themselves is crucial to being able to stop the abuse and to ensure it doesn't happen again.

All incidents of a sexual nature are recorded by the school and the Safeguarding team decide on the level of risk and take appropriate action.

Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17-year-old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the [London Child Protection Procedures](#). This will determine how and when information will be shared with parents and the investigating agencies. Guidance is taken from Child Sexual Exploitation – Definitions and Guidance for practitioners February 2017

County Lines

County Lines is a term used to describe gangs and organised criminals involved in drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery and missing persons.

Signs that children are involved in county lines offences may be the following:

- Persistent absence from home or school
- Unexplained acquisition of money or expensive items such as phones
- Multiple phones owned
- Unexplained injuries
- Parental Concerns

Information and guidance is taken from Criminal Exploitation of Children and vulnerable adults: County Lines guidance September 2018

Female Genital Mutilation (FGM)

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practised in 28 African countries as well as in parts of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

Symptoms and Signs that may indicate FGM has occurred include: (NSPCC)

- Unusual behaviour and absences from school
- Having difficulty walking or standing
- Spending longer in the bathroom or toilet
- Appearing withdrawn anxious or depressed
- Reluctance to undergo normal medical examinations
- Asking for help but not being explicit about the actual issue

FGM has a mandatory reporting duty. This requires specified professionals to report known cases of FGM in under 18s to the police.

Honour Based Violence

Honour based incidents are violent crimes which may have been committed to protect or defend the honour of the family or community. They may be committed against those who:

- Become involved with a partner from a different culture or religion
- Want to get out of an arranged or even forced marriage
- Wear clothes or take part in activities that might not be considered traditional with a particular culture.

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability. When signs are identified the DSL will report appropriately through the Prevent strategy programme and through Channel.

Staff are encouraged to complete the Government Prevent Online certificate and have read sections included in Keeping Children Safe in Education 2018.

Children Missing from Education

All children deserve the opportunity to achieve their potential. If a child misses out on school they are missing out on opportunities. This does not refer to children that may be playing truant from school, but children who are missing an education all together. Perhaps a child has failed to start in a new school or simply not registered at a new school when they move into the area.

Children that are missing from education are at greater risk of:

- Physical harm and exploitation
- Anti-social behaviour
- Crime
- Illegal employment

Where it is unknown if a student is truanting or missing, if the student is missing from Thomas More Catholic School for more than 5 days, this will trigger an immediate concern that they are now missing from education. A home visit is carried out in lines with the Home Visits Policy in the same way as a truanting student receives a home visit.

When a child has poor attendance or are regularly missing Thomas More will follow its Attendance Policy procedures (as expressed in the Attendance Policy.) All lines of communication with the family will be attempted including meetings with key professionals at school up to and including referral to the Education Welfare Officer and ultimately through to court proceedings.

Referrals

Safeguarding referrals should be made to Croydon Multi Agency Safeguarding Hub (MASH) via a MASH request form. Prior to any written MASH referral being sent as a referral to social care, there should be a verbal consultation with the MASH social worker or manager, by calling the duty desk on 020 8726 6464 or for urgent out of hours 0208 726 6400, to ensure that making a referral is an appropriate action. The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example alleged or suspected child sexual abuse, Honour Based Violence, fabricated or induced illness or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. **If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention will be requested.**

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation by the police.

All parents applying for places at this school will be informed of our safeguarding responsibilities, the existence of this policy and its location on the school website. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible.

At Thomas More we recognise the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in school or pupils travelling to and from school and will take all reasonable steps to lessen such risks.

VULNERABLE PUPILS

It is recognised that children who experience special educational needs or have disabilities are more vulnerable to all forms of abuse and neglect and face additional safeguarding challenges.

Particular vigilance will be exercised in respect of pupils who are subject to a Child Protection Plan or are identified as Child In Need and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to the LA's Schools Safeguarding Coordinator). If the pupil in question is a Child Looked After, this will also be brought to the notice of the Designated Person with responsibility for children in public care.

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Safeguarding Lead as a safeguarding issue.

We will always ascertain the views and feelings of all children. The School acknowledges the additional need for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils who are excluded from school and pupils where English is an additional language, particularly for very young children, using the translation service if necessary. In all of these instances it may be necessary to seek Early Help Assessments through Croydon's Children Services.

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child-on-child/peer-on-peer behaviour and sexual activity within a Child Protection context.

The law requires that Croydon's Children's Services are notified of private fostering arrangements. Any privately fostered children, i.e. children under the age of 16 (under 18 if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to Children's Services. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

TRAINING

Whole-school in-service training on safeguarding issues will be delivered on the first day of the new academic year. All staff will be issued with a copy of the Thomas More Safeguarding Policy, a copy of "Keeping Children Safe in Education 2016" and will be given a copy of the "Staff Code-Of Conduct" via the Staff Handbook. All new staff and temporary staff will be required to attend an induction session with the Designated Safeguarding Lead or the deputies on their first day in the school. The Designated Safeguarding Lead will continue to update staff on safeguarding matters and training throughout the year. The Designated Safeguarding Lead (and their Deputies) will attend the correctly accredited and dedicated induction course and then refresher training at least every two years. Designated staff will be encouraged to attend appropriate network meetings, in particular attendance at the termly Croydon Safeguarding Forum.

RECRUITMENT

Thomas More is committed to the process of creating a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. Safe recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate criminal record checks [Disclosure and Barring Service (DBS) checks], barred list checks and prohibition checks will be undertaken. The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in the school, as outlined in Part three of the DfE guidance "[Keeping children safe in education](#) 2018". We will also have regard to DfE's statutory guidance for schools about the employment of staff disqualified from childcare "[Disqualification under the Childcare Act 2006 and 2018 Regulations](#)", which also contains information about 'disqualification by association'.

Relevant members of staff and governors who are involved in recruitment will undertake the safer recruitment training. The school will ensure that at least one person on any appointment panel has undertaken safer recruitment training in line with staffing regulations.

This School will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the School on a permanent or temporary basis will be given a copy of this policy. Additionally, the Staff Handbook confirms CP procedures within the School.

VOLUNTEERS

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures and Criminal Records Checks. There is no legal requirement to obtain DBS certificate for volunteers who are not in regulated activity and who are supervised regularly and on ongoing day to day basis by a person who is in regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment. Volunteers will be subject to the same code of conduct as paid employees of the school.

Voluntary sector groups that operate within this school or provide off-site services for our pupils or use school facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Croydon Safeguarding Children Board. Premises lettings and loans are subject to acceptance of this requirement.

STAFF CODE OF CONDUCT

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the school's Behaviour Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, indeed it is recommended in Keeping Children Safe in Education 2018 that schools do not operate a 'no touch' policy.

Staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head of School and parents. Any physical restraint used will comply with DfE and LA guidance.

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; for example during musical instrument tuition, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Head of School. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Head of School. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the Head of School. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents and carers.

Staff will only use the school's digital technology resources and systems for Professional purposes or for uses deemed 'reasonable' by the Head and Governing Body. Staff will only use the approved school email, school Learning Platform or other school approved communication systems with pupils or parents/carers, and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to pupils or parents/carers. Staff will not use personal cameras (digital or otherwise)

or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home.

Staff should be aware of the school's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Head of School or one of the Designated Safeguarding Leads if the Head of School is not available and nothing should be said to the colleague involved. It should be shared with the Chair of Governors if it relates to the Head of School.

CONTRACTORS

Building contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for this. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the Leadership Team deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school's code of conduct for staff.

Individuals and organisations that are contracted by the school to work with or provide services to pupils will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly). Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. We will always check the identity of contractors and their staff on arrival at the school.

COMPLAINTS/ALLEGATIONS MADE AGAINST STAFF

Thomas More Catholic School takes seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member staff or volunteer. All such complaints will be brought immediately to the attention of the Head of School or one of the Designated Safeguarding Leads if the Head of School is not available and nothing should be said to the colleague involved. In cases where the Head of School is the subject of the allegation or concern, they will be reported to the Chair of Governors, in order that they may activate the appropriate procedures. These procedures are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or School that provides education for children under 18 years of age has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm children.

The Local Authority's Designated Officer(s) (LADO) should be informed of all allegations that come to a school's attention and appear to meet the criteria. The LADO can be contacted on **020 8726 6400 and LADO@croydon.gov.uk**. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay.

Some rare allegations will be so serious they will require immediate intervention by children's social care services and/or police. In such cases, referral to the LADO will lead a Strategy Meeting or discussion. This process will agree upon the appropriate course of action and the time-scale for investigations.

The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual.

The full "Whistleblowing" guidance and procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part Four of the DfE guidance "[Keeping children safe in education](#) 2018".

RECORDS

Thomas More Catholic School now uses CPOMS – Child Protection Operating Management Software to keep brief and accurate written notes of all incidents regarding child protection, child in need or early help assessment concerns relating to individual pupils. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared directly with other agencies as appropriate. All contact with parents and external agencies will be logged and these will be kept as CP records. CPOMS is a secure system which allows professional sharing between schools and outside agencies.

The school will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

Child protection records are not open to pupils or parents. All CP records are kept securely by the Designated Safeguarding Lead and separately from educational records. They may only be accessed by the Designated Safeguarding Lead, their Deputy and the senior managers of the school.

The content of Child Protection Conference or Review reports prepared by the school will follow the headings recommended by Children's Services and will, wherever possible, be shared with the parents/carer in advance of the meeting.

Child Protection records will be sent to receiving schools separately and under a confidential cover when pupils leave the school and a receipt will be obtained.

If a pupil is withdrawn from the school having not reached the normal date of transfer; due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their educational records are sent without delay to the child's new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Early Help Service either through the EHS Duty Officer or through the local team manager in order that they might make further enquiries. If this school receives educational records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA's Children's Services Department. **A child's name will only be removed from the School's Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of the Local Team Manager in the Early Help Service.**

All additions to or deletions from the school roll will trigger the completion of a Common Transfer File (CTF) which will be downloaded to the appropriate database via the S2S system

with particular regard to pupils leaving the school but the destination is not known. In line with guidelines given DfE at <https://www.gov.uk/government/collections/common-transfer-file>

The school will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate and up to date records of those with Parental Responsibility and emergency contacts. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their written consent.

SAFETY IN THE SCHOOL

No internal doors to classrooms will be locked whilst pupils are present in these areas.

Entry to School premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance. Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. Unidentified visitors will be challenged by staff or reported to the Head of School or school office. Carelessness in closing any controlled entrance will be challenged.

The main entrance and vehicle gate is open between the hours of 7am and 8:20am to allow entry. Then again between 3pm and 11pm to allow entry and exit for lettings and staff. During the school day from 8:20am to 3pm the gates close and open by remote access only on request. These procedures are followed Monday to Friday term time only. However should the school wish to close the gates at any time our Premises Manager will do so following instruction.

The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if police stops these individuals they can be spoken to about what they were doing and dealt with accordingly. Brief information about the incident will be sent to LA's Schools Safeguarding Coordinator with a view to alerting other local schools in liaison with the police and through appropriate systems.

Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities with the prior consent of the school and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents whose children may be captured on film. Without this consent the Data Protection legislation would be breached. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

CURRICULUM

Thomas More acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;

- to use assertiveness techniques to resist unhelpful pressure;
- emotional literacy.

All computer equipment and internet access within the School will be subject to appropriate “parental controls” and Internet safety rules in line with our E-safety Policy.

THE ROLE OF THE GOVERNING BODY

The Chair of Governors, Mrs Caroline Mushens is the Safeguarding Link Officer. The Governing Body has also nominated Mrs Caroline Mushens as the Link Governor for Child Protection to liaise with the local authority and/or partner agencies on issues of child protection.

Concerns about and allegations of abuse made against the Head of School will be referred to the chair of governors who will liaise with the LA’s designated officer (LADO) and partner agencies and will attend any strategy meetings called in respect of such an allegation against the Head of School.

As a good practice, the Head of School or his Designated Safeguarding Leads will provide termly/annual report to the Governing Body outlining details of any safeguarding issues that have arisen during the term/year and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

Also as a good practice, the nominated governor will meet on a regular basis with the Designated Safeguarding Lead to monitor both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding. This is in addition to and does not replace the responsibility that rests with the Head of School to monitor the work of the Designated Safeguarding Lead.

MONITORING

- The Governing Body of the School will consider safeguarding issues and their implications for this policy on an annual basis.
- Secure and Confidential Records are kept of all incidents that fall within the scope of the policy. The designated lead receives written reports for all case conferences following local authority guidelines. And maybe required to produce written reports from the school to cover Education at conference.
- Annual audits of safeguarding procedures are arranged with Croydon local authority to ensure that all procedures are up to date and correct. The Croydon Safeguarding Audit was completed before the October 21st 2018 deadline.
- The safeguarding agenda is promoted through the PHSE programme, Anti-bullying week and pupil e-safety champions.
- The designated person will follow up all referrals and records will be kept of all resultant actions.
- The designated person will ensure that the leadership team of the school are kept up to date with OFSTED guidance to ensure best practice at all times.

Thomas More Catholic School Safeguarding Codes for Staff and Expectations



To meet and maintain our responsibilities towards pupils we must behave professionally and model good practice.

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that difficult behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

Poor practice – you should avoid:

- any type of force that falls outside the guidelines for reasonable force
- any form of corporal punishment. This includes slapping, hitting or throwing something at a pupil
- using humiliation, sarcasm or bullying as a form of control
- using, or allowing pupils to use, sexual jokes or innuendo or engaging in sexual bullying or provocative games
- inviting or allowing pupils to visit you at home

- touching a pupil or behaving towards a pupil in a way that distresses them or would be considered inappropriate if observed
- Invading personal space
- Do not touch a student in order to discipline
- offering or deliberately allowing pupils access to alcohol, cigarettes, controlled substances or pornographic material
- Treating a pupil less favourably because of their ability or disability, race, religion, culture or sexuality.
- Transporting pupils in your car.
- Leaving a child unsupervised outside of your classroom.
- working on a one-to-one basis with a pupil without the necessary risk assessment being in place
- engaging in email, text messaging or online chat with a pupil unless your line manager has agreed the circumstances
- Abusing your position of trust. The Sexual Offences Act 2003 (paragraphs 1619) makes it an offence for a person over the age of 18 to have a sexual relationship with a child under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil aged under 18 may be a criminal offence, even if that pupil is over the age of consent.

The conduct of staff should be beyond reproach but you will sometimes find there are 'grey areas' that do not fall neatly into 'good practice' or 'poor practice'.

In these circumstances you should first refer to any relevant guidance or policies in the School or seek advice from your line manager/ SLT Second, consider these questions:

- Would I do this/say this/ treat this pupil in this way if we were being observed?
- Would I be happy if someone did this/said this/ treated my own child in this way?
- Would I be concerned if I observed a colleague behave in this way?
- If challenged, can I explain my behaviour in terms of my professional duties?
- Third, if you are unsure how to manage a situation, ask your line manager. If you believe you have behaved in a way that could be questioned, report it to your line manager straight away and offer an explanation.
- Do not let a small incident turn into a crisis.

Thomas More Catholic School Safeguarding codes for Students.



Students this is how we expect you to behave towards each other and towards staff.
Students' code of ethics and conduct:

- we respect all members of the School community and treat them in the way we would wish to be treated
- we work and play safely and look after each other
- we make the most of the learning opportunities provided and always try to cooperate with staff
- we accept the right of all students to learn in a calm and safe environment and the right of all staff to work in a calm and safe environment
- we stick to the School rules and, if we want to question a rule, we do it sensibly
- we never bring weapons into School
- we never bring alcohol or drugs into the School
- we know that bullying is wrong and we don't bully other students or adults
- We respect other people's property and we don't steal or damage property.

What we do to keep you safe:

- The School does lots of things to help you to stay safe. Here are some of them:
- We have a Safeguarding and Child Protection Policy. This policy explains how children might be harmed, the signs to look for and what staff should do.
- We have other policies that provide information for staff and students about things like bullying, internet safety and physical contact.
- All staff go through a check to assess their suitability to work with children.
- All staff are trained to recognise signs of abuse and neglect and know what to do if they are concerned about a student's welfare.
- We respect all students as individuals and we don't tolerate discrimination.
- All students are aware of the complaints procedure and know we will listen if they make a complaint.
- We encourage students to tell us when something is wrong.
- We give students information to help them keep safe.
- We do risk assessments to test whether an activity is going to be safe for students.
- We have a health and safety policy that covers such things as fire regulations; first aid, food safety and generally ensuring the School premises are safe.
- We have a member of the Senior Leadership Team (currently Mrs Quinn) who has received special training in protecting children from abuse and neglect and who makes sure the child protection procedures are followed.
- We work in partnership with parents and carers to keep their children safe.
- If necessary we talk to other people such as social workers and police officers if we think a student has been harmed or might be harmed by an adult.

Tips for keeping yourself safe

Adults often take action to keep themselves safe. They wear a seat belt in the car, look left and right to cross the road, keep matches out of reach of small children and unplug electrical equipment before trying to repair it. Children and young people can also take action to keep themselves safe. Here are some ideas. You can add your own ideas too.

1. Look confident. People are less likely to pick on you.
2. Try to go places with friends. If you do go out alone always tell someone where you are going and what time you will return.
3. Talk to a trusted adult – someone in the family or someone at School – if anyone says or does anything that worries or frightens you.
4. Don't worry about breaking rules if you feel afraid. It's OK to shout at or run away from an adult who is trying to hurt you.
5. If you use a mobile phone put emergency numbers – your parents, police, a trusted adult – on speed dial so you can make a call quickly if you need to.
6. If you are taking a bus or train, make sure you have enough money for the return journey. Don't accept money from someone you've never met before.
7. Don't accept a lift from someone you've never met before. Call someone to pick you up.
8. Stick to well-lit areas where there are people around if you need help.
9. Remember that alcohol and drugs can harm your health and can also encourage you to take unnecessary risks.

Remember, if an adult tries to hurt you it's not your fault. You don't have to do what they say just because they are an adult. Try to find the confidence to tell someone that you are worried. You won't get into trouble.

Ten tips for keeping safe online and on the phone

Mobile phones and computers are a part of everyday life for most children and young people. Used correctly, they are an exciting source of communication, fun and education, but used incorrectly, or in the wrong hands they can be a threat to your safety. You might receive insulting or abusive texts or emails, or you may talk to someone in a chatroom or on a social networking site who isn't who they say they are and who is not a safe person to be talking to. Here are some tips for keeping yourself safe on the mobile and online:

- Don't put up with abusive texts, photos or videos. Show them to an adult and make sure the person who sent them knows you are taking action to stop them.
- Think about the language you use in texts. If you wouldn't like it said about you, don't say it about anyone else.
- Don't lend your mobile to anyone unless it's an emergency.
- Don't reveal your full name, address or phone number to people you meet on the internet unless you check it out with your parent or another adult first.
- Don't allow anyone online to trick you into doing something against your wishes or something you know you shouldn't do.
- Remember that any emails you send or photos you upload to the internet can't be destroyed. They're there forever. Think before you post something you might later regret.
- Never arrange to meet up with someone you meet online until you tell your parents or another adult. Most people are safe but some are dangerous.
- Block any users who you are unsure about and break off contact with anyone who makes you feel worried.
- Don't use your real name in chatrooms or use any handle or nickname that reveals personal details, such as the town or street you live in.
- You can report internet abuse at the click of a button on a really good website www.thinkuknow.co.uk

If you do give out your personal details or upload a message or photo you later regret, tell your parents or a trusted adult about it. You won't get into trouble. Anyone can make a mistake.