



## **CHILD PROTECTION POLICY**

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### Key Contacts

**Name of school: Shirley High School Performing Arts College**

**Principal:**

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**Designated Safeguarding Lead:**

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Contact details: [francis@shirley.croydon.sch.uk](mailto:francis@shirley.croydon.sch.uk)

**Deputy Designated Safeguarding Leads:**

Name: Keith Powders (To deputise for the DSL in their absence)

Contact details: [powders@shirley.croydon.sch.uk](mailto:powders@shirley.croydon.sch.uk)

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**Designated LAC teacher:**

Name: Michelle Francis

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**Nominated governor for safeguarding:**

Name: Ray Munn

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### London Borough of Croydon

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Business Support Coordinator: Karen Anns  
Tel: 0208 726 6000 (Ext 23981)

### **SPOC (Single Point of Contact):**

For urgent child protection matters requiring immediate attention: Tel: 0208 255 2888  
SPOC Professionals Consultation Line Tel: 0208 726 6464  
Email SPOC referrals to: [childreferrals@croydon.gov.uk](mailto:childreferrals@croydon.gov.uk)

Manager: Jonathan Lung (Service Leader, Children & Families)  
Email: [Jonathan.Lung@croydon.gov.uk](mailto:Jonathan.Lung@croydon.gov.uk)

### **Croydon Safeguarding Children Partnership (CSCP)**

Website: [croydonlcsb.org.uk](http://croydonlcsb.org.uk)  
[Safeguarding learning & development](#)  
Email: [CSCP@croydon.gov.uk](mailto:CSCP@croydon.gov.uk)

Tel: 0208 604 7275

## **PART A: CORE OPERATIONAL POLICIES AND PROCEDURES**

### **1 PURPOSE AND AIMS OF THIS POLICY**

The purpose of this policy is to set out how Shirley High School will meet its statutory duty under section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015, and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended) to safeguard and promote the welfare of children and help them to achieve good outcomes. For the purposes of this guidance children includes everyone under the age of 18. (KCSIE 2022). KCSIE now applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021

It is essential that everybody working in a school or college understands their safeguarding responsibilities. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.

#### **Aims**

- Ensure safe recruitment practice in checking the suitability of all staff and volunteers to work with children including the completion of risk assessments;
- Ensure staff are appropriately trained.
- Raise awareness of safeguarding/child protection issues amongst all staff and volunteers and of what to do if they have concerns;
- Ensure that volunteers are appropriately supervised.
- Ensure that procedures and expectations for identifying and reporting/recording cases, or suspected cases, of abuse to relevant agencies are robust.



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- Ensure that links with relevant agencies are effective including working in partnership regarding child protection matters, including attendance at case conferences and core group meetings;
- Ensure the school environment is safe and is one in which students feel secure and are encouraged to talk freely about anything that concerns them.
- Ensure students know there are adults in the school who they can approach if they are worried about anything;
- Ensure the curriculum and other provision, including opportunities in the PD curriculum, develop and equip students with the skills needed to feel safe and adopt safe practices
- Support for students who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensure we respond appropriately to any concern or allegation about a member of staff or volunteer.
- Ensure staff follow accepted “safe working practice” principles when working with students.
- Ensure students are protected from all forms of harm.

## 2 ROLES AND RESPONSIBILITIES

### 2.1 Croydon’s Children Families & Education Directorate

The Directorate includes services that will support Shirley High School to safeguard and promote the welfare of students by:

- co-ordinating the delivery of integrated children’s services within the borough, including an early help service
- providing statutory social work services under the Children Act 1989/2004
- providing the school with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and online safety
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education, including children who are known to be home educated.

### 2.2 Governing Board

The Governing Board will ensure that the school meets its statutory duties with regard to safeguarding and protecting students and that the following are in place:

- The school has the following policies in place and that these are regularly monitored, reviewed and updated where necessary;
  - Child Protection Policy that is consistent with Croydon Safeguarding Children Board procedures
  - Staff Code of Conduct Policy covering staff/student relationships and communications and staff use of social media
  - Attendance & Punctuality Policy covering the school’s response to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present.
  - E-Safety & Social Media Policy and Acceptable Use Agreements
- The school is able to work jointly with other agencies in order to ensure students can access help and support from early help services and statutory social work services and that children’s plans are implemented and monitored.



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- The Chair of the Governing Board is aware that they are responsible for liaising with the LADO in the event of an allegation against the Principal.
- A senior member of staff is appointed as the DSL with responsibility for carrying out the statutory duties as set out in this policy and they are given sufficient time and resources to carry out their responsibilities. Another member of staff is appointed to deputise in their absence.
- The DSL is the Designated Manager to address allegations against school staff.
- There is a designated teacher nominated to promote the educational achievement of looked after children and previously looked after children and that this person has received appropriate training for the role.
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy.
- Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice in school and there are robust whistleblowing procedures in place.
- Steps are taken to ensure parents/carers and students are aware of the school's safeguarding and child protection policies and procedures.
- Students are given opportunities within the curriculum to learn how to keep themselves safe, including on-line.
- The school has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these are consistent with statutory guidance and reviewed on an annual basis.
- At least one member of the Governing Board has undertaken accredited safer recruitment training.
- There is a nominated member of the Governing Board who is responsible for Safeguarding and holds school accountable of their statutory duties.
- All staff receive safeguarding and child protection training at least every two years and receive regular updates from the DSL to ensure they remain up to date with new legislation. Free safeguarding training is available for all Croydon schools via the [Learning & Development section of the CSCB website](#).
- The school has procedures in place to deal with allegations made against other students.
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from students.

### **2.3 Principal**

The Principal will ensure that the school meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly and have read the school's Child Protection policy, Behaviour policy and the Staff Code of Conduct so that they are fully aware of their role in safeguarding children and are able to fully implement them.
- All staff are able to identify those children who need extra help and know how to make, or request appropriate referrals to early help services.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and know how to make, or request appropriate referrals to children's social care, if required.
- A Designated Manager is appointed to manage allegations against staff



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- DSL and team are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- DSL to attend learning events and participate in audit activity provided by the Safeguarding Children Partnership as well as promote published learning from events and serious case reviews.
- Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
- The school/college offers a safe environment for staff and students to learn.
- Safeguarding issues are brought to the attention of the governing body.

### 2.4 Designated Safeguarding Lead

The role of the DSL is to take lead responsibility for safeguarding and child protection (including online safety) within the school and to be available during school hours for staff to discuss safeguarding concerns. This role should be explicit within their job description. They **MUST** be a **senior member** of staff from within the **leadership team**

The DSL will:

- liaise with and manage referrals to relevant agencies such as CSSW, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS);
- keep the Principal and the board of governors informed of on-going safeguarding and child protection issues and enquiries, especially section 47 enquiries, as appropriate;
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals; This includes where a crime may have been committed to the Police as required. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police;
- ensure the school's safeguarding and child protection policies are up to date and consistent with Croydon's Safeguarding Children Board policies and that policies are reviewed annually;
- ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them. These include KCSIE Part 1, the school's Staff Code of Conduct, the School Child Protection Policy and the Behaviour Policy. They will be a point of contact for advice and support for staff as well as safeguarding partners;
- Ask staff to confirm in writing that they have received and read all relevant staff policies, including 'Keeping Children Safe in Education 2021'
- attend regular training, including Prevent awareness training, and the designated teachers meetings hosted by Croydon and the Safeguarding Children Partnership in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices;
- work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues
- provide regular updates to all staff members and governors on any changes in safeguarding or child protection legislation;



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- have an awareness of those children who may be in need, young carers, LAC / PLAC and children who have special educational needs and liaise with the SENDCO when considering any safeguarding action for a child with special needs;
- Liaise with the mental health lead, where safeguarding concerns link to mental health;
- oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes;
- provide a link between the school and other agencies, particularly children's social care and the Croydon Safeguarding Children Partnership;
- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every 2 years;
- ensure parents/carers are fully aware of the school policies and procedures and that they are kept informed and involved;
- ensure all records are kept up to date and stored securely;
- ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools or colleges to enable continued support for the child on transfer. Schools will gain a receipt when passing files to a new provision. This should be within 5 days of transfer.

FULL Details of the role of the designated safeguarding lead and deputy can be found in annex C of KCSIE. It is important that the DSL and DDSL are fully aware of their role and have capacity to carry out all areas of this.

### **2.5 Working with parents and carers**

The school recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of students.

The school will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of students, including the duty to refer students on where necessary, by having a safeguarding statement on the home page of their website and making all school policies available on the school website or on request;
- provide opportunities for parents and carers to discuss any problems with staff as appropriate;
- consult with and involve parents and carers in the development of school/college policies to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers;
- provide advice and signpost parents and carers to other services and resources where students need extra support.
- be aware of the additional guidance available from the DfE on dealing with issues around parental responsibility: [Understanding and dealing with issues relating to parental responsibility](#)

### **2.6 Multi-agency working**





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The school will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and *Working together to safeguard children* 2018.

The school recognises its vital role in safeguarding school-age children and will co-operate with the Croydon Safeguarding Children Partnership to ensure joint working with partner agencies in order to improve outcomes for children in Croydon.

## **2.7 Inspection**

Since September 2019 since Ofsted's Inspection of schools, early years and Post-16, inspectors will judge whether establishments are effective in their provision of safeguarding. Ofsted Education Inspection Framework.

## **3 SAFEGUARDING CHILDREN**

### **3.1 Safeguarding: is about every child**

In relation to children and young people, safeguarding and promoting their welfare is defined in 'Working together to safeguard children' as:

- protecting children 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
- taking action to enable all children to have the best outcomes

### **3.2 Early help cases**

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

- children with disabilities and additional needs, including those with special educational needs
- children who are young carers
- children who have a mental health need;
- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
- children who frequently go missing from home, school or care;
- children who are misusing drugs or alcohol;
- children at risk of exploitation through modern slavery and trafficking;
- children with a family member in prison or affected by parental offending
- children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
- Misusing drugs or alcohol themselves
- children who have returned home from care;



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- children who show early signs of abuse or neglect, including where there are concerns about the cumulative effect of low level neglect;
  - children at risk of radicalisation or exploitation;
  - children at risk of honour based abuse, Female Genital Mutilation or forced marriage;
  - children persistently absent from education;
  - children who are privately fostered.
- 
- Where the child's extra needs require services, consideration will be given to what early help support can be offered a child by the school.
  - If the child requires an early help service from another agency, the school will make a referral to the Single Point of Contact (SPOC) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
  - Where the child is receiving an Early Help service, the school will work as part of the Team Around the Child/Family (TAC/F) and take up the role of lead professional where this is appropriate.
  - Early Help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school/college believes that this is not the case, consideration should be given making a referral for a statutory social work service.

### **3.3 Child Protection: is those at risk of significant harm**

The school will carry out its duty to safeguard students which is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully
- Staff will be aware of the definitions and indicators of abuse. (see Appendix 1)

Action may be needed to protect children from specific safeguarding issues such as:

- Abuse: Neglect, physical, sexual and emotional
- Disguised compliance
- Children missing in Education (CME)
- Children who are home schooled ('Hidden Children')
- Radicalisation / extremism
- So-called 'Honour Based' Violence (HBV)
- Breast Ironing
- Mental health concerns including self-harm
- Bullying including on-line (cyber) bullying and prejudice based bullying
- Racism, disability, homophobic or transphobic abuse
- Gender based violence/violence against women and girls



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- Domestic Abuse
- Poor parenting
- Child sexual exploitation and trafficking (CSE)
- The impact of new technologies on sexual behaviour
- Substance misuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Fabricated or induced illness
- Faith abuse
- Gangs and youth violence (including Child Criminal Exploitation: County Lines)
- Private fostering
- Sexting (Youth Produced Sexual Imagery)
- Child on child abuse
- Teenage relationship abuse
- Serious Violent Crime
- Sexual violence
- Sexual harassment
- Children with family members in prison
- Children and the court system
- Homelessness
- Adverse Childhood Experiences (ACEs)
- Trauma and Attachment issues
- Up-skirting
- Knife Crime
- County Lines
- Modern Slavery
- Cybercrime

The school will seek advice from the SPOC Professionals' Consultation Line to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the DSL for advice and to discuss the case prior to making any referral for services.

The SPOC Professionals' Consultation Number is 0208 726 6464

All referrals for a children's social care service will be made by way of Single Point of Contact (SPOC) Safeguarding Referral Form. SPOC is Croydon's "front door" for children's social care referrals and accepts referrals for all cases.

### [SPOC Referral Form](#)

Parental consent for referral will be sought unless advised not to by a member of the SPOC team, specifically linking to allegations of sexual abuse, concerns of fabricated or induced illness or the parent is the alleged perpetrator, but a referral will be made regardless of consent being given in cases where the child is at risk of significant harm.



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Staff will also share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

The Online tool [Report a child to your local council](#) directs you to the local children's social care contact number.

### **3.4 Referral for a statutory social work service**

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the DSL or their deputy who are most likely to have the most complete safeguarding overview. Following consultation the DSL should decide on whether to make a referral to children's social care via SPOC. Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here:

[Contextual Safeguarding](#)

Where the referral raises concerns that the child is at risk of significant harm, the case will be passed on to Croydon's MASH team to gather relevant information from other agencies.

SPOC will inform the school of the outcome of any referral and what action children's social care will be taking. This may include any of the following:

- Carrying out a child and family assessment to identify the child's needs and establish if the child is a **child in need** under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.
- Convening a **strategy meeting under child protection** procedures as set out in section 4 for any child where there are concerns about significant harm and/or taking any immediate action in order to protect the child.
- Providing interim services for the child and their family in the meantime whilst work is on-going (including details of appropriate services).

### **3.5 Children who need a Social Worker**

Children may have a social worker due to neglect, abuse or difficult family circumstances. Their experience can leave them vulnerable to further harm and we have a duty as professionals to help protect them. The local authority should communicate with the designated lead so they know if a child has a social worker and therefore enable them to make decisions which are in the best interest of the child's safety, welfare and educational outcomes.

Further documents which may assist in supporting these families can be found in [Review of children in need](#). [Help, Protection, Education](#) concludes the review.



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### 3.6 Alternative Provision

The school remains responsible for the safeguarding of children of any students they place in Alternative Provision.

Whenever the school places a student with an Alternative Provider, the school will obtain written confirmation of the provider's safeguarding and child protection policies and that all relevant vetting and barring checks on individuals working at the establishment have been carried out.

All students placed in Alternative Provision should be visited regularly.

[Alternative Provision guidance](#)

## 4 CHILD PROTECTION PROCEDURES

### 4.1 Role of school

The school will work to the following policy documents in order to support the protection of students who are at risk of significant harm.

- Working together to safeguard children (DfE 2018)  
[Working together to safeguard children](#)
- What to do if you're worried a child is being abused (DfE 2015)  
[What to do if you're worried a child is being abused - Publications - GOV.UK](#)
- The London Safeguarding Children Board child protection procedures  
[London Safeguarding Children Board: Child Protection Procedures](#)
- Keeping children safe in education (DFE 2022)  
[Keeping Children Safe in Education](#)
- Croydon Safeguarding Board local policies and procedures  
[CSCB local policies and procedures](#)

In line with these policies and procedures, the school will:

- identify those students where there are child protection concerns and make a referral to SPOC
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group
- carry out the school's role in implementing the child protection plan and continually monitoring the child's wellbeing, and liaising with the allocated social worker as required.

### 4.2 Recognition



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- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a student are reported to the designated safeguarding lead.
- Staff should refer to Appendix 1 for specific indicators that may suggest a student may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the DSL or their deputy and advice sought on what action should be taken. Where required, advice can be obtained from the SPOC Professionals Consultation Line on a no-names basis.
- Concerns may be monitored over time and should be logged on CPOMS. Details of any concerning incidents should also be recorded on CPOMS.
- All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality.
- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face.

### 4.3 Records

- Safeguarding monitoring records and Child Protection records relating to students are highly confidential and will be kept in a designated welfare file separate to the student's education records. These records will be securely held within the school.
- The DSL is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- Information should generally be recorded on CPOMS but where there are written accounts they should be placed in CP files and should be signed and dated.
- Records should show:
  - what the concerns were;
  - whether information of the concern was shared with the parent and what their response was;
  - what action was taken to refer on concerns or manage risk within the school/college;
  - whether any follow-up action was taken;
  - how and why decisions were made.
  - Outcomes
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken and outcomes and should be completed;
  - whenever concerns arise or there is a serious incident **or**
  - where a child is being monitored, prior to a case conference or core group meeting.
- When a child who transitions to a new educational provision, the master file is passed to the DSL at the new school, transferred securely and confirmation of receipt obtained. Designated Leads should also consider if there is a need to share any key information about the family ahead of their start date. This may assist the new school in planning appropriate support for the family.



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- A copy of child protection & safeguarding file should be retained by the school and kept in line with the school's information retention schedule. Child protection & safeguarding records must be disposed of as confidential waste.

#### **4.4 Dealing with disclosures**

If a student discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying;
- allow the child to talk freely;
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to children's social care;
- reassure the child that what has happened is not their fault and that they were right to tell someone;
- not ask direct questions but allow the child to tell their story;
- not criticise the alleged perpetrator;
- explain what will happen next and who has to be told;
- make a formal record and pass this on to the designated safeguarding lead.

#### **DO NOT DELAY**

- Tell the DSL as soon as you can – it may be necessary to interrupt a lesson to do this – do not leave notes in the Designated Safeguarding Lead's pigeon hole as they may not get back to check their post until the end of the day once the student has gone home.
- Early referral gives more time to offer help to the student and family before the situation becomes more serious;
- When the matter is already severe or serious, early referral gives more time for others to protect the student;
- The Designated Safeguarding Lead may consult the SPOC.

#### **MAKE WRITTEN NOTES**

- At the earliest opportunity make a written record of your concerns, these can then be added to your school's formal reporting system - record facts accurately and do not express opinion - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated/time.
- Do not take photographs of any physical injuries, record on a body map. Do not use audio to record disclosures.
- Any original notes must be given to the DSL as soon as possible and kept, even if you are using an online reporting system.

#### **4.5 Referral**

- Where possible, a decision on whether or not to refer a student to SPOC should be made by the DSL or their deputy following a discussion with the member of staff who has raised concerns. However this should not delay any referral and *any* member of staff may make a referral if this is necessary but staff should discuss the matter with a member of the senior management team and take advice from the SPOC team social worker. The DSL should be informed as soon as possible.



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- Referrals should be in writing using an SPOC safeguarding referral form completed either by the teacher raising concerns or by the designated safeguarding lead. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the SPOC safeguarding referral form within 48 hours.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the DSL may discuss the case on a “no names” basis with the SPOC Professionals’ Consultation Line to obtain advice on how to proceed.
- Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated social worker, the referral should be made directly to them. If the child is not already known to children’s social care, referrals should be made to SPOC. If the child lives outside Croydon, a referral should be made to their home local authority.
- All referrals will be acknowledged by the SPOC and the referrer informed of what action will be taken.
- If the school does not think the child’s situation is improving within a reasonable timescale following referral, this should be taken up with children’s social care via the designated safeguarding lead.

#### **4.6 Attendance at case conferences, core groups and child in need meetings**

- The DSL will liaise with children’s social care to ensure that all relevant information held by the school/college is provided to children’s social care during the course of any child protection investigation.
- The DSL will ensure that the school is represented at child protection case conferences and core group meetings and if no-one from the school can attend, the DSL will ensure that a report is made available to the conference or meeting.

#### **4.7 Monitoring**

Where a student is the subject of a child protection plan the DSL will:

- share information as required and monitor their attendance and welfare as part of this plan;
- keep the information on the student’s separate child protection file (that should be separate from the school record) and make copies available to all conferences and core group meetings;
- notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing.

#### **4.8 Confidentiality and information sharing**

##### **KCSIE 2022 tells us that**

***The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.***

**Further information on information sharing can be found:**





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- **Chapter 1 – Working Together to safeguarding children**

- [Information Sharing: Advice for Practitioners](#)

- [Information Commissioner's Office](#)

- [Data Protection Toolkit for Schools](#)

- All information obtained by school staff about a student will be kept confidential and will only be shared with other professionals and agencies with the family's consent.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and 17 are able to give their own consent if they are thought to have the capacity to do so under the Mental Capacity Act; otherwise consent should be sought from parents.
- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with children's social care and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the child requested by children's social care.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, schools and colleges should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?
- Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the SPOC Professionals Consultation Line on a "no names" basis to gain advice on whether this course of action should be taken.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents/carers should also be made aware of the school's duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the DSL or seek advice from the SPOC Professionals Consultation Line.

## 5 STAFF PRACTICE AND CONDUCT

### 5.1 Induction and training

- The school recognises safer recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable do to so and do not pose any kind of risk to children. The school will follow the *Keeping Children Safe in Education* guidance (DfE 2021). Please see Safer Recruitment Policy for full details.
- The Principal will ensure that all staff are fully inducted, are made aware of the following policies of the school and that staff are fully aware of their role in implementing these:



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- Safeguarding and child protection policy and procedures (including information about Child-on-Child abuse, contextual safeguarding and Online Safety)
- Behaviour policy
- Staff code of conduct including low-level concerns, allegations against staff and whistleblowing.
- Safeguarding response to children missing from education.
- Role of the designated safeguarding lead and deputies
- Staff will be asked to confirm in writing that they have received, read and understood all relevant staff policies, including “What to do if you are worried a child is being abused” guidance and ‘Keeping Children Safe in Education 2022 part 1’ or ‘Annex A’ (condensed version of Part 1)
- The DSL will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on a two-yearly basis as a minimum. This will include online safety..
- The Principal will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- Staff and governors will receive multi-agency safeguarding training at the level that is appropriate to their roles and responsibilities.
- As well as basic safeguarding training, the designated safeguarding lead and their deputies will receive specific training on their role and other relevant multi-agency training courses.
- School staff will also receive training on Early Help and the SPOC/MASH safeguarding referral process as part of their safeguarding training. They will understand what the services are for and how to access support through them.
- School staff will receive regular and timely updates on child protection and safeguarding issues via the designated safeguarding lead in order to ensure they remain up to date with new legislation. (for example, via email, e-bulletins, and staff meetings).
- **All** staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- **All** staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. They should never be made to feel they are a problem or feel ashamed.
- **All staff** should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

### **5.2 Conduct and safe working practice**

- The school expects staff and volunteers to set a good example to students through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.(See Appendix 2)
- The school expects every member of staff to sign that they have read and understood the staff code of conduct. This sets out the school’s expectations with regards to standards of professional behaviour.
- Governors will have their own separate code of conduct. This is a responsibility of the governing board or trust.



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- Staff will be expected to follow the school social media expectations in terms of their use of social media, particularly in relation to professional standards and relationships with students and/or their families. All staff and volunteers will sign an acceptable use agreement before being given access to the school/college computer system.

### **5.3 Behaviour management, physical intervention and reasonable force**

- The school has a Behaviour policy which has been approved by the Governing Board, and which follows government guidance.
- The use of physical intervention and restraint is referenced in this policy.
- There are occasions where it may be appropriate for staff to use reasonable force in order to safeguard students. The term 'reasonable force' is used to define an action where staff will need to intervene in order to prevent injury or violence. Guidance for schools and colleges can be found [here](#). It is believed by the DfE that a 'no-contact' policy leaves staff at risk of being unable to fully safeguard students in extreme circumstances.
- Physically handling children with SEND or medical needs requires further consideration as their additional needs make them more vulnerable. Individual behaviour plans are a way of planning ahead for such eventualities and allow parents to work with staff in constructing a plan that meets the individual needs of the student and provides a plan for all staff to be familiar with.
- Staff must complete Appendix 4a of the Behaviour policy following any incident where reasonable force has been used and pass the completed form to the Designated Safeguarding Lead.

*Guidance from the Department of Education provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school. Details of these may be found at:*

[Behaviour and discipline in schools - Publications - GOV.UK](#)

*HM Government guidance [Reducing the need for restraint and restrictive intervention](#) provides information on how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings. This guidance may also be helpful for schools and colleges.*

### **5.4 Allegations against staff**

In the event that an allegation is made against a member of staff or volunteer, the school will follow Croydon's procedures for managing allegations against a member of staff.

#### [The Management of Allegations against Staff who work with Children and Young People](#)

All allegations in relation to staff members will be referred to the Deputy Principal – DSL who is the Designated Manager for the allegations procedure. The DSL will liaise with the principal and the Local Authority Designated Officer (LADO) for all allegations raised. In the event of their absence the allegations are to go to the Principal. Allegations made against the Deputy Principal – DSL will be referred to the Principal. Allegations against the Principal will be referred to the Chair of the Governing Board.



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### **Allegations that meet the harms threshold**

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

The last point includes behaviour that may have happened outside of school making them unsuitable to work with children. This is known as *Transferable Risk*. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. Such assessments should be completed in conjunction with the LADO.

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life. The DSL should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately discussed with the Principal. If the concerns are about the Principal, the Chair of the Governing Board should be contacted.

The LADO will always be consulted and following consultation in agreement with the LADO a decision will be made regarding appropriate action:

- immediate risk assessment
- immediate referral to the Police
- consideration of disciplinary proceedings
- consideration of a senior strategy meeting

Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of this guidance.

Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

It is important to bear in mind that although the concern may relate to an individual student, other students may also be at risk. The procedures in "Safeguarding Children and Safer Recruitment in Education" (DfE, 2006 – Updated 2011), Working Together to Safeguard Children (July 2018) and Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools" (DfE 2011) will be followed in such cases;



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When appropriate (*see guidance above*), consideration will be given to referral of a member of staff to the DBS for consideration of the case. If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.

All procedures set out in Part 4 of KCSIE 2022 will be adhered to alongside previously mentioned documents and used as guidance when managing allegations of any kind.

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK

### **Concerns that do not meet the harm threshold**

**All concerns regarding the conduct of staff working with children should be referred to the LADO to consider whether the threshold for LADO involvement is met.**

Following on from submissions made by the London LADO Regional Group to the London Safeguarding Partnership, the London procedures have been altered to reflect LADO's concerns regarding the adoption of Low-level Concerns by KCSIE.

### **Allegations Against Staff and Volunteers, including supply staff:**

Agencies are encouraged to ensure that they have a code of conduct in place which clearly includes references to behaviours/relationships between people in a position of trust and those for whom they are responsible that are over the age of 18; this includes the need for "low level" concerns to be discussed with the LADO and for them to be recorded.

Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold set out above. These could include: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is important to have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

### **Low level concerns**

As part of their whole school approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) can be raised are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Section one)) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

This should enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries.



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### What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in *paragraph 355 KCSIE 2022*. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that isn't quite right. This may be that they are inconsistent with the staff code of conduct, including inappropriate conduct outside of work. and does not meet the allegations threshold or is otherwise not considered by the LADO to be serious enough to consider a referral.

It is crucial that any such concerns, including those which do not meet the harm threshold (see Part Four - Section one KCSIE 2022), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Low level concerns should be shared as with any other concerns and recorded for future reference in order to identify any potential patterns of inappropriate behaviour. All records should be kept securely and confidentially and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

More detailed guidance and case studies on low-level concerns can be found in [Developing and implementing a low-level concerns policy \(farrer.co.uk\)](https://www.farrer.co.uk/developing-and-implementing-a-low-level-concerns-policy).

### 5.5 Whistleblowing

The school fosters a culture of openness in line with the "Freedom to speak up" review and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

The school recognises that there may be circumstances where staff and students feel unable to raise concerns or incidents of malpractice within the school/college environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or the school are failing to safeguard and promote the welfare of children.

Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following;

- Croydon's lead officers for child protection or safeguarding where there are issues regarding the welfare of a student;
- The following numbers can be used where there are issues regarding the school's overall procedures around safeguarding
  - Croydon Council's confidential whistle blowing email address – [schoolwhistle@croydon.gov.uk](mailto:schoolwhistle@croydon.gov.uk)
  - the Ofsted whistle-blowing line on **0300 123 3155**
  - the NSPCC whistleblowing advice line on **0800 028 0285** is open from 8 am – 8pm Monday – Friday or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)



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The Principal is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and students.

- The CSBP has an [escalation policy](#) which can be used by staff in school settings

## LINKS TO OTHER SCHOOL POLICIES

We develop and evaluate all school policies with a view to child protection and promoting the well-being of all our students. The following policies are set out separately but acknowledge that associated issues and breaches can lead to safeguarding allegations and initiation of child protection procedures:

- |   |  |
|---|--|
| • Anti-Bullying Policy (inc. the Cyber Bullying Policy) | • Lockdown Procedures  |
| • Attendance and Punctuality Policy                     | • RSHE Policy  |
| • Behaviour Policy                                      | • Safer Recruitment Policy (inc. Statement on the Recruitment of Ex-Offenders) |
| • Equality Policy                                       | • Staff Code of Conduct  |
| • Drugs Education and Substance Abuse Policy            | • Teaching and Learning Policy   |
| • E-Safety and Social Media Policy                      | • Whistle Blowing Policy   |
| • Extra Curricular Visits Policy                        |  |
| • Health and Safety Policy                              |  |
| • Inclusion Policy                                      |  |

## PART B: CONTEXTUAL SAFEGUARDING FOR YOUNG PEOPLE

The school/college is aware that as young people grow more independent, they may face more risk from safeguarding threats from outside of the home, either from within the community, at school/college or from their own peer group. Protecting children from these external risks is known as contextual safeguarding. School safeguarding policies must therefore reflect the needs of young people in their own communities. (Please see the school's annex to this policy).

Schools/colleges act as a protective factor in children's lives. Children who do not attend can become *hidden*, which means that schools/colleges are less able to help and protect them. Children who do not attend school may be at further risk of not achieving their educational potential. This could include the following groups:

- Children not attending school nor on a school roll, including children who have been excluded both on a permanent or an informal basis and for whom no suitable alternative provision is arranged.
- Children who fall under the heading 'educated at home', but may not be receiving effective, efficient and suitable education or any education. This includes some children who may not be known to their local authority (LA) or any agencies.
- Children attending unregistered schools, sometimes under the guise of being electively home educated.
- Children in alternative provision that is of insufficient quality or is not provided for the required hours.
- Children without a school place in LAs in which the protocols are not working well enough for hard-to-place children.

### Children who run away/go missing





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Children who run away or go missing from home or care are vulnerable to criminal and/or sexual exploitation. If a school becomes aware of a child who is missing from home or care and that child has not been reported missing to the police they should so using 101. Running away may be an indicator of other problems and therefore referral to SPOC should be considered. Early intervention after the first episode may prevent a child being exploited.

### [Children who run away or go missing from home or care](#)

#### **Child Criminal Exploitation (CCE) – County Lines**

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

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

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

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

If you become aware of child or young person who may be at risk a referral should be made to SPOC.

### [Safeguarding children who may have been trafficked](#)

### [Criminal Exploitation of children and vulnerable adults: County Lines guidance](#)

#### **KCSIE 2022 states:**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos<sup>9</sup> can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

#### **Children at risk of Sexual Exploitation (CSE)**

Both Child Criminal Exploitation and Child sexual exploitation is a form of abuse that occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 in sexual or criminal activity a) in exchange for something the victim needs or wants, and/or b) for financial advantage or





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increased status of the perpetrator or facilitator. This abuse can occur with male or female, adults or children and can be a one-off event or a series. Criminal and sexual exploitation of females can present differently in girls to boys as well as potential indicators.

### **The three main types of child sexual exploitation:**

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology.

#### **Inappropriate relationships**

- Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

#### **Boyfriend/Girlfriend**

- Abuser grooms a victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

#### **Organised exploitation and trafficking**

- Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

#### **Indicators of child sexual exploitation may include:**

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school, college or work.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicious of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours. and
- Self-harm or significant changes in emotional well-being.

#### **Potential vulnerabilities**

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse.



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- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example).
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories).
- Sexual identity.

If a school becomes aware of child that may be being sexual exploited, they should refer to SPOC.

[Child sexual exploitation – DfE guidance](#)

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

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

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

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

These may indicate involvement or approach by criminal networks or gangs.

Schools/colleges need to be alert to the possibility of children and young people bringing weapons onto their site. There are various reasons why a young person may be carrying a weapon. These should be explored with the young person.

Under Croydon's weapons in schools protocol the police must be informed via 101 of any student found in possession or a weapon in school or any weapon that is found on the school site.

[Preventing youth violence and gang involvement](#)

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

Exposure to domestic abuse can have a significant impact on children's emotional development and mental health. The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition



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of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

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

### **Operation Encompass**

Croydon is part of the Operation Encompass service which operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children’s social care if they are concerned about a child’s welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website. (KCSIE 2022)

**National Domestic Abuse Helpline** - Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

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

Further advice and guidance can be obtained from the Family Justice Centre who can be contacted by phoning their helpline of 0208 688 0100 or by emailing [fjc@croydon.gov.uk](mailto:fjc@croydon.gov.uk)

**Additional advice** on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects • Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse.
- Domestic abuse: specialist sources of support - GOV.UK ([www.gov.uk](http://www.gov.uk)) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)

Specific guidance on adolescent to parent violence and abuse is published by the Home Office

[Adolescent to parent violence and abuse \(APVA\)](#)



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### **Prevention of Radicalisation and Extremism**

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

#### Promoting fundamental British values as part of SMSC in schools

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

#### The Prevent Duty

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

### **Risk indicators of vulnerable students**

#### **Indicators of an identity crisis include the following:**

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

#### **Indicators of a personal crisis include the following:**

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

#### **Indicators of vulnerability through personal circumstances include the following:**

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

#### **Indicators of vulnerability through unmet aspirations include the following:**

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life



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- Indicators of vulnerability through criminality
- Experiences of dealing with the police
- Involvement with criminal groups

### **Critical indicators include where the student is:**

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

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

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

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

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

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

*The DSL should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from their police schools officer (if they have one). the SPOC Professionals' Consultation Line. and/or Croydon's Prevent Co-ordinator (Haydar Muntadhar: email [haydar.muntadhar@croydon.gov.uk](mailto:haydar.muntadhar@croydon.gov.uk) tel. 0208 726 6000 (ext. 62070)*



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### **Mandatory reporting of Female Genital Mutilation (FGM)**

FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons and is illegal in the UK. FGM typically takes place between birth and around 15 years old. However, it is believed that the majority of cases happen between the ages of five and eight.

#### **Risk factors for FGM include:**

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

#### **Symptoms of FGM**

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

#### **Indications that FGM may have already taken place may include:**

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The school will follow the statutory guidance on FGM in order to safeguard girls who are at risk of FGM:

#### [Multi-agency statutory guidance on female genital mutilation](#)

Where a student makes a disclosure of FGM, the school/college will follow the mandatory reporting rules and make appropriate referrals to the police and SPOC using the SPOC Safeguarding Referral Form.

**So-called 'honour-based' abuse (HBA)** encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including **Female Genital Mutilation FGM** (mentioned above), forced marriage, and practices such as breast ironing.

**Breast Ironing** is practiced in some African countries, notably Cameroon. Girls aged between nine and 15 have hot pestles, stones or other implements rubbed on their developing breasts to stop them growing further. Breast Ironing is usually carried out by mothers or other women to protect girls from men. It is believed that the reason they carry out



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this procedure is to reduce the risk of sexual harassment, rape, kidnap and forced marriage. Indicators that Breast Ironing has been carried out are chest pains or other discomfort, changes in behaviour and fear of undressing.

If a school becomes aware of a child that may be at risk of a **forced marriage**, they should in the first instance to SPOC. If a child is at immediate risk they should contact the police.

Further advice on forced marriage can be obtained from the Foreign and Commonwealth Office's Forced Marriage Unit by phone 0207 008 0151 or emailing [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

### [Forced marriage - FCO Guidance](#)

All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the DSL as a matter of urgency.

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

### **Children Requiring Mental Health Support**

Schools play a key role in supporting the emotional health and well-being of students. In some cases, mental health can be an indicator of abuse and all provisions should have clear procedures on how to access the appropriate support for these children.

More information can be found in the [mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Children who have experienced abuse and Adverse Childhood Experience (ACEs) through traumatic events are likely to be impacted. Only appropriately trained professionals should make diagnosis. The Additional documents listed below may also assist in supporting children and young people. See [Rise Above](#) for links to all materials and lesson plans.

Guidance and policies relating to a range of topics can be found on the [CSCB website](#).

### **Online Safety**

As part of their duty to provide a safe learning environment and schools should ensure their students know how to remain safe online.

There is considerable risk to children online, but they can be categorised within these three areas as stated within KCSIE:

#### **content:**

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

#### **contact:**





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

### **conduct:**

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

### **commerce:**

- risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your students, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

The DfE published [Teaching Online Safety in Schools](#) identifying the importance of including reporting and acting on online safety concerns within the Child Protection Policy, school behaviour policy and bullying policy.

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system.

Students should be just as clear about what is expected of them online as offline. A recommended framework published by UK Council for Child Internet Safety (UKCCIS) supports the delivery of online safety. [Educated for a Connected World](#).

The school is aware that some students may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from Early Help Services, children's social care or other agencies in order to overcome problems or keep them safe.

Educating children and young people to stay safe online is crucial in the modern world. Other websites that can assist are.

[Be internet legends](#)

[Disrespect Nobody](#)

[PSHE Association](#)

[ThinkUKnow](#)

[Safer Internet centre](#)

[360 Safe Website](#) has a free online self-assessment tool for schools.

### **Remote Learning**

Where children are being asked to learn online at home the Department has provided advice to support schools and colleges do so safely: safeguarding in schools colleges and other providers and safeguarding and remote education. The NSPCC and PSHE Association also provide helpful advice:

NSPCC Learning - Undertaking remote teaching safely during school closures

PSHE - PSHE Association coronavirus hub Filters and monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit





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children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Governing bodies and proprietors should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring.

Support for schools when considering what to buy and how to buy it is available via the: schools' buying strategy with specific advice on procurement here: buying for schools.

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place, in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, broader guidance on cyber security including considerations for governors and trustees can be found at NCSC.GOV.UK. KCSIE 2022 P35

### **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include.

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- denial of Service (Dos or DDoS) attacks or 'booting'. Attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources. and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: [Cyber Choices](#), 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

### **Looked after and Previously Looked After Children and Care Leavers**



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The school recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

The school's designated teacher for LAC and care leavers has specialist knowledge of the issues faced by this cohort and for this reason, the designated safeguarding lead will consult with the designated teacher to seek advice whenever there are concerns about the welfare of a looked after or previously looked after child or care leaver.

The Virtual School Head is the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of a local authority's looked-after children, including those placed out-of-authority. More information about supporting children who are looked after in achieving their potential can be found in [Promoting the Education of Looked After Children](#).

### **Additional procedures**

*Schools should be aware of the new duty to promote the education of previously looked after children. These are defined as children who have left the care system as a result of adoption or special guardianship order. It is recognised that these children may face the same difficulties and have the same vulnerabilities as looked after children.*

*Schools should also consider the potential vulnerability of relevant children. These are children who under the Leaving Care Act are children who are aged 16-17 and who were but are no longer looked after.*

*Many looked after young people in Croydon who are aged 16 and 17 who remain looked after may be living in semi-independent accommodation and are particularly vulnerable to a wide range of safeguarding issues and it is imperative that the designated safeguarding lead links with the designated LAC teacher where safeguarding concerns are raised.*

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

Children being LGBT is not a safeguarding concern in itself but it is important to be aware that they can be targeted by others. This can increase the vulnerability of these children. It is important to consider helping LGBT children to identify a trusted adult who they can talk to as well as provide safe places within school to talk about their concerns.

LGBT inclusion is part of [Relationships Education and Relationships and Sex Education curriculum](#). There is a range of support available to help schools address homophobic, biphobic and transphobic bullying and abuse.

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

The school is aware that children with special education needs may be more vulnerable to harm and abuse and may be more likely to experience bullying.

They can face additional safeguarding challenges because.

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



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- there may be a higher risk of peer group isolation

School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help. Schools/colleges should identify students who might need more support to be kept safe or to keep themselves safe.

### **Privately Fostered Children**

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent but is a 'close relative' for 28 days or more. Schools have a legal duty to notify Croydon of any students they know to be private fostered. Designated safeguarding leads should refer to SPOC any private fostering arrangements that come to their notice.

### **Why are children in Private Foster Care?**

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents have moved away, but the child stays behind (e.g. to stay at the same school to finish exams)
- teenagers living separately from their own family
- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families

### **Are children in private foster care defined as 'Local after Children'?**

No. The term 'Looked after Children' means children who are looked after by the local authority. Privately fostered children are outside the care of the local authority. Schools should not therefore code children in private foster care as 'LAC'.

### **Children staying with host families (homestay)**

Some schools and colleges make arrangements for their students to have learning experiences by staying with a 'host family' who are not related. It can be part of a foreign exchange visit and known as 'homestay' arrangements. Appendix E of KCSIE 2020 has further definition around this. In some cases where the family is within the UK, this could amount to private fostering under the Children's Act 1989 (see above).

### **Young Carers**

If schools have concerns about a student they believe to be a young carer, they can contact the Young Carers Service on 0208 649 9339. Further details can be found on their website – [www.talkofftherecord.org](http://www.talkofftherecord.org)

### **Fabricated or Induced Illness**

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

### **Homelessness**



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

### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed and there are two [age appropriate guides](#) to support children.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### **Children who are missing from education (CME)**

Schools need to be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.

Attendance policies should state clearly who needs to be notified and what action should be taken and any relevant timescales. Parents should be asked to provide contact details for at least 2 or more people who can be contacted in the event that a child does not attend school. Schools should refer to Croydon's "Children missing from education" policy

### [Children Missing from Education and Student Off Rolling](#)

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:

- The Learning Access team must be notified of all decisions.
- If the child is already known to children's social care, their allocated social worker should be notified immediately.
- If the child is not known to children's social care, but the school has concerns about their welfare, the designated safeguarding lead should make a referral to children's social care via SPOC.

Further information for colleges providing education for a child of compulsory school age can be found in: [Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges](#).

### **Elective Home Education (EHE)**

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not



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the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Student Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

DfE guidance for local authorities on Elective home education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, schools should also be familiar with this guidance. *KCSIE 2022*

### **Opportunities to Teach Safeguarding**

The Governing body should ensure the school provide opportunities for children to learn about Safeguarding. General issues may be addressed through the broad and balance curriculum already in the school but key issues relevant to the school community and sensitive issues may be taught through Relationships Education (all Primary students) and Relationships and Sex Education (all secondary students) and health Education (for all students in state funded schools) which is compulsory from September 2020.

Schools are able to be flexible on how they teach this. DfE documents can be found [here](#).

The Department has produced a one-stop page for teachers on GOV.UK, which can be accessed here: [Teaching about relationships sex and health](#).

This includes teacher training modules on the RSHE topics and non-statutory implementation guidance. The following resources may also help schools and colleges understand and teach about safeguarding:

- DfE advice for schools: teaching online safety in schools.
- UK Council for Internet Safety (UKCIS) guidance: Education for a connected world.
- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people.
- The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors.
- National Crime Agency's CEOP education programme: Thinkuknow.
- KCSIE 2022

### **The Child's Wishes**

The best interest of the child should always be at the heart of any decision-making process around safeguarding. The Governing Body, school or college leaders should always make sure the child's wishes and feelings are taken into account when decisions for support are made, and actions taken.



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### Other relevant safeguarding GUIDANCE

*Additional guidance, policies and procedures:*

[CSCB local policies and procedures](#)

[CSCB Safeguarding in Education Toolkit](#)

[DfE Alternative Provision guidance](#)

[DfE School Attendance guidance](#)

[DfE School Attendance Parental Responsibility Measures guidance](#)

[DfE Behaviour and Discipline in Schools guidance](#)

[DfE Preventing and Tackling Bullying guidance](#)

[DfE Children Missing Education guidance](#)

[DfE Best Practice Advice for School Complaints Procedures](#)

[DfE and ACPO Drug Advice for School guidance](#)

[DfE Advice for Schools on Equality Act 2010](#)

[DfE Exclusion from maintained schools, academies and PRUs in England](#)

[DfE Supporting students at school with medical conditions](#)

[DfE Guidance on First Aid for Schools](#)

[DfE Mental health and behaviour in schools](#)

[DfE Use of reasonable force guidance](#)

[DfE Promoting fundamental British values as part of SMSC in Schools](#)

[DfE The Prevent Duty – Advice for Schools](#)

[DfE Sexual violence and sexual harassment between children in schools and colleges](#)

[DfE Children who run away or go missing from home or care](#)

[Child sexual exploitation – DfE guidance](#)

[Preventing youth violence and gang involvement](#)

[Safeguarding children who may have been trafficked](#)

[Criminal Exploitation of children and vulnerable adults: County Lines guidance](#)

[Preventing and tackling Bullying](#)

[Promoting children and young people's emotional health and wellbeing](#)

[Rise Above](#)

[Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, parents and carers](#)

[Domestic Abuse: Various information/Guidance](#)

[Faith Based Abuse](#)

[Relationship Abuse: disrespect nobody](#)

[Homelessness: how local authorities should exercise their functions](#)

[Private Fostering](#)

[Upskirting: know your rights](#)

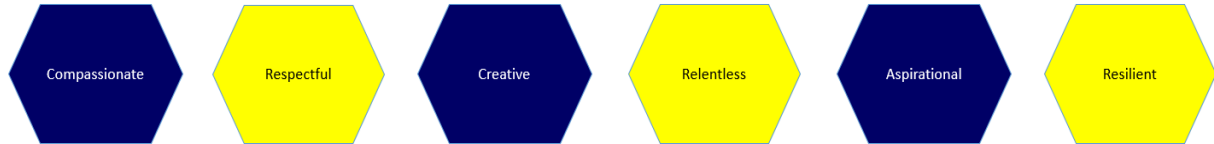


## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

We want all at SHS to believe in and maintain the values of our school:







## **APPENDIX 1:**

### **CHILD PROTECTION; DEFINITIONS AND INDICATORS**

#### **Definitions**

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, CSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

**Neglect:** failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

**Physical abuse:** causing physical harm or injury to a child.

**Sexual abuse:** involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

**Emotional abuse:** failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

#### **Possible indicators of abuse and neglect**

<b>Neglect</b>	<ul style="list-style-type: none"><li>• Inadequate or inappropriate clothing</li><li>• Appears underweight and unwell and seems constantly hungry</li><li>• Failure to thrive physically and appears tired and listless</li><li>• Dirty or unhygienic appearance</li><li>• Frequent unexplained absences from school</li><li>• Lack of parental supervision</li></ul>
<b>Physical abuse</b>	<ul style="list-style-type: none"><li>• Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury</li><li>• Injuries in unexpected places or that are not typical of normal childhood injuries or accidents</li><li>• High frequency of injuries</li><li>• Parents seem unconcerned or fail to seek adequate medical treatment</li></ul>
<b>Sexual abuse</b>	<ul style="list-style-type: none"><li>• Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development</li><li>• Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend</li><li>• Continual, inappropriate or excessive masturbation</li><li>• Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy</li><li>• Unwillingness to undress for sports</li></ul>
<b>Emotional abuse</b>	<ul style="list-style-type: none"><li>• Developmental delay</li><li>• Attachment difficulties with parents and others</li><li>• Withdrawal and low self-esteem</li></ul>





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<b>Indirect indicators of abuse and neglect</b>	<ul style="list-style-type: none"><li>• Sudden changes in behaviour</li><li>• Withdrawal and low self-esteem</li><li>• Eating disorders</li><li>• Aggressive behaviour towards others</li><li>• Sudden unexplained absences from school</li><li>• Drug/alcohol misuse</li><li>• Running away/going missing</li></ul>
<b>Parental attributes</b>	<ul style="list-style-type: none"><li>• Misusing drugs and/or alcohol</li><li>• Physical/mental health or learning difficulties</li><li>• Domestic violence</li><li>• Avoiding contact with school and other professionals</li></ul>



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## APPENDIX 2: SAFER WORKING PRACTICE

### **Conduct and safe teaching practice**

- The school expects staff and volunteers to set a good example to students through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- The Principal will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school/college expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Governors will have their own separate code of conduct. This is a responsibility of the governing board or trust.
- Staff will be expected to follow the school's safety and social media policy in terms of their use of social media, particularly in relation to professional standards and relationships with students and/or their families. All staff and volunteers will sign an acceptable use agreement before being given access to the school/college computer system.

### **Power and Position of Trust**

- A relation of trust is one in which one party is in a position of power or influence over the other by virtue of their work or nature of their activity
- A relationship between an adult and a child cannot be a relationship between equals
- There is potential for exploitation and harm of vulnerable young people
- Adults must always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others

The duty to promote and safeguard the welfare of children is in part achieved by safer working practice:

- Physical contact should be in response to children's needs at the time, of limited duration and appropriate given their age, stage of development, gender and background.
- Well intentioned physical contact can be misconstrued by the child, an observer or the parent/carer. Always maintain professional boundaries and avoid behaviour that can be misinterpreted by others. If you believe your actions may be misinterpreted record the incident and circumstances and give to the Designated Safeguarding Lead.
- Recognise that special caution is required when you are discussing sensitive issues with children.
- Operate within the school's principles and guidance and any specific procedures
- Be aware of the vulnerable students and keep updated on current issues through reading staff meeting/briefing minutes and the staff bulletin.
- In one to one situations with a child ensure, where possible, there is visible access (i.e. un-obscured door panel or window), an open door and report any incidents of a child being distressed or angry to the Designated Safeguarding Lead.
- Be wary of any form of communication with a child which could be interpreted as sexually suggestive or provocative. Do not discuss your own or others sexual relationships with or in the presence of students.
- Do not engage in sexual activity with a young person (even if they are over 18) you have met through your duties within the school, this would be an abuse of trust.
- Do not; invite a student to your home or arrange to see them outside set school hours; give out personal contact details or contact them unnecessarily outside of school hours; give students gifts personally (any appropriate gifts such as token birthday gifts should come from the organisation); accept gifts from students unless they are small token gifts appropriate to a celebration; lend or borrow any money or property without permission from a senior member of staff.



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- Staff must not have any students or any ex-students under the age of 18 as friends on their social networking sites. Staff are advised not to have any online friendships with any young people under the age of 18, unless they are family members or close family friends. Staff are advised not to have online friendships with parents or carers of students, or members of the governing body/trustees. Where such on line friendships exist, staff must ensure that appropriate professional boundaries are maintained.
- Dress appropriately and professionally in the presence of students.
- Do not take a chance when common sense, policy or practice suggests another more prudent approach and believe 'it could never happen to me'
- All staff to let Reception know if visitors are expected and where the proposed meeting will be taking place. Best practice would be to email or ensure that the Office is informed and it has been published on the staff bulletin.
- Staff to be responsible for their visitors at all times, they should come to Reception (where the visitor will have signed in) to meet them and escort them back to Reception for signing out once they have finished. On no account should visitors be allowed to be in the school unaccompanied or left in the care of students.
- Experienced staff should give guidance and support to inexperienced staff, as well as modelling professional behaviour. Staff relationships are based on mutual respect and it is everyone's responsibility to ensure a positive working environment.
- Contact with Parents / Carers will only be made to those named on the students' details (S61/SIMs etc) if any other adult requests information regarding a student, staff are to neither confirm nor deny that a student is on our roll. The named parent / carer will be contacted and asked to provide written confirmation allowing access.
- All Shirley High School Staff must wear Shirley High School Identification badges and ensure they are visible at all times. Visitors will sign in at Reception and be issued with visitors' lanyards along with Child Protection information.
- Staff are not permitted to leave students in the reception area. Doing so could jeopardise the confidentiality of information shared in reception either in person or by phone.
- All visitors to school must comply with ID requests as appropriate and give their vehicle registration number when they sign in.

### **Music tuition**

*It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.*

*Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:*

- *ensure they behave in an appropriate manner and maintain professional boundaries at all times*
- *only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for a long as needed*
- *make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why*
- *ask the child's permission first and respect their wishes*
- *report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken*
- *never travel alone with children in a car*
- *seek permission from parents before contacting children by mobile phone, for instance to rearrange a lesson or rehearsal, and use home telephone contacts wherever practicable.*



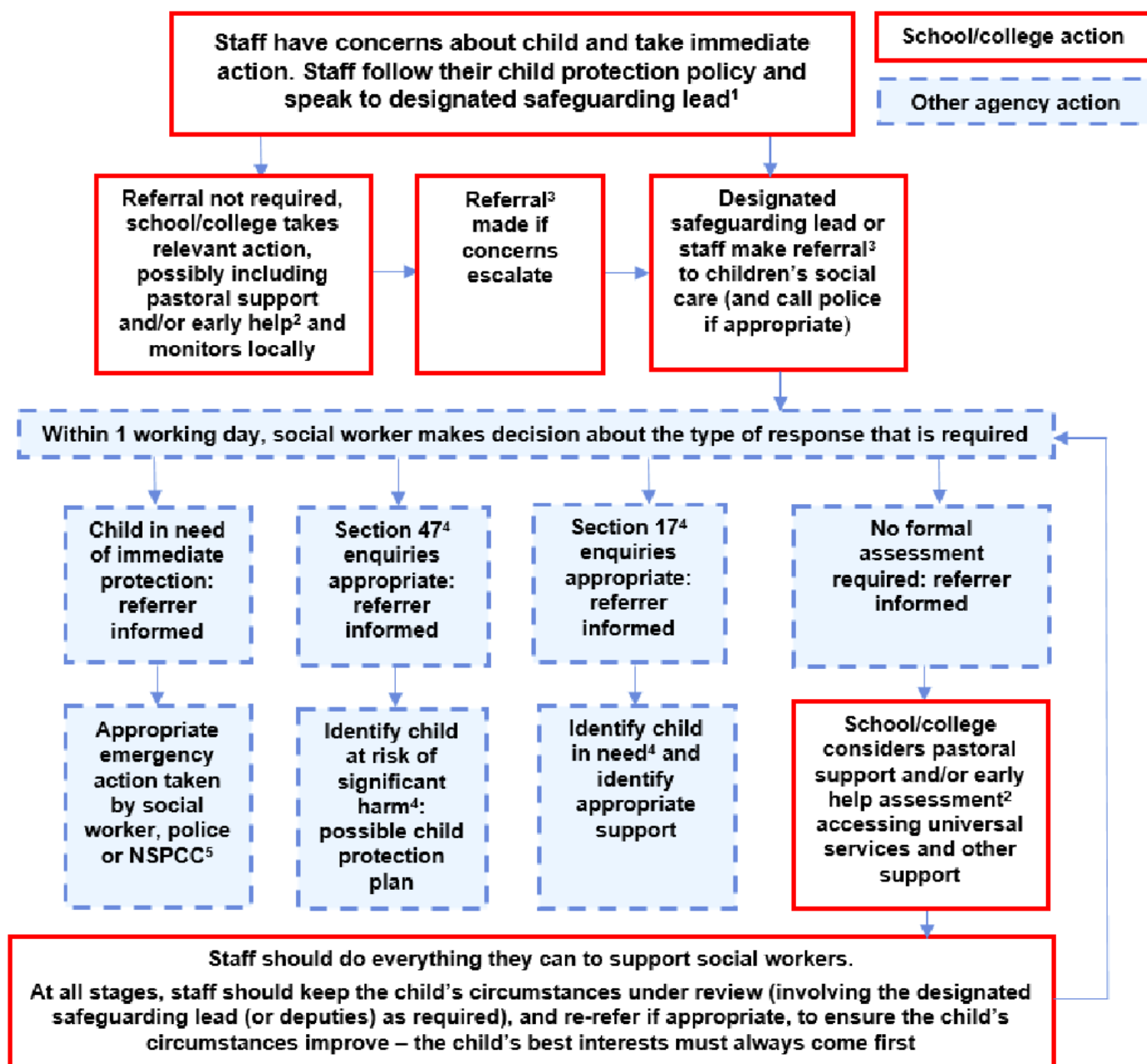
*The school should:*

- *carry out a risk assessment around providing music tuition. This should include:*
- *providing rooms/spaces that are adequately safe and open locations where the teacher can be easily observed by others, for example a door with glass in it*
  - *passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly*
- *let parents known when they arrange tuition what level of physical contact may take place as part of the activity*
- *record any reported incidents or issues and deal with these within the framework of the school's own policies*
- *make sure music tutors are aware of the school's safeguarding and staff conduct policies prior to starting.*



### APPENDIX 3

#### Actions where there are concerns about a child (P22 KCSIE Sept 2022)





## APPENDIX 4: SCHOOL SINGLE CENTRAL RECORD/REGISTER (SCR)

### Please note:

- Checks carried out on volunteers, maintained school governors and local governors in an academy trust do not need to be recorded on the SCR under the latest version of Keeping Children Safe in Education (KCSIE), **but it is recommend including them**
- KCSIE does not say specifically that contractors must be on the SCR, but it does say all staff who work at the school must be included, including supply staff, so it's best to include contractors too

### Important notes

This record should indicate what checks have been taken out for the following:

- For schools, all staff, including supply staff and teacher trainees on salaried routes, who work in school and others who work in regular contact children in school, including volunteers and governors
- For independent schools, including academies and free schools as above plus all members of the proprietorial body and involved in the management of the school
- For colleges, all staff providing education and/or whose positions involve a relevant activity

### Agency staff

Please give details of confirmation of checks that have been carried out by the supplying agency.

### Volunteers

- Unsupervised volunteers should not be left alone or allowed to work in regulated activity.
- For new volunteers in regulated activity who regularly teach children unsupervised an enhanced DBS is needed with a barred list check.
- For new volunteers not in regulated activity, schools should obtain an enhanced DBS certificate.
- Existing volunteers who provide personal care, the school should consider obtaining an enhanced DBS.
- Existing volunteers who are unsupervised do not need to have a DBS check with a barred list check because the volunteer should have been checked originally.
- For existing volunteers not in regulated activity there is no requirement for an enhanced DBS check (a school can request one but may not request a check of the barred list).
- For a volunteer not engaging in regulated activity a risk assessment should be made and a professional judgement made about the need for an enhanced DBS check.
- Supervision of volunteers – there must be supervision by a person in regulated activity, where supervision occurs, this must be regular and day to day and the supervision must be reasonable in all the circumstances to ensure the protection of children.

### Regulated activity

Regulated activity (see p171 for definition) – the period condition is at any time on more than three days in any period of 30 days. 'Frequently' is doing something once a week or more. Work of the nature defined is considered regulated activity if done regularly. where this is the case an enhanced DBS check is needed with a barred list check.

### Contractors

Contractors or employees of contractors working at the school should have the appropriate level of DBS check if a check is required, eg if the contractor is carrying out teaching or providing a level of care or supervision of children regularly.

### Documents and certificates

Please give details of any documentary evidence obtained as part of each check. Please note that there is no requirement to list DBS numbers. Also, to comply with the Data Protection, DBS certificates should not be retailed



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any longer than six months. Other documents to verify identity, right to work in the UK etc, should be kept in personnel files.



**Model Single Central Record/Register Document**

Name	Date of service	Address	DOB	Evidence of identity:  (Initials of person carrying out check and date of check)	Barred list check (date and initials of person carrying out check)	Enhanced DBS check (date and initials of person carrying out check)	Prohibition from teaching check (date and initials of person carrying out check)	Section 128 check (date and initials of person carrying out check)	Further checks on persons who have worked outside the UK (date and initials of person carrying out check)	Checks on professional qualifications/  Certificates obtained (date and initials of person carrying out check)	Checks on right to work in the UK/documents obtained (date and initials of person carrying out check)



**Key:**

*Use this to confirm full names when initials have been used*

It is recommended to have this document in Excel, separate tabs can be created and separate spreadsheets completed for the various roles within school:

Teaching staff, Support staff including office staff and site staff, Supply Staff, Volunteers, Governing board, contractors



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