



Rutherford School Safeguarding Policy

October 2023

*Copies of all of our policies can be found in the school office, and
online at www.rutherfordschool.org.uk*

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Key Personnel

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Head of School: Suzanna Bance
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Designated Safeguarding Lead: Catherine Halford (Teaching & Learning Lead, Wellbeing Specialist Teacher)
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Safeguarding Governor: TBC
Email:

London Borough of Croydon

Local Authority Designated Officer (Senior LADO): Steve Hall

Email: lado@croydon.gov.uk
steve.hall@croydon.gov.uk

Tel: 0208 255 2889 **Mob:** 07825 830328

LADO: Jane Parr

Email: jane.parr@croydon.gov.uk

Tel: 0208 726 6000 (Ext. 84343) **Mob:** 07985 590505

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

Manager: Jonathan Lung (Service Leader, Children & Families))

Email: Jonathan.Lung@croydon.gov.uk

Croydon Safeguarding Children Board (CSCB)

Website: croydonlcsb.org.uk

Safeguarding Learning & Development

Email: safeguardingchildrenboard@croydon.gov.uk

Tel: 0208 604 7275

Policy Statement – Purposes and Aims of this Policy

Safeguarding means to proactively seek to involve the whole organisation in keeping students and other young people safe and promoting their welfare. Child and adult protection is a central part of safeguarding and promoting welfare; it is the process of protecting individuals identified as either suffering- or being at risk of suffering- significant harm as a result of abuse or neglect. (Children Act 1989 – s47)

All people have the potential to abuse, or to be abused, and this occurs in all races, cultures and social classes. It is important to consider that someone who abuses a child or young person could be a member of their immediate or extended family, a friend, a neighbour, a stranger, a member of staff, a carer or a fellow peer. It is therefore essential that staff remain professional and non-judgemental when issues arise.

Rutherford School is committed to safeguarding and promoting the wellbeing of its students. This policy applies to all staff, volunteers, and students on work experience placements, visiting professionals, school governors and Garwood Foundation trustees working in the school. Parents and essential care givers are made aware of the policy. We follow stringent recruitment practices. This enables us to provide a safe environment in which poor performance and unsafe practices are challenged.

Rutherford School recognises that all staff, school governors and nominated trustees have a full and active part to play in protecting our students from harm, and that the students' wellbeing is of over-riding importance. We believe that our school provides a safe, caring, positive and stimulating environment which promotes the physiological, psychological and spiritual development of the individual student.

Rutherford School recognises its duty of care under the Education Act 2011, Section 175, the UN Convention on the Rights of the Child, Children Acts 2004, Working together to Safeguard Children 2020, Keeping Children Safe in Education 2022,

Sexual Offences Act 2003, Children and Social Work Act 2017 and Safeguarding Vulnerable Groups Act 2006. Using these acts for guidance, the school ensures that functions are carried out with a view to safeguarding and promoting the welfare of all its students. The procedures contained within this policy ensure that the appropriate action is taken immediately where there is any allegation of abuse, or if there are any concerns about the treatment of a student by a member of staff, another student, a family member or a carer.

Rutherford School is aware that as our students reach 18, they become vulnerable adults, and therefore will continue to require safeguarding measures. The school is aware of the need to safeguard vulnerable adults, be they students or staff, and are aware of the extra categories of abuse to which they may be vulnerable.

Overall Procedures

- a) The Rutherford School Safeguarding Policy will be reviewed annually (or more frequently if necessary changes are identified) by the Designated Safeguarding Leads (DSL's) in conjunction with the Head of School, and ratified by the School governors and trustees.
- b) All Rutherford School staff are required to read and sign the Safeguarding policy. This is also part of the induction procedure for new staff. Whenever the policy is updated, the Designated Safeguarding officers will be responsible for ensuring that all staff are made aware of any changes.
- c) All staff and volunteers, will be provided with annual mandatory training or refresher training.
- d) Visiting professionals will be required to bring photographic ID and a copy of their latest DBS certificate. These will be copied and kept in the school office.
- e) Visiting contractors will be encouraged to come to the school when students are not present. If this is not possible, they will be supervised by a member of staff at all times.
- f) To ensure confidentiality, relevant information regarding abuse, or suspected abuse, will be shared on a 'need to know' basis.
- g) Safeguarding referral documents, including a 'Safeguarding Concern Referral Sheet', 'Body Maps', 'Confidential record of telephone conversations', and 'Low level concern reporting form' are stored digitally on the shared drive, and are also available as paper copies in a pigeon hole outside the Safeguarding and SLT office.
- h) At Rutherford School, we work to foster a culture of awareness around safeguarding, and remind staff that safeguarding issues can and do happen at every school. As such, we regularly remind staff, through training and updates, of the importance of vigilance and rapid referrals to the Safeguarding Officers, where there are concerns.
- i) As of September 2022, safeguarding concerns and all relevant documentation are stored digitally in a confidential SLT Sharepoint file, accessible via our Office 365 system, which only the Designated Safeguarding Lead, Deputy Safeguarding Lead, and Head of School can access.

- j) There is a locked filing cabinet in the Safeguarding and SLT office containing archived files for all students for whom there have been any safeguarding concerns, prior to September 2022, even if these have subsequently been found not to be substantiated. This filing cabinet can only be accessed by the Designated Safeguarding Leads or the Head of School. The DSL's are responsible for ensuring that this procedure is followed.
- k) All student medical and safeguarding notes **must** be kept until the documents are 25 years old.
- l) If there are any concerns or allegations made about a member of staff, whether or not these are substantiated, a second file with details of this will be kept in the Head of School's office. A red dot will be placed on that member of staff's personnel file to indicate that there is a safeguarding file for that member of staff.

Students transferring to and from other provisions – Management of Information

In line with KCSIE 2022, the transferral of safeguarding information needs to be completed within 5 days of students arriving or leaving Rutherford School.

When a child transitions from Rutherford School to a new educational provision, the master file is passed to the designated safeguarding lead 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.

When a young person transfers to the provision at Rutherford School, the safeguarding team will make contact with the current or previous setting ahead of time, in order to arrange the transferral of any safeguarding information over to our provision. Designated Leads at Rutherford and at the current/previous setting will discuss whether there is a need to share any key information about the young person ahead of time, so as to provide context and to assist with the planning of appropriate support. When receiving safeguarding information, Designated Leads will seek to ensure that the information is transferred securely and confirmation of receipt given.

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.

PART 1 Safeguarding Information for ALL Staff

Induction and training

The Head of School will ensure that all staff are fully inducted, are made aware of the following policies of Rutherford School and that staff are fully aware of their role in implementing these:

- Safeguarding and child protection policy and procedures
- Behaviour policy
- Staff code of conduct
- Children missing from education policy.

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 designated safeguarding lead will ensure that all staff are fully inducted with regard to Rutherford School child protection procedures and that they receive safeguarding and child protection training on an annual basis.

The Head of School will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.

School 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 deputy will receive specific training on their role on their role and other relevant multi-agency training courses.

Rutherford staff will also receive training on Early Help and the SPOC safeguarding referral process as part of their safeguarding training.

Rutherford 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.

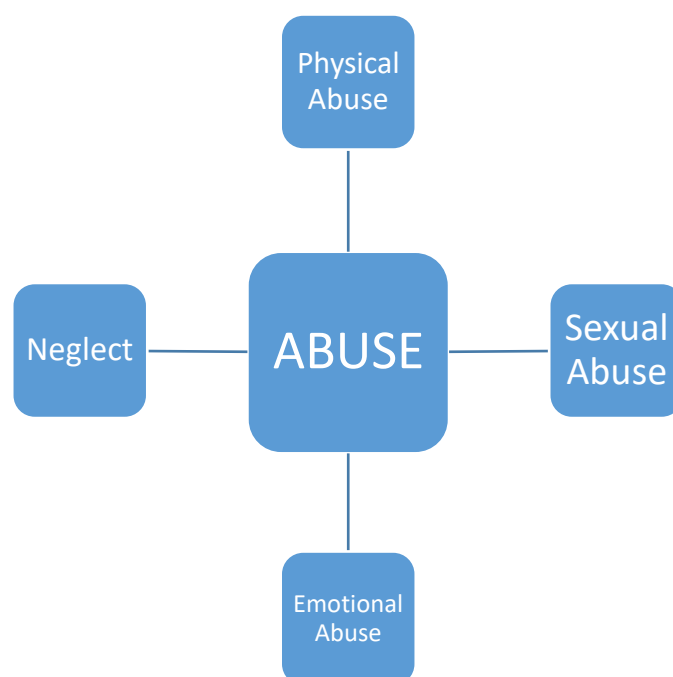
Safeguarding children

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 possible outcomes

Child Protection Definitions and Indicators



Categories of Concern

a) Physical Abuse

Deliberate or intended injury to a child or young person e.g.

- Hitting, shaking, throwing, burning, scalding, drowning, suffocating, poisoning, deliberate medication overdose
- Deliberate inducement of an illness
- Adult non-compliance of prescribed medication (PMLD students are totally dependent on their care givers)
- Female Genital Mutilation (FGM)

b) Neglect

The persistent or severe neglect of a student's physical and/or psychological needs, which results in significant impairment of the child or young person's health and wellbeing and impacts on the student's growth and development. Possible failure to thrive for non-medical reasons.

- Failure to:
 - Provide adequate food, shelter (including abandonment)
 - Provide clothing appropriate to the weather conditions
 - Protect from physical harm or danger
 - Provide basic emotional needs
 - Ensure adequate supervision
 - Ensure a safe environment
 - Ensure access to appropriate medical care.

c) Sexual Abuse

Actual or likely sexual exploitation e.g.

- Use of force or enticement to take part in sexual activity, either penetrative (e.g .rape, oral or anal sex) or non-penetrative (whether or not the student is aware of what is happening)
- Involvement in non-contact activities, such as looking at, or in the production of, pornographic material or abusive images.
- Allowing students to watch sexual activities.
- Any sexual activity with a PMLD student of any age.
- Female Genital Mutilation

d) Emotional Abuse

Persistent or severe emotional ill treatment or rejection which adversely affects the student's emotional and behavioural development e.g.

- Use of repeated language to make a student feel worthless, unloved, inadequate and undervalued.
- Overprotection, limiting exploration and developing full learning potential, preventing social interaction or imposing inappropriate expectations.
- Age or developmentally inappropriate expectations being imposed on students.
- Causing a child or young person to feel frightened, anxious, threatened or in danger by the witnessing of violence towards another person (adult or child), or ill-treatment of others.
- Bullying

N.B. Please note this list is not exhaustive.

Recognition of possible abuse

We recognise that because of the day-to-day contact with students, school staff are well placed to observe a significant change in a student's behaviour.

School staff should be aware that students may exhibit any of the following **with or without** abuse having occurred, for example:

a) Verbal Communication (most likely from parents or carers)

- Explanation inconsistent with injury
- Several different explanations for injury
- Reluctance to give information about an injury

b) Non-Verbal Signs

- Non accidental injury, bruising or marks
- A sudden change in behaviour – aggression, introversion, extroversion, becomes withdrawn, depression
- Anxiety
- Irritability

- Untreated health/dental issues
- Recurrent/untreated infections of the skins (particularly genital and anal area), oral cavity, or head lice
- Fearful when adult approaches
- Frequent absence from school or repeated lateness

NB: This list is not exhaustive.

Domestic abuse

This is typically an incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse by someone who is, or has been, an intimate partner or family member.

Rutherford School recognises that children and young people are considered to be victims of domestic abuse if there are such incidents occurring in the home, whether or not the child or young person is the direct target of that behaviour. We recognize that witnessing domestic abuse can be a traumatic and distressing experience for our students.

Discriminatory abuse

This includes some forms of harassment, slurs or similar unfair treatment relating to race, gender and gender identity, age, disability, sexual orientation, or religion.

Financial abuse

This could involve the theft of money or other valuables, or it might be someone who is appointed to look after a student's money using the money inappropriately.

Child on child abuse

Keeping Children Safe in Education, 2016 states that '*Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with*'. The KCSIE document 2022 reclassifies 'peer on peer abuse' as 'child on child abuse'.

Child on child abuse is unlikely to occur within our school setting due to the complex needs of our students however all staff need to be mindful that it may occur in the future as our cohort of students may change and the policy will be updated to reflect this as and when required.

We are committed to ensure that any form of child on child abuse or harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and well-being.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation, etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

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

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Radicalisation Prevent Strategy

This is written with reference to the Prevent Strategy document published by HM Government in June 2011.

- The staff at Rutherford School fully support the aim and ideals of the Prevent Strategy and will seek to ensure that any guidelines are followed.
- While it is unlikely that any of our students would be directly radicalised, it is possible that this could happen to their siblings or parents, so there would be an indirect effect on the student.
- Due to our close working relationships with our parents and families, the staff at Rutherford school are ideally placed to notice if there seems to be any change in parents' beliefs and behaviours.
- It would be difficult but not impossible for our students to be taken out of the country for a prolonged period of time without co-operation from healthcare professionals. However, it is possible that to avoid detection, parents would seek to do this; in this scenario, our students would also be at risk of their health needs not being met, particularly if the country to which they are travelling does not have such an advanced healthcare system as our own.

Prevention Strategies

- Regular staff/parent liaison, through formal means such as school reviews and clinics, and through informal means such as coffee mornings, school productions etc.
- If at any time a member of staff suspects that a parent or sibling is becoming radicalised, this must be reported to the Safeguarding Officers.
- The Safeguarding Officer will speak to the social services safeguarding department of the relevant local authority for advice.
- All staff to attend regular Prevent training.

So-called ‘honour-based’ abuse (HBA)

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)**, forced marriage and practises such as breast ironing.

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genital organs. FGM is a form of physical, sexual and emotional abuse, with long lasting harmful consequences. It is illegal in the UK.

Staff must be made aware of FGM and its impacts, as part of the school’s regular Safeguarding Training programme.

Section 5B of the FGM Act 2003 places a statutory duty upon school staff along with regulated health and social care professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

Staff **MUST** personally report to the police cases where they discover or suspect that an act of FGM is planned, or appears to have been carried out. Staff must also report such concerns to the DSLs.

Possible increased risk factors

A student could be more at risk of FGM in the following circumstances:

- When girls are between the ages of infancy and 15 years old, particularly before a girl reaches puberty.
- Many communities practise FGM, but those at particular risk in the UK originate from; Somalia, Egypt, Sudan, Sierra Leone, Gambia, Ethiopia and Eritrea. This list is not exhaustive.

Possible signs of planned FGM

Staff should be vigilant to signs of planned FGM and must report them immediately to the police, and then the DSL.

- Disclosures – where family members, siblings etc have had FGM performed on them, this increases the likelihood of students becoming victims of FGM
- If family members, carers, escorts etc disclose to staff members that they are travelling to another country for a prolonged period of time, or disclose that the student is about to undergo a medical procedure but providing no details as to the nature of the procedure, this could be a sign that FGM is planned.

Breast ironing

Breast ironing is practised 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 from 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 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 being undressed/personal care.

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.

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.

Increased Vulnerabilities

Students with PMLD

Rutherford School recognizes that our children and young people are more vulnerable to all types of abuse, because of the very nature of their complex physical, cognitive and medical disabilities. Our students are not able to clearly verbalise their experiences, or may not even be able to recognize abuse when it occurs.

Our DSL and Safeguarding Team therefore constantly strive to educate staff about potential safeguarding risks and indicators, so as to retain a culture of vigilance and an attitude of 'it could happen here'.

Young Carers – siblings and family members

Rutherford School recognises that there may be situations where students' siblings or other family members may find themselves in the situation of being a young carer, either to the family member with a disability, or other family members. If as a school we become aware of such a situation, staff can signpost the family to contact the Young Carers Service on 0208 649 9339, for support and guidance. Further details can be found on their website – www.talkofftherecord.org

Homelessness

Being homeless, or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being evicted from a property. The Homelessness Reduction Act 2017 places a legal duty on English councils so that everyone who is 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.

Poverty

In the UK, an estimated 14.5 million people are living in poverty, which represents 22% of the population. Of these, 4.3 million are children. According to the Joseph Rowntree Foundation (2022), for the last 25 years, children have been the demographic most affected by poverty. [Tackling Child Poverty 2023 | IGPP](#)

Rutherford School recognizes the potential impact of poverty and the cost of the living crisis on families and students. Poverty can impact every aspect of a child or young person's life, including the resources and opportunities they have access to. It can also impact a family's ability to meet even the most basic of needs for a child, including food, clothing, and home utility bills. It must be made clear that a child living in poverty does not necessarily constitute neglect in itself, however it does increase the chance that neglect could occur.

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 (www.nicco.org.uk) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Children absent from education, and children missing from education

KCSIE 2023 sets out the difference between ‘absent from education’ and ‘missing from education’. A child ‘absent from education’ is defined as a child who is on a school roll, but is not attending school. A child ‘missing from education’ is defined as a child who is either not registered at a school or else not receiving suitable education in place of a school setting.

Rutherford School acts 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
- 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 go missing

Children who go missing from home or care are vulnerable to criminal and/or sexual exploitation. Our cohort’s high level of dependency and complex medical needs mean that in the case of a child going missing (taken by an adult – family member or carer) they are extremely vulnerable and more likely to come to harm. If Rutherford 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 immediately do so, using 101.

Support for Students

We recognise that students, including those who are abused or witness violence, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure and predictable element in the lives of students at risk. Any behaviour out of the normal context for the specific student should be noted e.g. the student may be challenging or they may be withdrawn. The school endeavours to support the student through;

- The content of the wellbeing curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable students in the school.

- Liaison with other agencies that support the student such as social services, students and adolescent mental health service, education welfare service and educational psychology service.
- Ensuring that when a student on the child protection register leaves, this information is relayed to the new school immediately in writing (transfer of information for leaving and arriving students must be within 5 days) and copied to the student's social worker. Those with parental responsibility would be informed of the transfer of information.

Early help cases

KCSIE 2022 places a new focus on early intervention, now defined as 'early help assessment'. This focuses on record keeping around low level concerns, and a closer focus on early intervention during safeguarding training.

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. Please note that due to the complex needs of our cohort, some of the following may be less likely to affect students at Rutherford, however for information and awareness, we include them all on this policy:

- children with disabilities and additional needs, including those with special educational needs
- young carers
- if the child has a mental health need;
- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
- children who frequently go missing from home, school or care;
- children who are misusing drugs or alcohol;
- children at risk of exploitation through modern slavery and trafficking;
- children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
- children who have returned home from care;
- children who show early signs of abuse or neglect, including where there are concerns about the cumulative effect of low level neglect;
- children at risk of radicalisation or exploitation;
- is at risk of honour based abuse such as Female Genital Mutilation or forced marriage;
- is persistently absent from education;
- privately fostered children.

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

If the child requires an early help service from another agency, Rutherford 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, Rutherford School will work as part of the Team Around the Child (TAC) 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 Rutherford School believes that this is not the case, consideration should be given making a referral for a statutory social work service.

Referral to social care

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the designated safeguarding lead or their deputy are most likely to have the most complete safeguarding overview. Following consultation the designated safeguarding lead 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 concern 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 Rutherford 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/discussion 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).

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.

At Rutherford School, our cohort of students have significant health needs and as a result, will be known to social services as a 'child in need'. This means they will have extra support from social services, even if they don't necessarily have a named social worker.

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.

Child protection procedures

Role of school

Rutherford School will work to the following policy documents in order to support the protection of pupils 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 (DfE2015) · 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, Rutherford School will:

- identify those pupils 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.

Recognition

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 pupil are reported to the designated safeguarding lead.

Staff should refer to Part 1, Child Protection Definitions and Indicators for specific indicators that may suggest a pupil may be at risk of suffering significant harm.

Any concerns held by staff should be discussed in the first instance with the designated safeguarding lead 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 recorded according to Rutherford School procedures (see section below, Records).

Records

Where concerns are noted, staff members should complete the relevant safeguarding referral form without delay. Rutherford Safeguarding forms include the following:

- Safeguarding Concern Referral Form
- Body Maps
- Confidential Telephone Conversation Recording sheet

Once completed, signed and dated, staff should hand the form/s to the DSOs, or Head of School. These concerns will then be dealt with as priority.

All forms and documentation, as well as emails relating to the matter should be scanned and uploaded, and saved digitally on our confidential Safeguarding file, which is accessed only by the DSOs and Head of School. Safeguarding monitoring records and Child protection records relating to pupils are highly confidential and are separate to the pupil's education records. These records are securely held within Rutherford School.

The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.

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 Rutherford School;
- whether any follow-up action was taken;
- how and why decisions were made.

-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.

The Safeguarding Referral forms must 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.

Dealing with disclosures

Although the nature of our students' complex needs means that direct disclosure is unlikely, all staff should know what to do if someone in the school community (i.e; parents, carers, family members, family friends, bus drivers and escorts) discloses information about the abuse, exploitation or neglect of a student. Staff should know how to manage the disclosure to maintain an appropriate level of confidentiality.

All staff should be able to reassure the person disclosing the information that they are being taken seriously and that they will be supported and kept safe. A person should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a person ever be made to feel ashamed for making a report.

If a member of the school community discloses to a member of staff that a student is being abused, the member of staff should;

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

DO NOT DELAY

- Tell the Designated Safeguarding Lead as soon as you can – it may be necessary to interrupt a lesson or a meeting to do this – do not leave notes in the Designated Safeguarding Lead's pigeon hole or complete a Safeguarding Referral Form without telling them as they may not get check emails or the pigeon hole 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 pupil;
- The Designated Safeguarding Lead may consult the SPOC.

Make Written Notes

- At the earliest opportunity make a written record of your concerns. 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 Designated Safeguarding Lead as soon as possible.

Referral

Where possible, a decision on whether or not to refer a pupil to SPOC should be made by the designated safeguarding lead 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 designated safeguarding lead should be informed as soon as possible.

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 designated safeguarding lead 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 Rutherford 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.

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

The designated safeguarding lead will liaise with children's social care to ensure that all relevant information held by Rutherford School is provided to children's social care during the course of any child protection investigation.

The designated safeguarding lead will ensure that Rutherford School is represented at child protection case conferences and core group meetings:

- where possible, a member of staff who knows the child best, such as a class teacher or head of year will be nominated to attend
- failing that, the designated safeguarding lead or their deputy will attend
- if no-one from Rutherford School can attend, the designated safeguarding lead will ensure that a report is made available to the conference or meeting.

Monitoring

Where a pupil is the subject of a child protection plan and Rutherford School has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead;
- all information will be recorded on the child protection monitoring/incident form shown at appendix 2 or similar, prior to each conference and core group meeting;
- the completed monitoring form will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings;
- the designated safeguarding lead will notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing.

Confidentiality and information sharing

All information obtained by school/college staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent. Due to our students' complex learning difficulties, under the Mental

Capacity Act they would not be deemed able to give consent to information sharing, instead consent is sought from parents/guardians.

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 member of the school community 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 should also be made aware of Rutherford School's duty to share information.

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from the SPOC Professionals Consultation Line.

Working with parents and carers

Rutherford School recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

Rutherford School will:

- make parents aware of Rutherford School's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by having a safeguarding statement on the home page of their website and making all school/college policies available on Rutherford School website or on request;
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;

- 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 pupils need extra support.

Schools should also 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

Multi-agency working

Rutherford 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.

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

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. Additional guidance for Early Years is available here. Independent schools are inspected through the Independent Schools Inspectorate (ISI) and their inspection framework can be found here.

PART 2 Responsibility of Governors, Proprietors and Management

Croydon's Children Families & Education Directorate

The Directorate includes services that will support Rutherford School to safeguard and promote the welfare of pupils 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 Rutherford 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.

Governing Board

The term ‘governors’ and ‘governing board’ is used throughout to refer to whoever is responsible for fulfilling governance functions. This could be the governors of a maintained school, the trustees of a single or multi-academy trust, or the local governing board to the function in question has been delegated within a multi-academy trust.

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

- Rutherford School has the following policies in place and that these are regularly monitored, reviewed and updated where necessary;
- safeguarding policies and procedures covering early help and child protection that are consistent with Croydon Safeguarding Children Board procedures and Croydon’s internal policies
- a staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media
- a procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present.
- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children’s plans are implemented and monitored.
- A member of staff is appointed as the Designated Manager to address allegations against school staff
- 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 head teacher.
- A senior member of staff is appointed as the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
- 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 at Rutherford School and there are robust whistleblowing procedures in place.
- Steps are taken to ensure parents and pupils are aware of Rutherford School’s safeguarding and child protection policies and procedures.
- Rutherford 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 policies 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 designated safeguarding lead 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.
- Rutherford School has procedures in place to deal with allegations made against other pupils.
- In line with KCSIE 2022, all governors will undertake annual Safeguarding training.
- 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 pupils.

Head of School

The Head of School will ensure that Rutherford School meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly and have read all Rutherford Schools' safeguarding and child protection policies, behaviour policies and the CSCP children missing from education policy so that they are fully aware of their role in safeguarding children and are able to fully implement policies.
- 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.
- Staff 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.
- Staff are encouraged 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.
- A Designated manager is appointed to manage allegations against staff
- Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
- Rutherford School offers a safe environment for staff and pupils to learn.
- Safeguarding issues are brought to the attention of the governing body.

Role of the Designated Safeguarding Lead

The role of the designated safeguarding lead and their deputy is to take lead responsibility for safeguarding and child protection within Rutherford School and to be available during school hours for staff to discuss safeguarding concerns. They MUST be a senior member of staff from within the leadership team

The designated safeguarding lead (and their deputy) 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 Head of School and the board of governors informed of on-going safeguarding and child protection issues and enquiries;
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals;
- 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 Code of Conduct, the School Safeguarding Policy including the Behaviour Policy;
- attend regular training, including Prevent awareness training, and the designated teachers' meetings hosted by Croydon and the Safeguarding Children Board in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices;
- provide regular updates to all staff members and governors on any changes in safeguarding or child protection legislation;
- have an awareness of those children who may be in need, young carers and children who have special educational needs and liaise with the SENCO when considering any safeguarding action for a child with special needs;
- liaise with the designated teacher for LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child;
- oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes;
- provide a link between Rutherford School and other agencies, particularly children's social care and the Croydon Safeguarding Children Board;
- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every year;
- ensure parents are fully aware of Rutherford 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 the child on transfer. Schools will gain a receipt when passing files to a new provision.

PART 3 Safer Recruitment

General principles

Rutherford School recognises safer recruitment practices are an essential part of creating a safe environment for children and will take all steps possible to ensure that staff working in Rutherford School are suitable do to so and do not pose any kind of risk to children.

Rutherford School will follow the Keeping Children Safe in Education guidance (DfE 2022).

Rutherford School will carry out extensive checks and enquiries on shortlisted applicants for all positions, including voluntary and support roles and governors and those involved in the management of an independent school, in accordance with statutory requirements.

No staff member, volunteer, governor or anyone involved in the management of a school will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed, including section 128 checks relating to the recruitment of governors.

Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidate's role in the school.

All job advertisements and application forms will clearly state that the role is a safeguarding role and that shortlisted applicants will be expected to agree to undergo DBS and other checks as part of safer recruitment practices.

Staff and governors who normally sit on interview panels will be trained in safer recruitment and no interview should go ahead unless at least one member of the panel has undertaken safer recruitment training. Schools will take up the accredited safer recruitment training offered through the Croydon Safeguarding Children Board or any other accredited training provider.

Although the Headteacher will have day-to-day responsibility for the recruitment of staff, the Governing Board will ensure that they maintain an overview of recruitment systems in order to scrutinise practise and ensure all statutory checks are carried out.

Staff in Rutherford responsible for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.

Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.

The Headteacher will be responsible for keeping a single central record of all staff and volunteers (including governors) who work at the school.

The single central records should include details of all checks carried out and the outcome of these checks or any certificates obtained.

Where Rutherford School has salaried trainee teachers, Rutherford School will ensure that all necessary checks are carried out on the trainees, including DBS checks, and that the outcome of these checks is recorded on the single central record.

For trainee teachers that are fee-funded, the school will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with children.

Where staff are recruited via third parties such as employment agencies, the HR Manager will:

- seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
- request written confirmation of the outcome of all checks
- request written confirmation that an enhanced DBS certificate has been received by the agency
- check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

Checks to be taken out

Further descriptions about the types of checks can be found on p36 KCSIE 2020. Also available of the DBS website. The DBS maintains 'barred lists' of those unsuitable to work with children and vulnerable adults.

In the recruitment and selection of staff and volunteers schools/colleges will at all times adhere to the government guidance contained within "Working Together to Safeguard Children" (July 2018) and 'Keeping Children Safe in Education (DfE 2021).

Rutherford School will verify the following information for all new staff and record on the single central register/record:

The applicant's identity must be verified from their passport or other photographic ID and proof of address must be provided. Where possible, the use of a birth certificate should be sought

The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.

Since 1st September 2018, schools no longer have to ask staff questions about cautions or convictions of someone living or working in their household.

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, Part 2 Childcare (Disqualification)

Regulations 2018, section 9, states that such a disqualification applies only to 'work in domestic premises'.

A change in law means that Disqualification by Association will only apply on domestic premises. However, Disqualification under the Childcare Act 2006, still applies to staff themselves.

Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained.

What is not known from a DBS check is whether a person has a child placed under a care order, whether they have had a childcare registration cancelled or refused for any reason other than non-payment of fees or whether there have been any relevant overseas convictions. All staff should complete a self-declaration stating that they are not disqualified under the Childcare Act 2006 as amended in 2018. By reading and signing this policy they are making this self-declaration.

In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and further checks made on Teacher Regulation Agency (TRA) Teacher Services system to ensure they are not prohibited from teaching under a teacher prohibition order.

For independent schools, free schools and academies, checks will be made to ensure any member of staff or trustee involved in the management of the school is not barred from doing so under a section 128 direction.

If a school or college wishes to employ a person before the DBS check has been returned they must make sure that person is appropriately supervised and that all other checks, including a Barred check have been completed.

Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach via the TRA Teacher Services system.

Rutherford School is aware of the following central government guidance: Criminal records checks for overseas applicants - Publications - GOV.UK Employing overseas-trained teachers from outside the EEA - Publications - GOV.UK Disqualification by Association DBS and Filtering

Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role.

Rutherford School will keep copies of the following documents on staff personnel files:

- documents used as proof of identity such as passports or driving licences;
- a summary of the DBS certificate (from September 2018 a copy of the DBS certificate may be kept on file);
- A copy of the check should be signed by the applicant and held on the persons personal file for the duration of their employment. On their departure from employment it should be removed and destroyed.
- documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

If a school or college knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form or regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage or engaging in such work. (KCSIE 2021)

Details on the 'Prohibitions of Teachers' provides information on what the order prevents if there is a full or interim prohibition order. A section 128 direction restricts the individual taking part in management of independent schools (including academies and free schools).

Further details on checks can be found KCSIE 2021.

References

Applicants will be asked to provide a full employment history and details of at least two referees, including previous and recent employers, and who should be a senior member of staff with the authority to provide references. References from colleagues will not be acceptable.

All references will be taken up prior to interview and will be requested directly from the referee, including references for internal candidates. Referees will be contacted to resolve any issues that emerge from the references provided.

References will be taken up from current employers only; if the applicant is not currently employed, verification of will be sought from their previous school/college as to the dates the applicant was employed and the reasons for leaving the post.

Any information provided by applicants as part of an application process will be verified with independent sources and any reference received electronically will be checked to verify the originating source.

Schools and colleges should follow up gaps in previous employment.

DBS checks

In order to ensure that people who work in Rutherford School are suitable to do so and are not barred from working with children, Rutherford School will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

Where a DBS check indicates previous concerns, the Head should conduct a risk assessment as to the suitability of the applicant to the post. This risk assessment should take account of the level of offending, when the offences occurred and the circumstances around the offences. The assessment should be recorded and placed upon the personnel record of the applicant.

Full DBS checks which include barred list checks will only be taken out on individuals who are involved in regulated activity. This is defined as close, unsupervised contact on a regular basis involving activities such as:

- teaching
- training
- supervising
- care
- guidance and advice
- driving a vehicle
- personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Full DBS checks with barred list checks will also be carried out on permanent staff members working at Rutherford School or unpaid volunteers who regularly work unsupervised at Rutherford School and whose work means they have an opportunity for regular contact with children.

Other staff, contractors and supervised volunteers who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but not barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by whoever is responsible for recruitment in the school, for example the head teacher or governor, and the following will be taken into consideration when deciding on this.

- the age of the children;
- their level of vulnerability;
- the numbers of children in the group;
- the nature of the role;
- opportunities for contact with the children.

Rutherford School has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

Rutherford School will ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure.

Online checks

The KCSIE 2022 document states that schools should consider online checks as part of their due diligence checks on shortlisted candidates. Rutherford School will exercise this right in order to ensure the calibre of potential candidates meets our expectations.

Volunteers

Rutherford School will obtain written confirmation from the agency or third-party organisation that they have carried out the relevant checks (enhanced DBS). Where there is need for a Barred-List check, schools must make sure the check had been completed by the agency and check the details relate to the person presenting themselves for work.

The Head of School will ensure that the following are carried out in relation to unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom:

All volunteers will be required to undergo a recruitment process, such as references, DBS and other checks and interviews that is appropriate and proportional to the duties assigned to them.

Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children should be subject to an enhanced DBS check, including barred list information.

New volunteers who are not carrying out regulated activity but who have an opportunity for regular contact with children will be subject to an enhanced DBS check but this may not include a barred list check.

For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the Head of School will carry out a risk assessment to decide whether an enhanced DBS check should be carried out depending on:

- the nature of the role
- what information is already known about the volunteer
- what references from work or volunteering activity the volunteer has provided regarding suitability
- whether the role is eligible for an enhanced DBS check.

Rutherford School will ensure that all volunteers are competent to carry out the duties assigned to them and are only assigned duties that are suitable to their qualification and experience.

Volunteers carrying out regulated activity but for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.

All volunteers will be fully inducted in relation to all school policies and procedures.

Trainee / Student Teachers

Applicants for initial teacher training who are employed by Rutherford School, Rutherford School must make the necessary checks. If the student is fee funded, it is the responsibility of the training provider to carry out necessary checks. Written confirmation of checks should be obtained by school/college.

Schools and colleges have a legal duty to refer anyone to the DBS who has harmed, poses a risk of harm to a child or vulnerable adult. (Full details can be found in KCSIE 2021)

The Single Central Record

In line with KCSiE statutory requirement (KCSiE 2023, paragraphs 268 – 272) for all schools and academies to keep and maintain a SCR of recruitment and vetting checks for all staff (including relevant volunteers, supply teachers, agency and third-party staff and teacher trainees on salaried routes), Rutherford School keeps and maintains a SCR, which is managed by the Head of School.

The SCR contains the following;

- the full name of the individual
- the current home address
- date of birth
- The documents seen for evidence of ID. These must be originals – photocopies should never be accepted. The documents should confirm the name, date of birth, address and be in a photographic form of identity such as a passport. If photographic evidence is not available, you should try to seek more than one additional form of ID along the lines required for a DBS Check. The evidence seen e.g. passport plus the date and name of the person who checked it must be recorded on the SCR.

The Home Address forms part of proof of identity and as such, evidence should be obtained that the address has been checked. There is no requirement to evidence any change of address throughout employment.

Rutherford School has the right to retain copies of documentation used to confirm ID and Proof of Right to Work in the UK. Copies of this information are kept on a secure, restricted and confidential basis in local personal files once the details have been entered onto the SCR (including the name of the person who witnessed the ID and date of the check).

Alternative Provision

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

Whenever the school places a pupil 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 pupils placed in Alternative Provision should be visited regularly.

PART 4 Allegations

Conduct and safe teaching practice

Rutherford School expects staff and volunteers to set a good example to pupils 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 Head of School 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 Rutherford School 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.

No mobile phones or personal photography digital equipment is to be accessed by staff in the vicinity of students.

Staff will be expected to follow Rutherford School's social media policy in terms of their use of social media, particularly in relation to professional standards and relationships with pupils and/or their families. All staff and volunteers will sign an acceptable use agreement before being given access to Rutherford School computer system.

Guidelines for delivering intimate care

Rutherford School acknowledges that all students have the right to privacy, dignity and choice. Due to the ratio of male to female staff, it is however not always possible for students to be offered the choice of a carer of the same sex. The following guidelines must be carefully followed:

- School policies and procedures must be followed at all times.
- There must always be at least 2 staff members in the bathroom providing intimate care. In some instances, a student may require 3 staff members to complete personal care, this will be assessed by the Health and Safety/Manual Handling Lead.

- Students must always be treated with dignity and respect. It is important to always communicate with the student, explaining what is going to happen, particularly when touching intimate areas.
- Privacy must always be maintained; anyone wishing to enter a student bathroom **must** knock before entering and wait until invited to enter by the staff dealing with the student.
- Intimate care must **only** be carried out by classroom staff (including teachers), therapy assistants and nursing staff.
- All students should be changed in a designated bathroom in order to maintain privacy and dignity. However, this policy recognises that on occasion there may be exceptions to this. For example, in a situation where it is deemed unsafe for a young person to be hoisted to a designated bathroom, it may be in their best interests from a safety perspective not to hoist them but for them to be changed in the classroom on a bed behind a screen.
- In the case of a student needing to be changed in the classroom the following procedures must be followed: All blinds down, give the student as much space as possible and distance away from other students and staff, No Entry sign on the classroom door, use two screens to maintain privacy, staff should not communicate over the screens during personal care with other members of staff unless absolutely necessary
- Be mindful about comments made and around the language used around personal care, for example bowel movements, odours, when students are menstruating, etc. The language used should ALWAYS be respectful and retain the dignity of the student. A good rule of thumb is 'How would I like to be treated if I was in this situation?'
- New staff will only be allowed to provide intimate care after they have received safeguarding and manual handling training and have reached the appropriate stage in their induction and the school has received their DBS clearance.

Protocol for Intimate Medical Examination and Medication Administration

- Intimate medical examinations will be carried out by the community Paediatric consultant or nursing team.
- Every attempt will be made to ensure the student's dignity, safety and comfort during the examination.
- The examination will be documented, dated and signed in the nursing notes.
- If rectal medication is required, this will be given by a registered nurse, or a member of the nursing team who has received training in medication administration. A second member of the nursing team, or a member of the classroom staff will be present at the same time.
- Throughout the procedure, the student's privacy and dignity will be preserved.

Contact with Students

Physical Contact

The following guidelines are designed to ensure that contact between staff and students is not misinterpreted.

- The student's rights to privacy and dignity are recognised.
- Appropriate communication must be used in accordance with each student's individual need before and throughout contact.
- Touch cues and verbal prompting are used before and during any contact.
- Student's resistance is respected and managed.
- In the case of non-essential physical contact such as massage, consent should be sought before the activity and students' individual communications and responses should be observed and respected. If at any point during the activity the student's communication suggest that they are uncomfortable or would like the activity to cease, staff should respect this.
- Staff must be vigilant and recognise any untoward physical, emotional, and behavioural indicators which are monitored and recorded when appropriate.

1:1 Teaching Sessions - Lone working

Occasionally students may require 1:1 contact for treatment, therapy or sessions. These sessions should be kept to a minimum, and guidelines followed.

Rutherford School recognises that a small number of staff could be 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. This includes, but is not limited to, music therapists, Vision Specialist and Assistive Technology Officer.

These staff members 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
- routine 1:1 sessions should be timetabled e.g. Sensory Room, ICT and Music Therapy.
- occasional 1:1 – another member of staff, preferably the teacher must be informed prior to undertaking 1:1.
- 1:1 time should be documented including activities undertaken.
- The lone working policy should always be followed.
- Staff must be able to exercise the right not to be placed in situations where they feel vulnerable.

Rutherford School should carry out a risk assessment around lone working. This should include:

- ensuring that staff undergoing their probationary period should not be left alone with students until they have been deemed confident and competent by their line manager.
- 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 staff member can adapt their practice accordingly
- record any reported incidents or issues and deal with these within the framework of the school's own policies
- make sure all staff members including therapists are aware of the school's safeguarding and staff conduct policies prior to starting.

Behaviour management, physical intervention and reasonable force

Rutherford School will put in place a behaviour management policy, which has been agreed by the Governing Board, which follows government guidance and any use of physical intervention and restraint will be linked to the implementation of this policy.

There are occasions where it may be appropriate for staff in schools and colleges 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 department that a 'no-contact' policy leaves staff at risk of being unable to fully safeguard pupils 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 pupil and provides a plan for all staff to be familiar with.

Schools and colleges should keep a record such as bound book (log) of incidents of Reasonable Force.

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

Allegations against staff

In the event that an allegation is made against a member of staff or volunteer, Rutherford 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

The Governing Board will appoint the Head of School as the school Designated Manager for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the responsible staff member.

All allegations in relation to staff members will be referred to the head teacher; allegations against the head teacher will be referred to the Chair of the Governing Board.

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 or college making them unsuitable to work with children. Known as Transferable Risk. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life. The person to whom an allegation is first reported 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 passed on to the head teacher. If the concerns are about the head teacher/principal, the Chair of the Governing Board should be contacted.

The Head of School will always consult the Local Authority Designated Officer (LADO) immediately the school is aware of an allegation.

Following consultation, the Head of School in agreement with the LADO will decide on appropriate action and consider:

- 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 pupil/student, other pupils/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;

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 2021 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.

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, Rutherford School will ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including bank staff, volunteers and contractors) can be raised and 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.

Whistleblowing

Rutherford 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.

Rutherford School recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within Rutherford School 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 schools/colleges are failing to safeguard and promote the welfare of children.

Where it is not possible to raise concerns within Rutherford 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 pupil;

The following numbers can be used where there are issues regarding Rutherford School’s overall procedures around safeguarding:

- Croydon Council’s confidential whistle blowing email address – 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

The Head of School is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and the school community.

- The CSBC has an escalation policy which can be used by staff in school settings

PART 5 Health and safety and risk assessments

Responsibility for health and safety

The Governing Board and head teacher will ensure that there is a robust health and safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Any health and safety policy adapted by Rutherford School will be based on the government guidance ([link below](#)) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves. Health and safety: Advice on legal duties and powers

Day-to-day responsibility for health and safety issues in Rutherford School will be delegated to a member of staff (see below) who is competent to carry out these duties and who has received the appropriate training. There should also be a named governor responsible for health and safety.

Name: Sarah Hamner

Job title: Health and Safety Manager

Contact details: sarah.hamner@rutherfordschool.org.uk

Risk assessments

Rutherford School will seek to identify and manage risk through the use of risk assessments. These will be carried out:

- on an annual basis for the school environment as a whole;
- for all school trips;
- for pupils travelling between locations during the school day;
- for all work-based learning or work experience placements;
- when a pupil who has been excluded for risky or violent behaviour is returning to the school;
- whenever there are any changes to the school environment or school practices;
- following any serious incident.

Consideration should also be given to conducting risk assessments before PTA and other parent led events (e.g. fireworks or fairs) where people outside the school may have unregulated access or the usual measures for health and safety may not be sufficient.

Working with aggressive and violent parents

Where schools are working with families who are known to children or adult social care and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the head teacher/ principal and the designated safeguarding lead and the information shared with children's social care.

If there are high levels of risk involved in contact with parents, children's social care may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

Student arrival and departure

It is acknowledged that the time when the students arrive and leave is the most vulnerable time for the school in terms of safeguarding due to the fact that the student entrance is separate to the main entrance and therefore not subject to the same level of control.

However, the following points will be adhered to in order to minimise the risks;

- The gate leading to the student entrance, and the student entrance itself will only be open from 8.45 – 9.15 and from 15.00 – 15.30. Outside of these times, all entry is via the school office.
- While the gate is open and the door on automatic opening, the caretaker will be in the vicinity to ensure there is no unauthorised entry.
- All drivers and passenger assistants should be wearing official ID from their transport provider. This will be checked regularly by the safeguarding leads in school.
- If an un-familiar driver or passenger assistant arrives to collect a student, they will be asked to show their ID before being allowed to collect the student. If there is any discrepancy, the transport provider will be contacted.
- If a student is normally collected by a parent, it is the responsibility of the parent to inform the class teacher if a different person will be collecting their child or young person. If this does not happen, the school reserves the right to call the parent for clarification before allowing the student to go home.
- When parents are collecting or dropping off their students, other staff will be mindful of confidentiality when discussing other students in the class.

- Any student who travels on transport will have a Healthcare Passport in their school bag, which gives details of their medical condition and medications in the event that emergency services are required.
- Passenger assistants will be informed of how the student has been in school on a 'need to know' basis. For example, they may be told if the student has had a lot of seizure activity so that they can look out for this on the journey home.
- If the passenger assistant needs to hand over information from home, or the school nurses or class staff need to hand over information from school, this will be done being mindful of other students, parents and transport staff in the area. If necessary, they will be taken to a private area for the discussion.

Site security and visitors

The Governing Board is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.

The Head of School will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.

Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Head of School will request written confirmation that relevant checks have been carried out for that individual.

All visitors and contractors will be:

- informed to report to reception on arrival;
- expected to provide proof of identity
- expected to wear a name-badge or carry some form of identification at all times when on Rutherford School premises;
- suitably supervised by school/college staff at all times;
- made aware of school/college health and safety procedures.

The Head of School will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with Rutherford School policies.

Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.

Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in

place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

Use of the school premises by other organisations

Rutherford School will only allow use of the school premises by other organisations or schools outside of school hours for the purposes of providing supplemental schooling if:

- the school's incorporating document allows this;
- the organisation provides an overview of what it intends to teach so that the Head teacher, in line with the school letting policy, is able to make a judgement on whether this is in line with the promotion of British values;
- the organisation can provide evidence that they have followed safer recruitment practices and that their staff have the requisite DBS checks;
- reasonable due diligence checks are taken out on the organisation by the school;

Monitoring and review

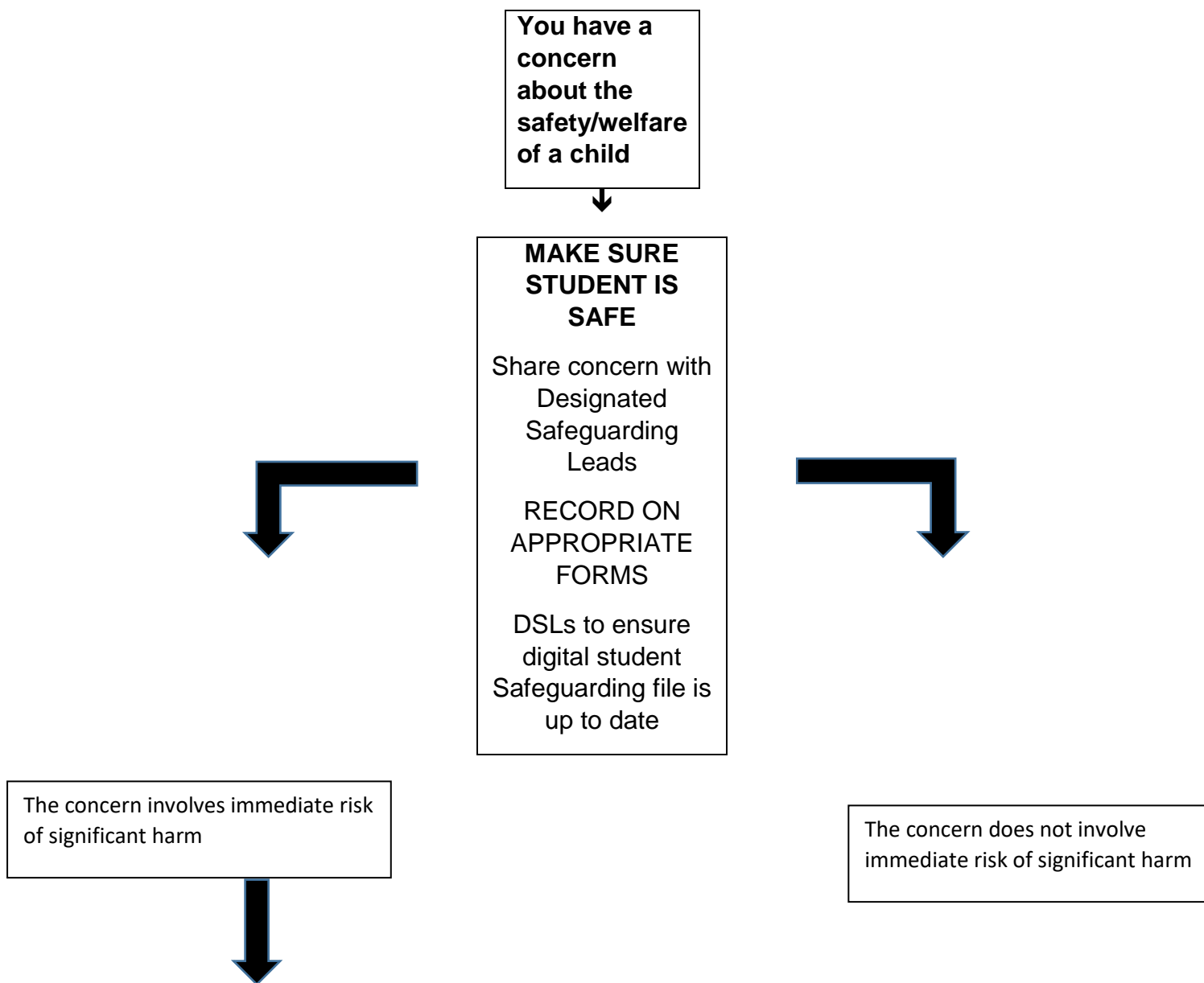
To enable Rutherford School to monitor the safety of the premises and the school environment, as well as the implementation of policies, the Head of School and the governing board will ensure that;

- all school/college policies are regularly monitored by the designated safeguarding lead and annually reviewed by the head teacher and agreed by the governing board;
- Rutherford School keeps a central record of all accidents and incidents including what action was taken and by whom;
- staff are aware of their responsibility to record accidents and incidents;
- the Head of School has an overview all accidents/incidents;
- serious accidents and incidents are reported to the Governing Board;
- the designated safeguarding lead ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school/college safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

Appendix 1: Procedures for staff who notice anything about a student that causes concern

In the case of a staff member noticing anything about a student that causes concern, the flowchart should be followed.

Rutherford School Safeguarding Procedure Flowchart



Contact children's social care



DSL will make a decision about the next step in consultation with senior management.

Staff who make referrals concerning a child will be informed and kept updated with the progress of the investigation.

Appendix 2: Urgent Safeguarding Procedure following concern or disclosure

If urgent, MASH (Multi-Agency Saefguarding Hub) referral should be completed immediately

To make a referral

0208 726 6464

Or online at www.croydon.gov.uk → **Concerned about a Croydon child**

If unsure, call the Consultation line on

0208 726 6464 and follow their advice

Document all activity and communication in student's digital safeguarding file.

Inform Senior Manager

Inform Parent/Carer if appropriate

www.sutton.gov.uk 020 8770 6001

www.bromleysafeguarding.org 020 8461 7309

www.safeguardinglewisham.org.uk 020 8314 3396

saferchildren@lambeth.co.uk 020 7926 5555

MASH team mash@merton.gov.uk 0208545 4226/7

Adult referral team – Urgent referrals 020 872 66500

Non urgent referrals – referral.team2@croydon.gov.uk

Appendix 3: Home schooling protocol

Rutherford school caters for PMLD students with complex medical needs. To this end, there are on site nurses and therapists at all times. It is expected therefore that most students will be able to come in to school to access the curriculum, with their medical and therapy needs being managed alongside their education needs. Home education is different to remote learning where a student is shielding or isolating due to Covid 19. This protocol will be applicable in line with government guidelines at a given time.

It must be recognised that due to the facilities available in school, such as the sensory room, ICT equipment, aquatherapy pool and rebound therapy, the education a student receives within the school environment will be superior to anything that can be delivered at home. Home education therefore should be considered a last resort.

It is important to ensure also that the education and care of the students remaining at school is not compromised due to a student (s) receiving education at home.

Who is eligible for Home Education?

This will be agreed on a case by case basis, following discussion between the parents, healthcare professional, class teacher and school nurses. Home education may be offered in the following situations;

- Following orthopaedic surgery which means that the student cannot sit in their wheelchair to travel to school.
- When the student has been absent through illness for an extended period (period discretionary and to be discussed with head teacher) but is well enough to receive some education.
- When a phased return to school is always our aim, however we recognise that this may take place over an extended period due to student medical needs.

Practicalities

- If it is agreed that a student should receive a period of home education, a schedule will be drawn up detailing the days and times when the education will take place.
- Home education should only be delivered by the student's class teacher or senior classroom assistant (SCA) or for specified intervention with specialist staff.

- While the teacher/SCA is in the student's home, their only purpose is that of delivering education.
- The teacher/SCA must not be left alone in the home with the student at any time, there must always be either a parent or other carer available at all times.
- The teacher/SCA will not be carrying out any medical procedures, seizure management, or hygiene procedures such as pad changes.
- If the member of Rutherford staff does not feel comfortable working alone with a student, it is their right to express this, and arrangements will be made for another member of staff to accompany them.

Responsibilities of Rutherford School Staff

- Identify suitable times for home education to take place and arrive at these agreed times.
- Find suitable education materials for the students and ensure these are brought to the session.
- Maintain a professional level of conduct at all times in line with the Rutherford code of conduct.
- Keep notes of work completed so that this can be continued when the student returns to school.
- Adhere to Rutherford school policies at all times.
- Ensure that if there are any safeguarding concerns, the school is informed immediately.
- Make notes of any issues arising from the home education session and ensure these are dealt with by the relevant personnel on return to the school.

Responsibilities of parent (s)

- Inform teacher/SCA at each session of any changes to their child's health or seizure pattern.
- Ensure they, or a competent carer, is nearby at all times.
- Assist the teacher/SCA if the activity requires 2 people to carry out.
- Work with the school to ensure the student returns to school as soon as is possible.
- Accept that home education may have to be cancelled at short notice if there are not sufficient staff at school.

Catherine Halford, Designated Safeguarding Lead

Updated October 2023. To be reviewed October 2024

