



Child Protection and Safeguarding Policy

Created: November 2024
Review: November 2026

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

1.Introduction

At Rutherford School we are committed to safeguarding children and young people and we expect everyone who works within our trust to share this commitment. This policy sets out how we will deliver these responsibilities.

This policy should be read in conjunction with the latest edition of ***Keeping Children Safe in Education (September 2025)***, which is statutory guidance to be read alongside Working Together to Safeguard Children (2023). And documents relating to the safeguarding of vulnerable adults.

2. Our Safeguarding Culture

Why it is important?

- Safeguarding is everyone’s responsibility and it is the duty of the School to safeguard and promote the welfare of children and young people. This is our core safeguarding principle.
- In adhering to this principle, we focus on providing a safe and welcoming environment for all of our children and young people regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All of our children and young people have equal rights and access to support and protection.
- One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all staff, volunteers and governors, all of whom are trained on its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to the law, guidance and best practice.
- We have a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development and implementation in the best interests of the child/young person.
- We embrace a person-centred approach and staff are encouraged to adopt the mindset ‘it could happen here’. Taking into consideration the students’ ability and means of communication, we recognise the importance of enabling children/young people to communicate anything that worries them and to feel confident that they will be listened to.
- Our Relationships, Sex and Health Education (RSHE) curriculum is kept under regular review to ensure safeguarding themes are embedded and age-appropriate. We will update our RSHE curriculum in line with the Department for Education’s forthcoming statutory RSHE guidance (expected summer 2025) and ensure staff are trained on any new requirements. See RSHE Policy for detailed guidance.

What it means for our students

We work with our local safeguarding partners to promote the welfare of children and young people and protect them from harm. This includes providing a co-ordinated offer of early help when required and contribute to inter-agency plans which provide additional support to the child/young people.

All of our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child/young person is at risk of harm. Any students or staff involved in child protection or safeguarding issues will receive appropriate support.

Our safeguarding culture ensures that we treat all students with respect and whenever possible, involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among students and we set a good example by conducting ourselves appropriately.

Identifying safeguarding and child protection concerns often begins with recognising changes in students’ behaviour and knowing that these changes may be signs of abuse, neglect or exploitation. Where challenging behaviour is presented, consideration should be made regarding whether this may be an indicator of abuse.

All of our staff will reassure students that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.

3.Safeguarding Legislation and Guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Keeping Children Safe in Education (2024)
- Working Together to Safeguarding Children (2023)
- What to do if you’re worried a child is being abused (2015)
- The Teacher Standards 2012
- The Safeguarding Vulnerable Groups Act 2006
- Section 157 of the Education Act (2002)
- The Education (Independent School Standards) Regulations 2014
- The Domestic Abuse Act (2021)
- PACE Code C (2019)
- The Equality Act (2010)
- The Human Rights Act (1998)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2024)
- Working together to Improve School Attendance (2024)
- Children Missing Education (2013)

- Searching, Screening and Confiscation (2022)
- General Data Protection Regulation (2018)
- Information Sharing: Advice for Practitioners (2024)
- Behaviour in Schools Advice for Headteachers and School Staff (2022)
- Prevent Duty (2021)
- Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance (2018)
- Preventing Youth Violence and Gang Involvement (2013)

4.Roles, Responsibilities and Contacts

Title	Name	Contact Details	
Designated Safeguarding Lead (DSL)	Jade Hallam	Email	jade.hallam@rutherford.school.org.uk
		Telephone	02086887560 Ext 203
Deputy Designated Safeguarding Lead (DDSL)	Lindi Paterson	Email	lindi.paterson@rutherford.school.org.uk
		Telephone	02086887560 Ext 213
Headteacher	Suzanna Bance	Email	suzanna.bance@rutherford.school.org.uk
		Telephone	02086887560 Ext 244
Safeguarding Governor	Keith Minear	Email	governors@garwoodfoundation.org.uk
		Telephone	02086887560
Chair of Governors	Frank Newton	Email	governors@garwoodfoundation.org.uk
		Telephone	02086887560
Local Arrangements			
Local Children’s Safeguarding Partnership	Bernard Weatherill House 8 Mint Walk Croydon, CR0 1EA	Contact details	Via contact proforma on website
Children’s Social Care	Croydon MASH	Contact details	0208 255 2888 mash@croydon.gov.uk
Local Safeguarding Adults Board	Croydon’s Adult Safeguarding Board	Contact details	Clement Guerin 0208 726 6500 csab@croydon.gov.uk
Local Authority Designated Officer (LADO)	Jane Parr	Contact details	lado@croydon.gov.uk Jane Parr 0208 726 6000 ext. 24817 Mobile: 07716 092630

The Designated Safeguarding Lead (DSL):

The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection (including online safety, filtering and monitoring) at the school. The DSL's duties include:

- ensuring child protection policies are known, understood and used appropriately by staff;
- providing regular training to ensure staff have relevant and up to date knowledge and skills to be able to undertake their safeguarding responsibilities;
- keeping all safeguarding records secure and up to date and in line with statutory requirements in KCSIE as a minimum;
- working with the board of trustees and governing body to ensure that the child protection policies are reviewed annually and that the procedures are reviewed regularly;

- acting as a source of support, advice and expertise for all staff on child protection and safeguarding matters;
- liaising with Headteacher regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations and being aware of the requirement for children and young people to have an Appropriate Adult in relevant circumstances;
- acting as a point of contact with the three safeguarding partners;
- making and managing referrals to children’s social care, the police, or other agencies;
- taking part in strategy discussions and inter-agency meetings;
- liaising with the “case manager” and the designated officer(s) at the local authority if allegations are made against staff;
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements;
- transferring the child protection file to a child’s new school;
- ensuring online safety procedures, including filtering and monitoring;
- using ‘My Concern’ to keep written records of all concerns, discussions and decisions, including the rationale for those decisions;
- ensuring the use of the DFE’s data protection guidance for schools, ensuring the school complies with data protection law and due process and the policy is followed in relation to safeguarding information.

The Deputy Designated Safeguarding Lead:

Our Deputy DSL is trained to the same level as the DSL and supports the DSL with safeguarding matters on a day to day basis. The ultimate lead responsibility for child protection remains with the DSL.

The Safeguarding Governor/Trustee

The role of the safeguarding governor/Trustee is to provide support and challenge to the DSL and the leadership of the school on how they manage safeguarding so that the safety and wellbeing of children and young people can continuously improve. The role includes:

- understanding the requirements of Keeping Children Safe in Education and the Safeguarding of Vulnerable Adults;
- supporting and challenging the DSL on the standards of safeguarding at the school;
- confirming that consistent and compliant safeguarding practice takes place across the school;
- reporting to the board of trustees/governors about the standard of safeguarding in the school.

The DSL and the safeguarding governor/trustee meet on a regular basis to discuss safeguarding issues and to agree steps to continuously improve safeguarding practices in the school.

This policy will be reviewed at least annually by the governing body and updated whenever there are significant changes to statutory guidance or local safeguarding arrangements. Following the September 2025 update to Keeping Children Safe in Education, this policy will be reviewed immediately to ensure full compliance.

5.Children Who May be Particularly Vulnerable

Some children and young people are at greater risk of abuse. This increased risk can be caused by many factors including social exclusion, isolation, discrimination and prejudice. To ensure that all of our students receive equal protection, we give special consideration to children and young people who:

- are vulnerable because of their race, ethnicity, religion, disability, gender identity or sexuality;
- are vulnerable to being bullied;
- are at risk of sexual exploitation, forced marriage, female genital mutilation, or being drawn into extremism;
- live in chaotic or unsupportive home situations;
- live transient lifestyles or live away from home or in temporary accommodation;
- are looked after, post looked after or privately fostered children;
- are affected by parental substance abuse, domestic violence or parental mental health needs;
- do not have English as a first language;
- have an Education and Health Care Plan or other identified Special Educational Need that makes them vulnerable;
- have a mental health need;
- have a family member in custody or affected by parental offending;
- are persistently absent from school;
- children or young people absent from education (persistently or regularly absent from school);
- frequently missing or goes missing from education, home or care.

6.Children with Special Educational Needs and Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, exploitation and neglect in this group of children and young people, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- being more prone to peer group isolation than other children and young people;
- the potential for children and young people with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

Our staff are trained to be aware of and identify these additional barriers to ensure this group of children and young people are appropriately safeguarded.

7.Children Missing Education

- a. Children and young people missing education, particularly repeatedly, can be an indicator of abuse, exploitation and neglect, including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks.
- b. Children and young people absent from education, particularly repeatedly or for prolonged absences, will have wellbeing/welfare calls and home visits, at least weekly, to maintain the working relationship with the school. The school will work to reduce barriers to school attendance with the student and their family.
- c. We closely monitor attendance and absence and our DSL will take appropriate action including notifying the local authority, particularly where children and young people go missing on repeated occasions and/or are missing for periods during the school day.

8.Mental Health

- a. Schools have an important role to play in supporting the mental health and wellbeing of their students.
- b. All staff are aware that mental health problems can be an indicator that a child/young person has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.
- c. Where staff are concerned that a child’s/young person’s mental health is also a safeguarding concern, they will discuss it with the DSL or a deputy and record their concern using ‘My Concern’.

9.Child-on-Child Abuse

- a. Child-on-child abuse – children harming other children - is unacceptable and will be taken seriously; it will not be tolerated. It is statistically more likely that boys will be perpetrators of child-on-child abuse and girls will be victims, but allegations will be dealt with in the same manner, regardless of gender. When determining whether an incident is child-on-child abuse, staff must take into consideration the PMLD/needs of the individuals involved. It should be noted that our students are more likely to be the victim of child-on-child abuse than the perpetrator.
- b. All staff should be clear about the policy and procedures for addressing child-on-child abuse and maintain an attitude of ‘it could happen here’.
- c. Child-on-child abuse can take many forms, including:
 - Physical abuse** such as shaking, hitting, biting, kicking or hair pulling
 - Bullying**, including cyberbullying, prejudice-based and discriminatory bullying
 - Sexual violence and harassment** such as sexual assault or sexual gestures
 - Causing someone to engage in sexual activity without consent**, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)** including pressuring others to share sexual content
 - Abuse in intimate personal relationships between peers (also known as teenage relationship abuse)** - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse
- d. Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.
- e. All staff recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

Minimising Risk

- f. We take the following steps to minimise or prevent the risk of child-on-child abuse:

Promoting an open and honest environment where children and young people feel safe and confident to share their concerns and worries

Providing alternative, non-verbal routes for disclosure

Using assemblies to outline acceptable and unacceptable behaviour

Using RSE and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities

Undertaking a preventative risk assessment to identify places and circumstances where risks of child on child abuse may be enhanced and to identify actions to mitigate these risks

Ensuring that the school is well supervised, especially in areas where children and young people might be vulnerable.

Investigating Allegations

- g. All allegations of child-on-child abuse should be passed to the DSL immediately who will oversee the investigation and management of the allegation as follows:

Gather information – children, young people and staff will be spoken to immediately to gather relevant information.

Decide on action - if it is believed that any child or young person is at risk of significant harm, a referral will be made to children's/adult's social care. The DSL will then work with children's/adult social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this Child Protection and Safeguarding Policy.

Inform parents/carers - we will usually discuss concerns with the parents/carers. However, our focus is the safety and wellbeing of the student and so if the school believes that notifying parents/carers could increase the risk to a child or young person or exacerbate the problem, advice will first be sought from children's/adult's social care and/or the police before parents/carers are contacted.

Record information – all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in 'My Concern', kept confidential and paper copies will be stored securely. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome.

Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education.

Children and young people can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to the DSL in accordance with this policy.

Our staff reassure all victims that they are being taken seriously, regardless of how long it has taken for them to come forward, and that they will be supported and kept safe. Our staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report.

Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across several social media platforms that leads to repeat victimisation.

The support required for the student who has been harmed will depend on their particular circumstance and the nature of the abuse.

Support may also be required for the student that caused the harm. We will seek to understand why the student acted in this way and consider what support may be required to help the student and/or change behaviours. The consequences for the harm caused or intended will be addressed.

10. Serious Violence

- a. All staff are made aware of indicators that children and young people are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.
- b. All staff are made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent, having experienced maltreatment and having been involved in offending, such as theft or robbery. All concerns are reported immediately to the DSL and recorded in writing.

11. Child Criminal & Sexual Exploitation

- a. Both Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child/young person into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This power imbalance can be due to a range of factors, including:

Age
Gender
Sexual identity
Cognitive ability
Physical strength
Status
Access to economic or other resources

- b. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place online.

Child Criminal Exploitation (CCE)

- c. CCE involving Rutherford students could include children/young people being forced or manipulated into transporting drugs or money through county lines, taking part in shoplifting or pickpocketing.
- d. Children and young people can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives.
- e. Children and young people involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.
- f. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE Indicators

- g. **CCE** indicators can include children who:
- appear with unexplained gifts or new possessions;
 - associate with other young people involved in exploitation;
 - suffer from changes in emotional well-being;
 - misuse drugs or alcohol;
 - go missing for periods of time or regular return home late;
 - regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

- h. CSE is a form of child sexual abuse which may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children and young people in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children and young people to behave in sexually inappropriate ways or grooming a child or young person in preparation for abuse.
- i. CSE can occur over time or be a one-off occurrence and may happen without the child's/young adult's immediate knowledge e.g. through others sharing videos or images of them on social media.
- j. CSE can affect any child or young person, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children and young people may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.
- k. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's/young person's physical and emotional health. It may also be linked to child trafficking.

CSE Indicators

- l. The above indicators can also be indicators of **CSE**, as can children/young people who:
- have older boyfriends
 - suffer sexually transmitted infections or become pregnant
- m. We include the risks of criminal and sexual exploitation in our RSE and health education curriculum at an appropriate level for our students by focusing on 'My Body'. It is often the case that the child/young person does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.
- n. Victims of criminal and sexual exploitation can be boys or girls and it can have an adverse impact on a child's/young person's physical and emotional health.
- o. All staff are aware of the indicators that children and young people are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to the DSL and recorded on 'My Concern'. Staff must always act on any concerns that a child or young person is suffering from or is at risk of criminal or sexual exploitation.

12. County Lines

- a. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move, store and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.
- b. County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person.
- c. Children and young people can be targeted and recruited into county lines in a number of locations, including schools and colleges.
- d. Additional specific indicators that may be present where a child/young person is criminally exploited include children/young people who:
 - go missing from education;
 - go missing and are subsequently found in areas away from home;
 - have been the victim or perpetrator of serious violence (e.g. knife crime);
 - are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
 - are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
 - are found in accommodation with which they have no connection or in a hotel room where there is drug activity;
 - owe a ‘debt bond’ to their exploiters;
 - have their bank accounts used to facilitate drug dealing.
- e. All staff are aware of indicators that children and young people are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child/young person may have been trafficked for the purpose of transporting drugs or money. All concerns are reported immediately to the DSL and recorded on ‘My Concern’.

13. Sharing Nudes and Semi-Nudes

- a. Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between devices via services like Apple’s AirDrop. The students at Rutherford School could become involved in these activities via their siblings or peer group.
- b. The term ‘nudes’ is used as it is most commonly recognised by young people and more appropriately covers all types of image-sharing incidents. Alternative terms used by children and young people may include ‘dick pics’ or ‘pics’. Other terms used in education include ‘sexting’, ‘youth produced sexual imagery’ and ‘youth involved sexual imagery’.
- c. The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:
 - children and young people find nudes and semi-nudes online and share them claiming to be from a peer;
 - children and young people digitally manipulate an image of a young person into an existing nude online or use AI generated nudes;
 - images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame;
 - images created are used in financially motivated incidents to sextort peers or young people.
- d. All incidents involving nude, AI generated nudes or semi-nude images will be managed as follows:
 - the incident will be referred to the DSL by the staff member immediately and will be recorded on ‘My Concern’. The DSL will discuss it with the appropriate staff. If necessary, the DSL may also interview the children involved;
 - parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents/carers would put a child/young person at risk of harm;
 - parents/carers and students will be signposted to the NCMED’s Take It Down tool to remove nudes or semi-nudes that may have been shared online;
 - at any point in the process, if there is a concern a young person has been harmed or is at risk of harm, we will refer the matter to the police and/or children’s/adult’s social care.
- e. The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in December 2020 - [UKCIS advice 2020](#) (updated in 2024) . The school will have regard to this advice when managing these issues.

14. Online safety

We carry out regular reviews of the effectiveness of our filtering and monitoring arrangements, taking into account the Department for Education's Filtering and Monitoring Standards (September 2023). Reports on the operation and effectiveness of these systems will be provided to the governing body and minuted to demonstrate oversight.

The DSL has lead responsibility for ensuring the school's filtering and monitoring arrangements remain appropriate, secure, and are reviewed in line with current guidance. The DSL in collaboration with Webroot and Virtual IT will ensure that filtering and monitoring systems are reviewed regularly to ensure their effectiveness.

It is essential that children and young people are safeguarded from potentially harmful and inappropriate online material. As well as educating children and young people about online risks, we have appropriate filtering and monitoring systems in place to limit the risk of children and young adults being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk.

We will We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children and young people safe.

We will also inform parents and carers of what we are asking children and young people to do online, including the sites they need to access, and with whom they will be interacting online.

Online safety risks can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content such as pornography, fake news, misogyny, self-harm, suicide, radicalisation and extremism
- **Contact:** being subjected to harmful online interaction with other users such as peer to peer pressure and adults posing as children or young adults to groom or exploit children and young people
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images, sharing other explicit images and online bullying. Our students may become involved in these activities through a sibling or peer
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing or financial scams. Our students may become involved in these activities through a sibling or peer

All staff are aware of these risk areas and should report any concerns to the DSL and record them in 'My Concern'.

a. Handheld Devices and Cameras

- a. The safe use of mobiles and cameras includes:
- i. Personal devices are only to be used by staff when on a designated break away from the students. At all other times, personal devices are to be switched off.
 - ii. School devices are only to be used by staff for work purposes. Photographs and videos of the students are only to be taken on school devices.
 - iii. Images of the students will only be used in accordance with our Data Protection Policy.

b. Domestic Abuse

- a. The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children and young people if they see, hear or experience the effects of abuse.
- b. Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It includes people who have been or are married, are or have been civil partners, have agreed to marry one another or each have or have had a parental relationship in relation to the same child or young person. It can include psychological, physical, sexual, financial and emotional abuse.
- c. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. This means children and young people can also be victims of domestic abuse.
- d. Children and young people can witness and be adversely affected by domestic violence in their home life. Experiencing domestic abuse and exposure to it can have a serious emotional and psychological impact on children and young people, and in some cases, a child/young person may blame themselves for the abuse or may have had to leave the family home as a result. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- e. Where police have been called to a domestic violence incident where children/young people are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up to date safeguarding information about the child/young person.
- f. All staff are aware of the impact domestic violence can have on a child/young person and that a child/young person who witnesses domestic abuse is also considered to be a victim. If any of our staff are concerned that a child/young person has witnessed domestic abuse, they will report their concerns immediately to the DSL and record them on 'My Concern'.

c. Honour-Based abuse

- a. So-called ‘honour-based’ abuse (HBA) encompasses actions taken to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing.
- b. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff are aware of this dynamic and additional risk factors and we take them into consideration when deciding what safeguarding action to take.
- c. If staff are concerned that a child or young person may be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead and record their concerns on ‘My Concern’.

d. Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences.

FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break. If staff are concerned that a child or young person may be at risk of FGM or who has suffered FGM, they should speak to the Designated Safeguarding Lead and record their concerns on ‘My Concern’. Teachers are also under legal duty to report to the police where they discover that FGM has been carried out on a child or young person under 18. In such circumstances, teachers will personally report the matter to the police as well as informing the Designated Safeguarding Lead.

e. Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse. Forced marriage is illegal.

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child/young person to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial “marriages” as well as legal marriages.

Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.

Forced marriage is not the same as arranged marriage, which is common in many cultures.

If staff are concerned that a child or young person may be at risk of forced marriage, they should speak to the Designated Safeguarding Lead and record their concern on ‘My Concern’.

d. Radicalisation and Extremism

- a. Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process of legitimising support for, or use of terrorist violence.
- b. Children and young people are susceptible to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy. Our staff are trained to identify those at risk of being radicalised or drawn into extremism.
- c. Prevent Duty training is updated regularly and at least every two years in our school.
- d. If staff are concerned that a child or young person may be at risk of radicalisation or being drawn into extremism, they should speak to the Designated Safeguarding Lead and record their concern on ‘My Concern’.

e. Staff/Student Relationships

- a. Staff are aware that inappropriate behaviour towards students is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a student under the age of 18.
- b. Staff are trained to recognise adult behaviour that constitutes both a low-level concern and a harm test passing concern in line with KCSIE.
- c. We provide our staff with advice regarding their personal online activity and we have clear rules regarding electronic communications and online contact with students. It is considered a serious disciplinary issue if staff breach these rules.
- d. Our Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.
- e. Allegations made against staff will be dealt with in line with our *Staff Disciplinary Policy*.

f. Low-Level Concerns

We are committed to creating a culture of openness, trust and transparency in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately.

A low-level concern is any behaviour towards a child that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, but does not meet the threshold of harm or risk of harm. Examples include being over-familiar with pupils, using inappropriate language, or breaching professional boundaries online.

All low-level concerns must be reported to the Designated Safeguarding Lead (DSL), recorded in writing using My Concern, and reviewed regularly to identify any patterns of behaviour that may require further action.

Recording and monitoring of low-level concerns is carried out in accordance with Part 4, Section 2 of Keeping Children Safe in Education 2025 and adult safeguarding guidance.

g. Safeguarding Concerns and Allegations Made About Staff, Supply Staff, Contractors and Volunteers

All safeguarding allegations that appear to meet the harm threshold, or indicate that an adult may pose a risk of harm to children, will be reported immediately to the Headteacher and referred to the Local Authority Designated Officer (LADO), in line with Part 4 of Keeping Children Safe in Education 2025.

Allegations include concerns relating to conduct in or out of school, including online behaviour, the use of personal devices, or inappropriate electronic communications with pupils.

Where an allegation is made against the Headteacher, this will be reported directly to the Chair of Governors/Trustees.

22. Whistle Blowing if You Have Concerns About a Colleague

- a. It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the Headteacher unless the complaint is about the Headteacher, in which case concerns should be reported to the CEO.
- b. Staff may also report their concerns directly to children's/adult's social care or the police if they believe direct reporting is necessary to secure action.
- c. The Whistleblowing Policy allows staff to raise concerns or make allegations and for an appropriate enquiry to take place.

h. Staff and Governor/Trustee Training

- a. Our staff receive appropriate safeguarding and child protection training which is regularly updated through an annual KCSIE update and regular training sessions as well as bulletins throughout the year. In addition, all staff receive safeguarding and child protection updates on a regular basis to ensure they are up to date and empowered to provide exceptional safeguarding to our students.
- b. New staff and volunteers receive a briefing during their induction which covers this Child Protection and Safeguarding policy and our staff Code of Conduct, how to report and record concerns and information about our Designated Safeguarding Lead and Deputy DSL.
- c. Our governors/trustees receive appropriate safeguarding and child protection (including online) training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole school approach to safeguarding. This training is updated at least annually
- d. Our safeguarding governor/trustee receives additional training to empower them to support and challenge the Designated Safeguarding Lead and support the delivery of high-quality safeguarding across the school.

i. Safer Recruitment

- a. Recruitment, selection and pre-appointment checks are carried out in line with Part 3 of Keeping Children Safe in Education 2025.
- b. The governing body and our senior leadership team are responsible for ensuring we follow recruitment procedures that help to deter, reject or identify people who might harm children and young people. When doing so we check and verify the applicant's identity, qualifications and work history in accordance with Keeping Children Safe in Education and the local safeguarding partner arrangements.
- c. We ensure that our volunteers are appropriately checked and supervised when in the school. We check the identity of all contractors working on site and request DBS checks where required by Keeping Children Safe in Education. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.
- d. When using supply staff, we will obtain written confirmation from supply agencies or third party organisations that the staff they provide have been appropriately checked and are suitable to work with children and young people. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children and young people.
- e. The school maintains a Single Central Record (SCR) of all pre-appointment checks as required by statutory guidance. The SCR is reviewed and audited regularly by the DSL and safeguarding governor to ensure compliance.

j. Site Security

Visitors are asked to sign in at the school reception and are given a badge, which confirms they have permission to be on site. Agency staff are issued with a yellow lanyard. Visitors who have not undergone the required checks will be escorted at all times.

k. Child Protection Procedures

a. Recognising abuse

- i. Abuse, exploitation and neglect are forms of maltreatment. Somebody may abuse, exploit or neglect a child or young person by inflicting harm or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.
- ii. Keeping Children Safe in Education refers to the categories of abuse. These are set out at Appendix One along with indicators of abuse.

b. Taking action

- i. Any child or young person could become a victim of abuse. Key points for staff to remember for taking action are:
 - in an emergency take the action necessary to help the child or young person, if necessary call 999;
 - report your concern to the DSL as soon as possible and immediately if there is an immediate risk of harm. Record the concern using ‘My Concern’;
 - share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family.

c. If you are concerned about a student’s welfare

- i. Staff may suspect that a student may be at risk. This may be because the student’s behaviour has changed, their appearance has changed or physical signs are noticed. In these circumstances, staff will give the student to communicate any concerns or worries using their usual means of communication.
- ii. If the student does reveal that they are being harmed, staff should follow the advice below.
- iii. Staff are aware that children and young people may experience barriers to disclosure such as not feeling ready or knowing how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children and young people may feel embarrassed, humiliated, or may be being threatened, which could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent our staff from having professional curiosity, speaking to the DSL and recording their concerns using ‘My Concern’ if they are worried about a child or young person.

d. If a student discloses to you or indicates that they may be being abused

Disclosure from a student at Rutherford may be reliant on an intuitive understanding by staff who are attuned to the student’s preferred mode of communication systems.

- i. If a student indicates that they may be being abused, the staff member will:
 - remain calm and not overreact;
 - allow them to speak communicate freely;
 - not be afraid of silences;
 - not ask investigative questions;
 - give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking/communicating to me’;
 - not automatically offer physical touch as comfort;
 - let the student know that in order to help them they must pass the information on to the DSL;
 - tell the student what will happen next;
 - alert the DSL immediately if there is an imminent risk of harm;
 - record the concern on ‘My Concern’ as soon as possible;
 - report verbally to the DSL.

e. Notifying parents/carers

The school will normally seek to discuss any concerns about a student with their parents or carers. If the school believes that notifying parents/carers could increase the risk to the child/young person or exacerbate the problem, advice will first be sought from children’s/adult’s social care and/or the police before parents/carers are notified.

l. Referral to Children’s/Adult’s Social Care

- a. The DSL will make a referral to children’s/adult’s social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents/carers will be told that a referral is being made, unless to do so would increase the risk to the child/young person.

m. Reporting directly to child protection agencies

- a. Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's/adult's social care or the police if they are convinced that a direct report is required or if the Designated Safeguarding Lead, the deputies, the Headteacher or the chair of governors are not available and a referral is required immediately. Contact details are listed in section 3 of this policy.

n.PACE Code C (Police and Criminal Evidence Act (1984) – Code C)

- a. The Headteacher, DSL and deputy (DDSL) are aware of the requirement for children and young people to have an appropriate adult when in contact with Police officers.
- b. The 'appropriate adult' means, in the case of a child/young person:
- the parent, carer or, if the child/young person is in the care of a local authority or voluntary organisation, a person representing that authority or organisation;
 - a social worker of a local authority.

If these are unavailable, another responsible adult aged 18 or over who is not:

- a police officer
 - employed by the police
 - under the direction or control of the chief officer of a police force
 - a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions.
- c. The DSL will ensure that this requirement is explained to staff as part of annual training.
- d. The DSL will ensure that, should the police attend the school site to interview a student in respect of an allegation that parents/carers are contacted and given the opportunity to attend site as the appropriate adult. Should this not be the case a trained member of the school staff should undertake this role until the police can provide an appropriate adult.
- e. The Headteacher, DSL or Deputy DSL will seek to ensure that interviews take place in police custody, away from the school so that the school remains a safe space for the young person.

o. Confidentiality and Sharing Information

- a. Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the Designated Safeguarding Lead or Deputy DSL, Headteacher or Chair of Governors.
- b. **Sharing information**
- i. The DSL will normally obtain consent from the student and/or parents/carers to share child protection information. Where there is good reason to do so, the DSL may share information *without* consent and will record the reason for deciding to do so.
 - ii. Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.
 - iii. Information sharing decisions will be recorded using 'My Concern', whether or not the decision is taken to share.
 - iv. The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child or young person. If any member of staff receives a request from a parent/carers to see child protection records, they will refer the request to the Headteacher.
- c. **Storing information**
- i. Child protection information will be stored separately from the student's school file within our 'My Concern' system where information will be appropriately categorised. It will be stored and handled in line with our Record Management, Retention and Disposal Policy.
 - ii. Our Data Protection Policy and our Record Management, Retention and Disposal Policy are available to parents/carers on request.

p.Special Circumstances

- a. **Looked after children/Children in Care**
- i. The most common reason for children/young people becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's/young person's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child/young person. The Designated Teacher for looked after children and the DSL have details of the child's/young person's social worker and the name and contact details of the local authority's Virtual Headteacher for children in care.

b. Children who have a social worker

- i. Children and young people may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with the school and the DSL will hold and use this information to inform decisions about safeguarding and promoting the child's/young person's welfare.

c. Work Experience

- i. The school has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with statutory guidance.

d. Private fostering arrangements

- i. A private fostering arrangement occurs when someone other than a parent/carer or a close relative, cares for a child or young person for a period of 28 days or more, with the agreement of the child's/young person's parents/carers. It applies to children and young people under the age of 16 or aged under 18 if the child/young person is disabled. By law, a parent/carer, private foster carer or other persons involved in making a private fostering arrangement must notify children's/adult's services as soon as possible.
- ii. Where a member of staff becomes aware that a student may be in a private fostering arrangement they will tell the DSL and the school will notify the local authority of the circumstances

Reference List of Key Legislation and Guidance

- Keeping Children Safe in Education (September 2025) – DfE statutory guidance.
- Working Together to Safeguard Children (December 2023) – Statutory guidance.
- What to do if you're worried a child is being abused (2015).
- Education Act 2002 (Section 157/175).
- The Teacher Standards (2012).
- The Safeguarding Vulnerable Groups Act (2006).
- The Education (Independent School Standards) Regulations (2014).
- The Domestic Abuse Act (2021).
- The Equality Act (2010).
- The Human Rights Act (1998).
- The Data Protection Act (2018) & UK GDPR.
- Prevent Duty (2015, updated 2021).
- Behaviour in Schools Advice (2022).
- Sharing nudes and semi-nudes: UKCIS advice (2020, updated 2024).
- Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance (2018).
- Preventing Youth Violence and Gang Involvement (2013).
- Working Together to Improve School Attendance (2024).
- Ofsted Education Inspection Framework and Safeguarding Policy (2024 reforms, implemented 2025).

Appendix One - Four Categories of Abuse

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead. It is the responsibility of staff to report their concerns.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

1 Physical abuse

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

Indicators of physical abuse

The following may be indicators of physical abuse:

- have bruises, bleeding, burns, bites, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- an injury that is not consistent with the account given
- symptoms of drug or alcohol intoxication or poisoning
- inexplicable fear of adults or over-compliance
- violence or aggression towards others including bullying
- isolation from peers

q. Emotional abuse

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

Indicators of emotional abuse

The following may be indicators of emotional abuse:

- over-reaction to mistakes
- delayed physical, mental or emotional development
- inappropriate emotional responses, fantasies
- self-harm
- drug or solvent abuse
- appetite disorders – anorexia nervosa, bulimia; or
- soiling, smearing faeces, enuresis (urinary incontinence)

r. Sexual abuse

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

a. Indicators of sexual abuse

The following may be indicators of sexual abuse:

sexually explicit play or behaviour or age-inappropriate knowledge
aggressive behaviour including sexual harassment or molestation
reluctance to undress for PE or swimming
anal or vaginal discharge, soreness or scratching
bruises or scratches in the genital area
reluctance to go home
refusal to communicate
depression or withdrawal
isolation from peer group
eating disorders, for example anorexia nervosa and bulimia
self-harm
substance abuse
acquire gifts such as money or a mobile phone from new 'friends'

s. Neglect

Neglect is the persistent failure to meet a child's/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child's/young person's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child/young person from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's/young person's basic emotional needs.

Indicators of neglect

The following may be indicators of neglect:

- constant hunger or stealing, scavenging and/or hoarding food;
- frequent tiredness;
- frequently dirty or unkempt;
- poor attendance or often late;
- poor concentration;
- illnesses or injuries that are left untreated;
- failure to achieve developmental milestones or to develop intellectually or socially;
- the child is left at home alone or with inappropriate carers.

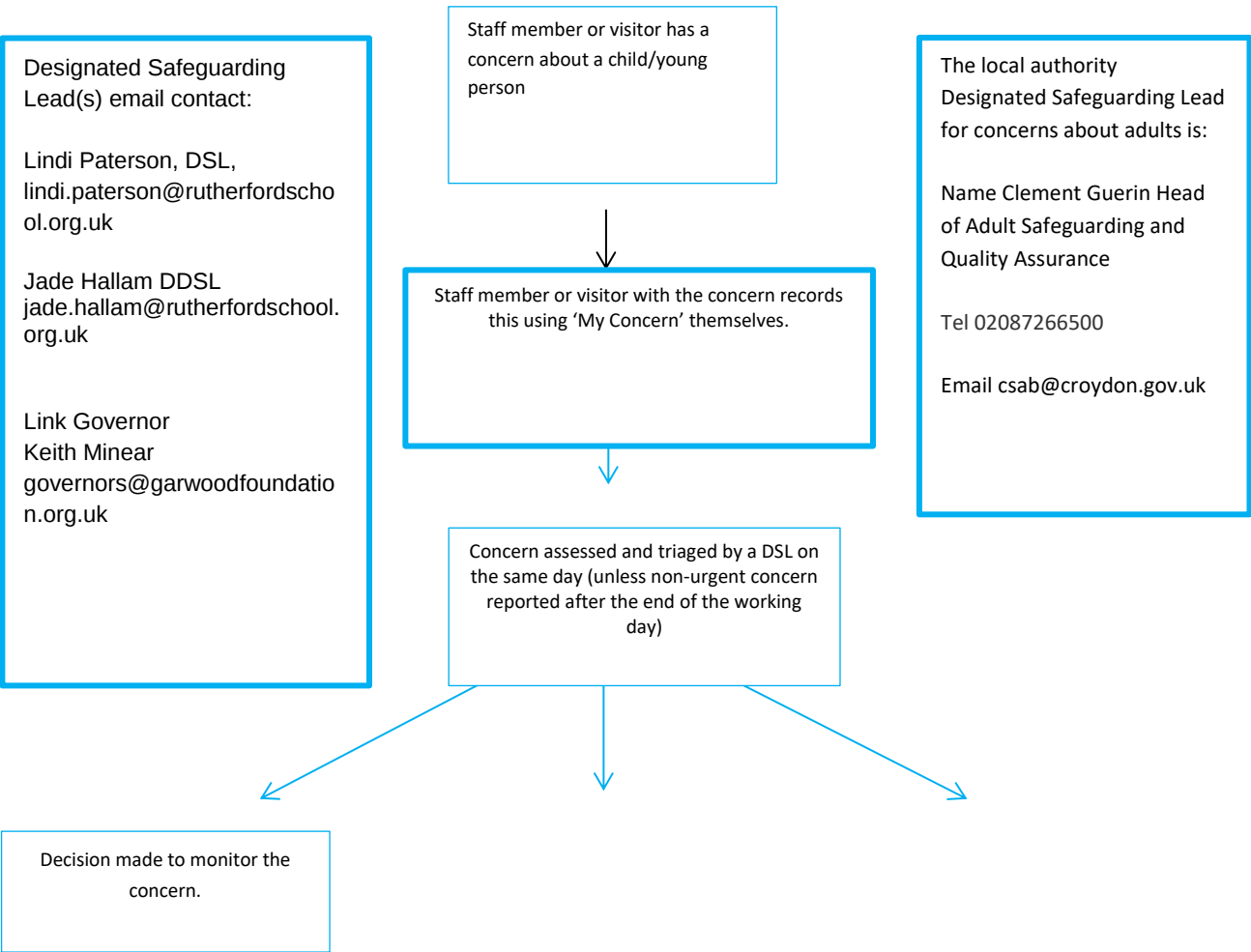
All staff should be aware that child sexual and child criminal exploitation are forms of child abuse

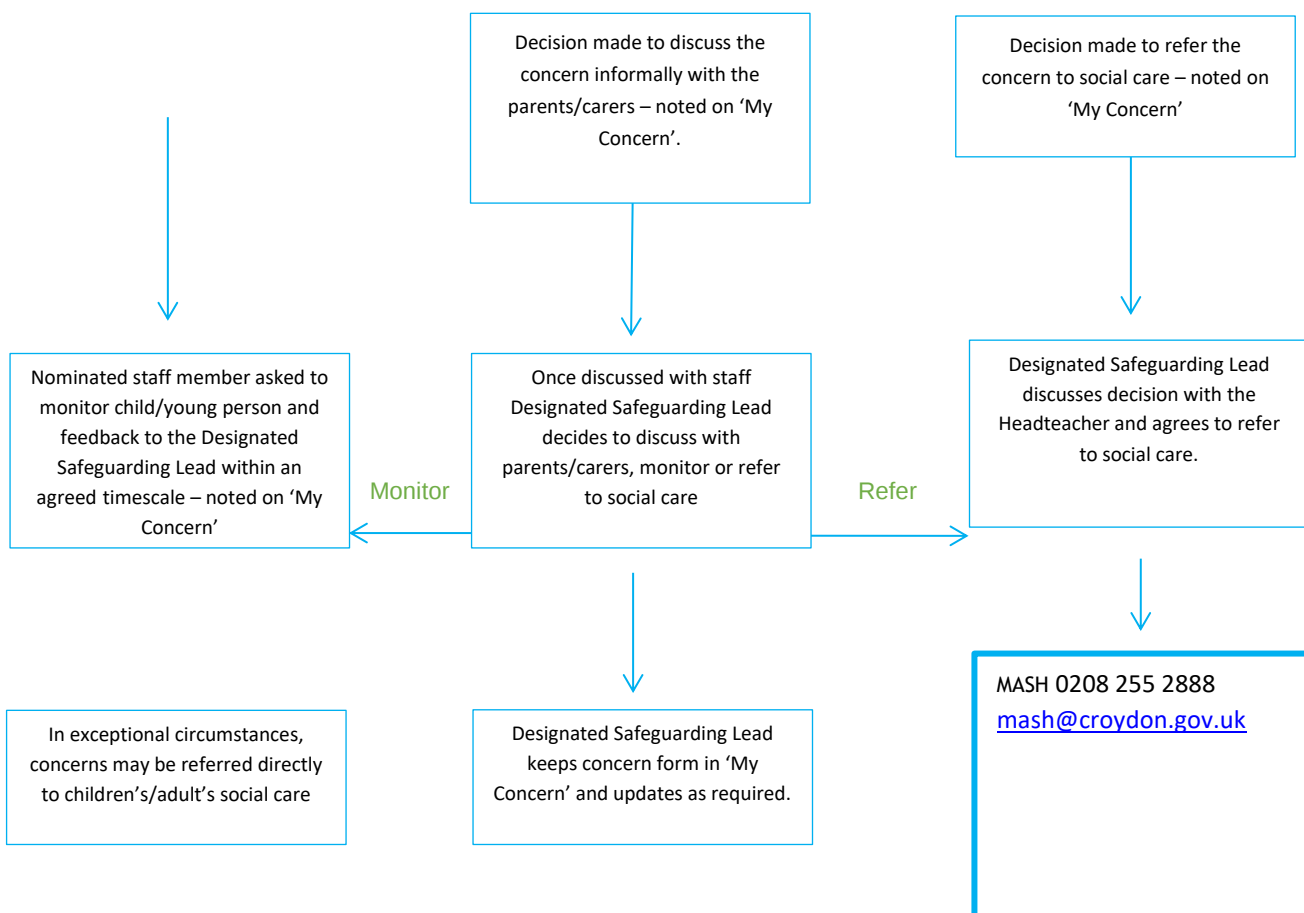
Appendix Two – Croydon’s Safeguarding Priorities

Croydon’s most significant local concerns are:

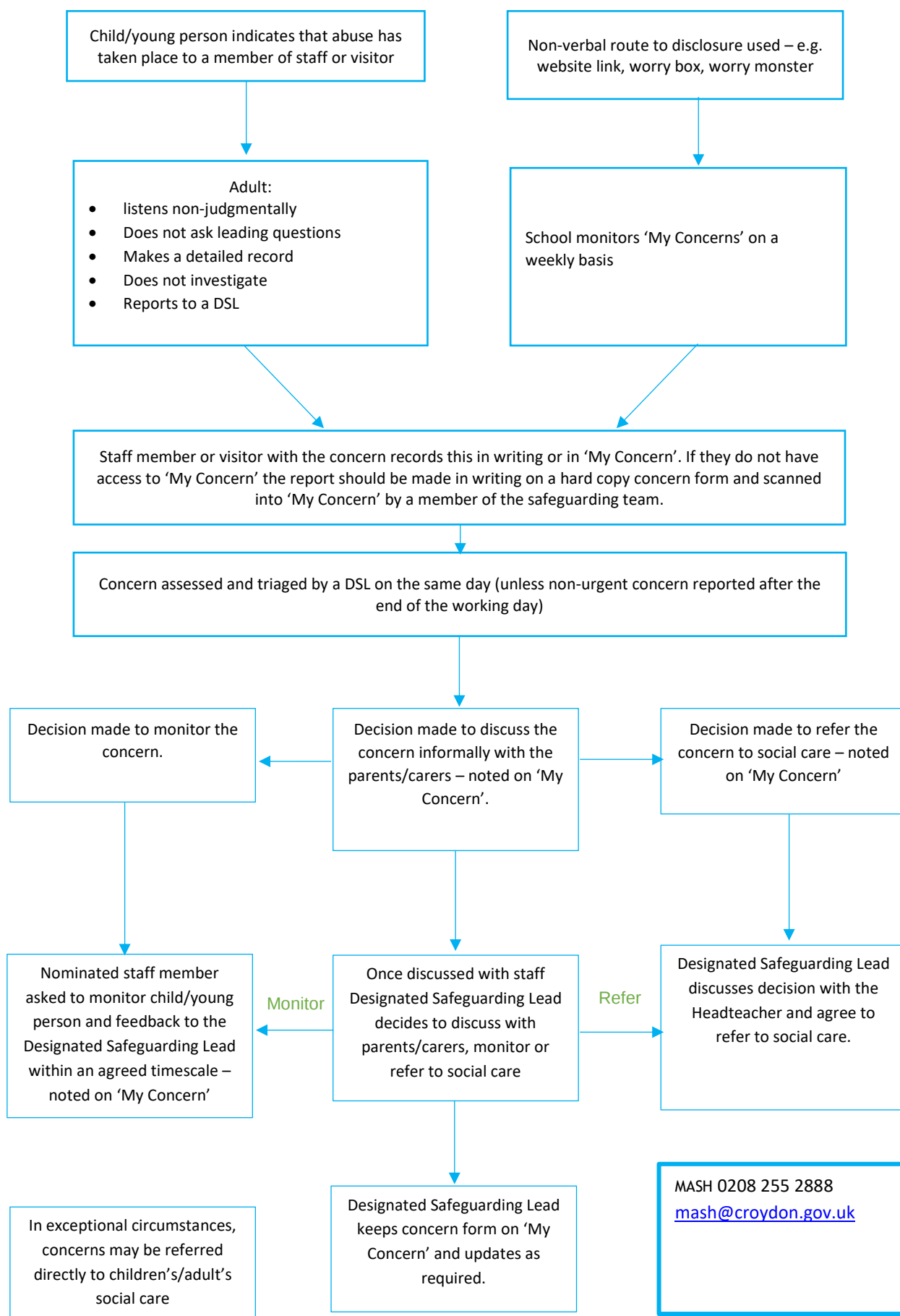
	Localised Safeguarding Concerns	Our strategic school response – what we do to prevent or reduce harm and respond to harm if it occurs.
1	Safeguarding of asylum seekers/displaced families	
2	Child victims of domestic abuse	
3	Professional curiosity/working with resistant families	
4	Child sexual abuse	
5	Serious youth violence/extra familial harm	

Appendix Three - Reporting Flowchart





Appendix Four - Routes to Disclosure Flowchart



Appendix Five – Operation Encompass

Our school is part of Operation Encompass.

Operation Encompass is a national police and education early intervention safeguarding partnership which supports children who experience Domestic Abuse. Operation Encompass is in place in every police force in England and Wales, the Isle of Man, Jersey, Guernsey, Scotland, Northern Ireland and Gibraltar. Children were recognised as victims of domestic abuse in their own right, in the 2021 Domestic Abuse Act.

Operation Encompass means that the police will share information with our school about all police attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day. The notification informs us about the context of the incident and includes the Voice of the Child.

Once a Key Adult (DSL) and their deputy (DDSLs) have attended either an Operation Encompass briefing or have completed the free National Online Operation Encompass Key Adult training they will cascade the principles of Operation Encompass to all other staff. All staff are encouraged undertake the online training.

Our DSL undertook training on 24/01/25.
Our DDSLs undertook training on 05/12/24.
Our Safeguarding Governor undertook training on 15/02/25
40 members of staff have completed the training on 22/01/24.

On 13/02/25 we held a meeting for parents/carers to inform them about our safeguarding and online policies including Operation Encompass and we will ensure that when a new child joins our school they are informed about Operation Encompass.
The Operation Encompass notification is stored in line with all other confidential safeguarding and child protection information.

The DSL and DDSL have led training for all staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. As a school we have also discussed how we can support our children who are experiencing Domestic Abuse on a day-to-day basis and particularly following the Operation Encompass notification.

We have used the free Operation Encompass Handbooks to inform our thinking.
We are aware that we must do nothing that puts the child/student or the non-abusing adult at risk.

The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

We will use the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken by the school.

When the Head Teacher, DSL or DDSLs leave the school and other staff are appointed, they will ensure that all Operation Encompass log in details are shared with the new Head Teacher /Key Adults and that the new member of staff will undertake the Operation Encompass online training.

Declaration (Original copy to go to employee and signed copy kept on file)

I have read, understood and agree to abide by the Safeguarding and Child Protection Policy Sept 2024.

Signed _____

Print name _____

Date _____

Annex A Outside of School Contact proforma

Staff’s Name _____

Student’s Name _____

Purpose of the contact with the student outside of school hours

Signature _____ Date_____