

HEMDEAN HOUSE SCHOOL
CAVERSHAM

Safeguarding Policy Including Early Years

Last Updated: September 2020

Review Date: September 2021

Approved on behalf of the Governing Body by:

Sue Manser (Safe guarding Governor) **Signed:**

A handwritten signature in black ink, appearing to read 'Sue Manser', written over a faint horizontal line.

Date: 2nd September 2020

Ratified by full Governing Body on 15th September 2020

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Safeguarding Contact Information

The Designated Safeguarding Lead (DSL) – also known as the Designated Child Protection Officer- at the School is:

- **Mrs H Chalmers** (h.chalmers@hemdeanhouse.net)

At present our Deputy Designated Safeguarding Lead is:

- **Mr D Clark** (d.clark@hemdeanhouse.net)

The above persons should ensure that all staff in the School read at least Part 1 and Annex A of the guidance and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE Guidance September 2020. Both the DSL and her deputy attend refresher courses as required, but at least every 2 years, to ensure they remain up to date with best practice and to keep up with developments relevant to their role.

Berkshire West Safeguarding Children Partnership (now to be referred to as Brighter Futures) share and work to a set of Child Protection Procedures.

The procedures have been agreed by as a framework for joint agency working in child protection. They reflect relevant legislation, guidance from central government and lessons from research. Staff that are or may be involved in protection of children need to have a working knowledge of these documents and to refer to relevant sections as needed.

To access the procedures, follow this link to the dedicated website:

<http://berks.proceduresonline.com/index.htm>

- **Chair of Governors:** Mrs Sue Manser
- **Safeguarding Governor:** Mrs Sue Manser (via School Office)

Brighter Futures:

- Esther Blake- esther.blake@BrightFuturesforChildren.org
 - 01189 373269
 - www.berkshirewestsafeguardingchildrenpartnership.org.uk
 - Jerry Curtis
 - Jeremy.curtis@reading.gov.uk
 - LADO@reading.gcsx.gov.uk
 - 07841 253871
- **Children's Single Point of Access (CSPOA/MASH):**
 - Tel: 0118 937 3641 9am to 5pm, Monday to Friday (excluding bank holidays)
 - Outside these hours, contact the Emergency Duty Team on 01344 786543
 - Secure email: childrenssinglepointofaccess@reading.gcsx.gov.uk
 - **Early Help Hub:**
 - Email: caf.businesssupport@readingscsx.gov.uk

Children (2019) Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keepingchildren-safe-in-education-2> (KCSIE September 2020),

1.3 Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairments of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe effective care; and taking action to enable all children to have the best outcomes. The School take responsibility for creating a culture of safety, equality and protection, including Online Safety. The School has a culture of listening that enables issues about safeguarding and child welfare to be addressed.

1.4 Children include everyone under the age of 18.

1.5 To create this safe environment, the School has certain statutory duties and responsibilities set out within:

- Keeping Children Safe in Education (September 2020) (KCSIE)
- "Working Together to Safeguard Children" 2019
- "Disqualification under the Childcare Act" 2018
- "What to do if you're worried a child is being abused." 2015 "Information Sharing" 2015
- "Teacher's misconduct: the prohibition of teachers" 2014
- Prevent Duty Guidance (March 2015) including the Use of Social Media for online radicalisation (July 2015)
- Channel Duty Guidance: Protecting vulnerable people from being drawn into Terrorism 2015
- Multi-agency statutory guidance on FGM 2016
- Female Genital Mutilation Act (2005) Section 5B
- Sexting in School and Colleges (UKCCIS) 2016
- Child Sexual Exploitation; definition and guide for practitioners (2017)
- The Education Act, 2002, HM Guidance;
- Children's Act 2004

Due to COVID-19 the following guidance has also been taken into consideration

- COVID-19: safeguarding in schools, colleges and other providers
- Mental Health and Behaviour in Schools Guidance

1.6 Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children's social care immediately. The School will also work closely with the police, health services and other services to promote the welfare of children and protect them from harm. Anybody can make a referral. If a referral is made, the DSL (Designated Safeguarding Lead) and Safeguarding Governor should be informed*.

**Working together to Safeguard Children (2019)*

**What to do if you are worried a child is being abused 2015 – Advice for practitioners *Keeping Children Safe in Education (2020)*

1.7 The School has trained designated persons to advise the Governors and staff and to offer advice and information. The DSL (Mrs Helen Chalmers) is a member of the senior management team and is responsible, where necessary, for maintaining clear communications with Children's Social Care (contact details are given at the end of this document), Ofsted and DfE, on all matters relating to Child Protection.

The DSL has a specific job description for this role, a summary of which can be seen in Appendix 4. Mrs. Chalmers along with the Safeguarding Governor has Level 3 training as well as inter-agency training provided by the Local Authority. In addition, the School will contribute to inter-agency working in line with the Working Together through effective implementation of the Safeguarding Policy and procedures and with good co-operation with local agencies. The School will provide Level 2 training for other colleagues as need requires and all staff are expected to complete online training annually. In addition, the DSL will have training in the Brighter Futures approach to Prevent Duties.

1.7.1 The Teachers Standards 2012 states that teachers, including Governors, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

1.7.2 The School has a Governor with specific responsibility for overseeing child safeguarding matters. At present, this role is fulfilled by Mrs. Sue Manser (sue.manser@isaschools.org.uk). The Governor working with the DSL will undertake an annual review of the School's Child Protection policies and procedures and of the efficiency with which they have been discharged. The designated Governor will receive training updates on a 2 to 3-year cycle, or if there are significant changes to national safeguarding policies and requirements.

1.7.3 The Safeguarding Governor will ensure that the School contributes to inter-agency working in line with
with
'Working Together' through effective implementation of the Safeguarding Policy and procedures and good co-operation with local agencies. An updated copy, can be found on the School website, alternatively a hard copy is available on request to the School office.

1.7.4 If there are any disagreements between the safeguarding team the default position must be to discuss the concern in confidence with the Social Care Team or the LADO.

1.7.5 Safeguarding of children is the responsibility of every member of staff and volunteers. Although referrals are managed by the DSL it is the legal responsibility for a member of staff to report an issue to the LADO if they are unhappy with the School process and outcomes. In addition to working with the DSL, staff members may be asked to support social workers to take decisions about individual children.

1.8 The School accepts responsibility for establishing procedures for responding to allegations of abuse and for providing guidelines for good practice, which will be updated when appropriate.

1.9 The School ensures that all staff that have substantial access to children are checked using procedures recommended by the Independent Schools Council and provided by the Disclosure and Barring Service (DBS), checks and safer workforce references, as detailed in our Recruitment Policy.

1.10 The Safeguarding Governor undertakes to monitor the use of the procedures and guidelines and identify and remedy deficiencies or weaknesses in Child Protection and Safeguarding arrangements without delay. The School recognises the need for appropriate training and access to advice on Safeguarding for all staff. Level 2 Basic Training is part of the induction process for temporary staff as well as volunteers and peripatetic staff.

1.11 The School is committed to training all staff with Level 2 Child Protection training and in Child Protection and Inter-Agency Work, every two years through termly inset sessions and annual online training through Educare. In addition, the DSL/deputy DSL and the Safeguarding Governor will attend Level 3 training every two years. Induction for all new staff includes appropriate Child Protection training; they will be invited to attend basic training and will be informed of the School's safeguarding arrangements, code of conduct, online safety,

Behaviour Management Policy, Health and Safety, and Fire procedures. All staff (both teaching and ancillary) will be issued with the policy and any further updates, this will happen initially as part of the induction process. Staff members are aware of the systems within our School through training and the induction process. This includes the staff code of conduct and the role of the DSL.

1.12 The School believes that the policy statement is necessary in the interests of the protection of both pupils and staff. The School has a protocol for such events.

1.13 All School staff are aware that when pupils are engaged in School supported activities outside the immediate School grounds, there is a need to ensure that all possible precautions are taken to safeguard their welfare. This is particularly important where overnight accommodation is included within the activity. In such cases the School would request evidence of external provider's Child Safeguarding Policy including the checking of their staff using the DBS. In the event that the School is unhappy with any aspect of such external provision, the School would look to use an alternative external provider.

1.14 The School pays particular attention to safeguarding arrangements where children are engaged in close one to-one teaching, such as specialist music and sports teaching. **One to one meetings online during periods of school closure are not permitted unless a parent is visually present.**

1.15 All children have a right to achieve their potential and to be protected from all forms of harm, including abuse and neglect. The School recognises that there are particular groups within it who may be more susceptible to bullying or abuse, because of race, disability, gender, religion, sexual orientation, Special Education Needs and/or English as an Additional Language issues. Even where safeguarding is not considered to be an issue, the School will draw on assistance from external services to support the pupil who is experiencing bullying or abuse, or to tackle any underlying issue which has contributed to the act of bullying or abuse.

1.16 All children have a right to feel safe within the School therefore through PHSE lessons and through the ICT curriculum pupils will be informed of safeguarding issues as well as on-line threats and risks.

It is the responsibility of the staff to help pupils adjust their behaviour in order to reduce risk. The School will also work with parents to alert them to the dangers of internet risk. The School has an Esafety policy; an Anti-Cyber Bullying policy and all parents; pupils and staff are required to sign a computer use acceptance form before using School electronic equipment.

1.17 The School will help children to adjust their behaviours in order to reduce risk and build resilience, including radicalisation, with particular attention to the safe use of the internet and social media.

- The latest resources can be found at:
 - UK safer Internet Centre www.saferinternet.org.uk
 - CEOP's www.thinkuknow.co.uk
 - Safety Net Kids <http://www.safetynetkids.org.uk>
 - NSPCC <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety>

Concerns about a Child/Management of Safeguarding

Whilst responsibility for referrals usually rest with the DSL – staff are reminded anyone can make a referral if necessary. The job descriptions of both the DSL and the Deputy DSL can be found in Appendix 4 and 5 of this document. The DSL and DDSL have access to outside agencies for advice and support.

The School recognises the differences between children facing harm and those who are in need of additional support from one or more agencies. The former should be referred to Children's Social Care immediately and the latter should lead to inter agency assessment using locally agreed processes, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches. The best interests of the child shall prevail.

Staff members are advised to maintain the attitude of 'it could happen here' where safeguarding is concerned. Staff members will always act in the interest of the child. Knowing what to look for is vital for the early identification of abuse and neglect. If staff members are unsure, they will speak to the DSL and make a written note of the conversation. A child going missing from School is a potential indicator of abuse or neglect.

It is important that children receive the right help at the right time to address risks and prevent issues escalating. Ineffective action or poor practice can have serious results. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to reassess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to taking action.

Children going missing from education are given prominence in KCSIE 2020.

Definitions of Abuse (Reference Working Together to Safeguard Children 2019 (WTTSC))

2.1 An abused child is a boy or girl who has suffered from, or is believed to be potentially at risk of suffering from physical injury, neglect, emotional abuse or sexual abuse.

2.2 Abuse and Neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Types of Abuse and Neglect

Abuse and neglect are forms of maltreatment of a child.

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

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

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

- Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); - or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Peer on Peer Abuse

- Different forms of Peer on Peer abuse:
 - Sexual violence
 - Sexual harassment
 - Physical abuse
 - Sexting (youth-produced sexual imagery)
 - Initiation/hazing type violence and rituals
 - Upskirting

It should also be remembered that children can also abuse other children. They are subject to the structures within this policy and are subject to the law, but they will need help too. They may themselves have been abused when younger.

The School also recognises the different gender issues that can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation/hazing type violence. All peer on peer abuse (including sexting / youth-produced sexual imagery) will be managed in accordance with this policy and a bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm will warrant a response under these procedures rather than the School's Behaviour Policy.

All staff should be alert to the well-being of students and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

- Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse and can include:
 - failing to attend School, disengaging from classes or struggling to carry out School related tasks to the standard ordinarily expected
 - physical injuries
 - experiencing difficulties with mental health and/or emotional wellbeing

- becoming withdrawn and/or shy
- experiencing headaches, stomach aches, anxiety and/or panic attacks
- suffering from nightmares or lack of sleep or sleeping too much
- broader changes in behaviour including alcohol or substance misuse
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age - abusive behaviour towards others

Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents / carers so that the cause(s) of their behaviour can be investigated. Where a child exhibits any behaviour that is out of character or abnormal for his / her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to advice, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed.

Confidentiality will be an important consideration for the School and advice will be sought as necessary.

When dealing with abuse by young people on peers, Schools should follow the key safeguarding documents, even where an alleged perpetrator is a child.

□ This will entail:

- effective implementation of the School's usual safeguarding and anti-bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue)
- seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by Brighter Futures
- if a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police
- effective information sharing with any agencies or other professionals involved; where allegations of abuse or assault have been made against one or more of its own pupils; a thorough risk assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support. Decisions arising might include, for

- example, whether the accused pupil should be removed from School for a period, or from certain classes, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc.

good record keeping of related conversations, meetings and communications and placed in pupil files; incident log and/or safeguarding files, including any communications with parents or guardians

Victims and perpetrators of peer on peer abuse will be offered support by the School, as appropriate. Staff will consider whether the incident is one of bullying or pupil behaviour in relationship to safeguarding. Banter – abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘just having a laugh’ or ‘part of growing up’.

Signs of Abuse (taken from the NSPCC)

- Under 5s
 - Doesn't cry or respond to parent's presence or absence from an early age
 - Reaches developmental milestones late, such as learning to speak, with no medical reason
 - Significantly underweight but eats well when given food
- 5 to 11-year olds
 - Becomes secretive and reluctant to share information
 - Reluctant to go home after School
 - Unable to bring friends home or reluctant for professionals to visit the family home
 - Poor School attendance and punctuality, or late being picked up
 - Parents show little interest in their child's performance and behaviour at School. - Parents are dismissive and non-responsive to professional concerns.
 - Is reluctant to get changed for sports etc. - Wets or soils the bed

Specific Safeguarding Issues

- child criminal exploitation (CCE)
- child sexual exploitation* (CSE)
- children missing in education
- County Lines
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness

-
- faith abuse
- female genital mutilation (FGM)*
- forced marriage
- honour based violence
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- grooming
mental health
- banter / 'having a laugh'
- private fostering
- radicalisation
- sexting
- sex abuse of children on children
- teenage relationship abuse
- trafficking
- vulnerable children with SEN/D
- Upskirting*
- Serious Violence

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are both forms of abuse and occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into criminal or sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or **other advantage (such as increased status) of the perpetrator or facilitator**. The imbalance of power may be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status or access to economic or other resources.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse maybe a one- off occurrence or a series of incidents over time. Victims can be exploited even when activity appears consensual and as well as exploitation being physical, it can also take place online.

The School recognises that children who are victims of child criminal or sexual exploitation may go missing from education. School staff will be alert to possible indicators of child criminal or sexual exploitation and any concerns will be managed in accordance with this policy.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket or to threaten other young people.

Indicators of CCE can be children

- with unexplained new gifts/possessions
- associating with other young people involved in exploitation

-
- suffering changes in emotional well-being
- Who misuse drugs and alcohol
- Who go missing for periods of time or regularly arrive home late
-

CSE can affect any child or young person (male or female) under the age of 18, including 16 and 17 year olds who can legally consent to have sex. It can include contact (penetrative and non-penetrative acts) and noncontact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)

The above \CCE indicators can also be indicators of CSE as can:

Children who have older boyfriends or girlfriends

Children who suffer from sexually transmitted infections or become pregnant

County lines Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry illegal drugs (primarily crack cocaine and heroin) and money into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal lines".

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children are often recruited to move drugs and money and are known to be exposed to techniques such as "plugging" where drugs are concealed internally to avoid detection.

Key to identifying potential involvement in county lines are missing episodes, both from home and school, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

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

Serious Violence Tackling serious violence is not a law enforcement issue alone; it requires a multi-strand approach involving a range of partners across different sectors

The main areas it focuses on are

- Tackling county lines
- Early intervention and prevention
- supporting communities and local partnerships
- Effective law enforcement and the criminal justice response

Female Genital Mutilation (FGM) victims are likely to come from a community that is known to practice FGM. Professionals should be aware that the girls at risk of FGM may be unaware of the practice – so sensitivity must be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national protocols for multi-agency liaison with police and social care. It is now mandatory for teachers to report to the police cases where they discover an act of FGM to have been carried out. The teacher should discuss such a case with the Schools DSL and involve social care as appropriate. Guidance on the warning signs of HBV can be found on pages 38-

41 of the Multi-agency statutory guidance of FGM (www.gov.uk/government/publications/multiagency-statutory-guidance-on-female-genital-mutilation) and pages 9-14 of (www.gov.uk/guidance/forced-marriage-guidelines-English.pdf).

Teachers (along with social workers and healthcare professionals) have a **statutory duty to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Information on when and how to make a report can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800306/61914-HO-Multi_Agency_Statutory_Guidance.pdf

Upskirting typically involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse. The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect.

Homelessness being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. 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 asked to leave a property.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592993/170206 - Policy Fact Sheets - Threatened with Homelessness.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592993/170206_Policy_Fact_Sheets_Threatened_with_Homelessness.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592995/170203 - Policy Fact Sheets - Prevention.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592995/170203_Policy_Fact_Sheets_Prevention.pdf)

Forced Marriage is when someone is made to marry another person who they don't want to. Forced marriages can happen in secret and can also be planned by parents, family or religious leaders. It may involve physical abuse, sexual abuse or emotional abuse. A forced marriage is different from an arranged marriage. In an arranged marriage, people have a choice about whether they get married or not. Arranged marriages are a cultural tradition for many people, but forced marriages are an abuse of human rights. Forced marriage is against the law in the UK and any concern that a child or young person may be being forced into marriage will be responded to as a Child Protection concern and referred to Children's Social Care.

Honour Based Abuse- whilst growing up a child may be taught that a set of behaviours are deemed to be honourable. If they display any dishonourable behaviours, they may be abused by their families or member of their community. FGM and forced marriage are examples of these.

Contextual Safeguarding – Safe guarding incidents and/or behaviours can be associated with factors outside of school. All staff, but especially the DSL and DDSL, should consider whether children are at risk of abuse or exploitation in situations outside of school and their families.

Bullying and cyber-bullying

On-line abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online or technically used to facilitate offline abuse (for example persuading children to take part in sexual activity online). Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold.

- Children are trafficked for:
 - child sexual exploitation
 - criminal activity such as pickpocketing, begging, transporting drugs, working on Cannabis farms, selling pirated DVDs and bag theft
 - benefit fraud
 - forced marriage
 - domestic servitude such as cleaning, childcare, cooking
 - forced labour in factories or agriculture

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

The signs of grooming aren't always obvious and groomers will often go to great lengths not to be identified.

- If a child is being groomed, they may:
 - be very secretive, including about what they are doing online
 - have older boyfriends or girlfriends
 - go to unusual places to meet friends

- have new things such as clothes or mobile phones that they can't or won't explain - have access to drugs and alcohol.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

Harmful sexual behaviour Children and young people who develop harmful sexual behaviour harm themselves and others. Age differences and harmful sexual behaviour between children is also considered harmful if one of the children is much older – particularly if there is more than two years' difference in age or if one of the children is prepubescent and the other isn't (Davies, 2012).

However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled. (Rich, 2011)

- Examples of harmful sexual behaviour include:
 - using sexually explicit words and phrases
 - inappropriate touching
 - using sexual violence or threats
 - full penetrative sex with other children or adults

Children's Mental Health

All staff should be aware that mental health problems can, in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child this is also a safeguarding concern, immediate action should be taken, following the school policy and speaking to the DSL.

Special Educational Needs and Disability

All staff also need to be alert to the specific needs of those pupils who special educational needs and/or disabilities, including young carers. Those with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Staff will support such pupils in expressing any concerns

they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

- We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.
- The School has pupils with emotional and behavioural difficulties and/or challenging behaviours. The School will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.
- As part of the PSHE curriculum staff will teach young people personal safety skills in an age appropriate manner.
Students will be taught on how to keep themselves safe, peer pressure and appropriate relationships.
- The School has pupils who may have learning difficulties and we are aware that they are vulnerable to abuse because they may be unable to express themselves to others. Instead such pupils may exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.
- Where necessary, the School will provide additional training to staff in the use of alternate communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the pupil.
- We promote high standards of practice, including ensuring that children with disabilities know how to raise concerns, and have access to a range of adults with whom they can communicate.

Response to allegations of abuse

- 3.1 All allegations of child abuse involving the School community will be taken seriously and dealt with speedily. Allegations may relate to matters within School or indeed outside School or at home. As stated in the Children Act, the welfare of the child is of paramount concern. Any member of staff with concerns may contact the DSL or the LADO confidentially to discuss and seek advice.
- 3.2 The School will make arrangements as appropriate for the emotional and spiritual support of children and staff affected by a child safeguarding issue.
- 3.3 The DSL, or Chair of Governors if appropriate, will make sure that a referral of allegations or suspicions of abuse has been made to the local Children's Social Care Child Safeguarding team within 24 hours, (in writing or with written confirmation of a telephone referral) and will liaise with that department and the police during any child protection investigation. In the case of an urgent concern, an immediate referral must be made.
- 3.4 Any allegation of abuse against a member of staff or volunteer should immediately be referred to the DSL who should seek advice from the LADO. Should the allegation be about the Head / Chair of Governors then the LADO should be contacted directly (without informing the Head). In the case of serious harm, the police will be informed from the outset.

- 3.5 Following the outcome of any advised investigation appropriate actions will be taken. These may include disciplinary procedures, risk assessments, suspension of staff or students and/or relocation of involved staff if they are resident within School.
- 3.6 The Head Teacher will be responsible for informing Ofsted, DBS and the DFE of any information that is required to go on its register. The Head Teacher will also inform the Disclosure and Barring Service if a member of staff is deemed unsuitable to work with children. Where a teacher is dismissed for misconduct (or would have been dismissed had he/she not resigned first) the TRA (Teaching Regulation Agency) will be informed.
- 3.7 The result of an investigation may be inconclusive, there may or may not be a prosecution, or it may be decided that a person's behaviour has been ill-advised and foolish rather than criminal.
- 3.8 Allegations may be shown to be unfounded or malicious. In these cases, the Governing Body will find appropriate means to make clear that the person has been exonerated.
- 3.9 The DSL is required to keep a central confidential record of all reported incidents including the original notes of the first conversation with the complainant.
- 3.10 Staff who, in good faith, report any concern or allegation about School practices or behaviour of colleagues which prove to be unfounded will be provided with immunity from retribution or disciplinary action for such "whistle blowing". Further detail is given in the 'Whistleblowing' Policy which can be found in the staff handbook or on the School website.

Whistleblowing procedures

Hemdean House School has a whistleblowing policy and procedures – which is introduced during the induction of new staff and is referred to during INSET.

- The key principles are:
 - A culture of safety and raising concern
 - Valuing of staff
 - Reflective practice

There are procedures for reporting and handling concerns, including poor or unsafe practice and potential failures in the Schools safeguarding regime. There is provision for mediation and dispute resolution. Training and support are given to staff. There is transparency and accountability in relation to how concerns are received and handled.

- Where a staff member feels unable to raise an issue with their employers or feels their genuine concerns are not being addressed, other whistle blowing channels may be open to them:
 - General guidance can be found at – <https://www.gov.uk/whistleblowing>

- The NSPCC Whistle blowing helpline at - <https://www.nspcc.org.uk/what-you-cando/reportabuse/dedicated-helplines/whistleblowing-advice-line> Telephone: 0800 028 0285 lines open 8am to 8pm, Monday to Friday and email: help@nspcc.org.uk

Staff Code of Conduct/Behaviour and Good Practice

4.1 The School considers it good practice to seek advice from Brighter Futures where they consider a child could be at risk.

4.2 The School requires all staff to maintain the highest professional standards in their work and relationships with children. The following recommendations provide a framework within which children should be safe from harm and adults protected from false allegations or temptation.

Be prepared for your colleagues to remind you if you forget one of these guidelines, and be prepared to help a colleague by advising them in return. The more trusting and open the relationships between staff, the safer our children and young people will be. However, if a colleague fails to amend inappropriate behaviour to meet the guidelines, colleagues should be prepared to report them in the interests of safeguarding children. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

The Children Act stresses the importance of children being able to share their concerns with adults and being able to confide in them. All staff involved in the care of pupils should strive to create a supportive and caring environment.

□ The following list constitutes the School's recommended good practice guidelines:

- Treat children and young people with the respect and dignity befitting their age
- Be aware of your speech, tone of voice and body language
- Control and discipline children without physical punishment
- Don't permit abusive peer activities e.g. initiation ceremonies, ridiculing, bullying
- Advise another member of staff if you need to see a child on his or her own for a lengthy period, use a space where you are both visible. Do not position yourself between the child and the exit. Do not invite a child to your home alone. Invite a group and make sure someone else is around and aware where the children are
- When in a private meeting with a child, try to leave the door ajar and position furniture appropriately (table or desk between you and the child)
- Respect a child's privacy, particularly in lavatories, showers and changing rooms
- Do not engage in playing rough physical or sexually provocative games with children
- Do not be sexually suggestive about or to a child
- Do not touch a child in an inappropriate or intrusive manner
- Avoid scapegoating, ridiculing or rejecting a child

- Avoid showing favouritism to any one child
- Avoid allowing children to involve you in excessive attention-seeking that is overtly physical or sexual in nature
- Try to avoid giving lifts to children on their own. If this is unavoidable, consider asking the child to sit in the back of the car
- Do not share sleeping accommodation with children
- Do not allow unknown adult's access to children. Visitors should be accompanied by a known person
- Do not contact a student from a personal e-mail account, own mobile phone (other than a mobile phone device provided by the School), or via a social networking site or means of instant messaging

4.3 Staff are required to keep a diary of all out-of-School-hours encounters with pupils. If a child seeks a private meeting with a member of staff on more than three occasions within a short period of time (within a month), this should be reported to a DSL.

4.4 Staff are monitored and reviewed regularly, through meetings, appraisals and performance review. New staff are provided with a mentoring system from a more experienced staff member to ensure the correct policies are known and understood. Also, that key figures are identified, e.g. the DSL.

4.5 Staff must be aware of the abuse of one pupil by another pupil. When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm' the local agencies must be referred to. It would be expected that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim are treated as 'at risk'. Staff must refer if necessary, to Anti-Bullying Policy.

4.6 Through teaching and learning opportunities, the Schools PHSE programme and during ICT lessons pupils will be made aware of safeguarding issues (as listed on page 7/8 of this document) and the need for e-safety. Introduction or discussion of these areas will be age appropriate.

4.7 Under section 16 of The Sexual Offences Act 2003, it is an offence for a person over the age of 18 (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust and respect of that child, even if the relationship is consensual.

Inappropriate advances

5.1 Children can sometimes make suggestive approaches to an adult. For whatever reason, they may act in an inappropriate manner. Sometimes, inappropriate physical contact can be made either intentionally or accidentally.

5.2

- It is vital that members of staff take the responsibility to:

- Tell the child that his or her language or behaviour is unacceptable.
- Tell a DSL about the incident, however embarrassing this is.
- Record the incident, indicating what was said and/or done. This is a necessary safeguard if accusations are made at a later stage.

The member of staff and the DSL should decide on the appropriate course of action. It may be necessary for the DSL and/or the member of staff to discuss the incident with the Safeguarding Governor and/or to seek advice from Children's Social Care Team.

Confidentiality

6.1 The highest level of confidentiality should be maintained at all times in relationships with both adults and children. You should, however, make it clear that there are certain circumstances, such as if a crime has been committed, as a result of an emergency incident, or if a child is suffering or is likely to suffer harm, when other people will need to be told so that the child can be protected.

6.2 It is important not to agree to blanket confidentiality in any discussion or counselling. If an allegation has been made against someone it is very important that as few people as possible, know whilst the allegation is being investigated. This protects both the accuser and the accused.

Hearing a child abuse disclosure

7.1 The School is committed to liaising with the statutory child protection agencies when dealing with allegations of abuse. If possible, you should refer any allegation as soon as possible to a DSL, who will follow appropriate procedures for hearing a child protection disclosure (see appendix 3). However, any member of staff may be in a position where a child wishes to disclose to them issues relating to abuse. Make a record of any conversations appropriately.

7.2

- The following procedures should be adopted when hearing a child abuse disclosure:
 - If the listener (member of staff) feels a disclosure is likely to be made, then they must ask another member of staff to be present – first checking that the pupil accepts the additional presence. However, if the pupil is reluctant to speak in front of that third person, it is better for the listener to hear the disclosure alone, rather than for no disclosure to be made.
 - Where appropriate the listener will take steps to protect the complainant from immediate harm e.g. by contacting the DSL or Department of Children's Social Care directly. If the concern is a child in need then act immediately, inform the DSL who will then follow up with Early Help / Pastoral Support / Children's Social Care, as appropriate. If the concern is a child at risk, then

inform the DSL immediately who will then contact Children's Social Care / Police. If a crime is committed this will be immediately / 24 hours / one working day (see appendix 3).

- As soon as reasonably possible, preferably immediately after the conversation has taken place, the listener will make a statement of the conversation. Such a statement will include a note of the date and time and will be signed by the author. The content must be verified with the child to ensure it is an accurate account of the disclosure.
- Do not give a guarantee of confidentiality. You have a duty to tell the appropriate people if you are told of incidents of abuse. Do explain that you will only tell those who have to know. If possible, refer the complainant directly to a DSL.
- Do not ask leading questions. Limit any questioning to the minimum necessary to seek clarification only. Stick to questions of the type 'What is it you want to tell me?' don't ask questions like 'Why do you think this happened?'
- Tell the DSL immediately and if they are not available the DDSL immediately (unless they themselves are being accused) in which case refer to the LADO. Do not tell anyone else.
- Discuss with a DSL/Safeguarding Governor whether steps need to be taken to protect the complainant.
- Do not carry out an investigation yourself. Children's Social Care and police staff are specifically trained in appropriate procedures and you could damage or prejudice criminal proceedings by interviewing people yourself.

7.3 It is crucial never to assume that an accusation of abuse against someone you know well and whom you trust is bound to be wrong. Children and young people often tell their peers, rather than staff or other adults, about abuse. It is important to make sure that senior pupils (e.g. prefects and young people leading activities for others) as well as responsible adults are aware of these points. Senior students will be advised through their PHSE programme. If you suspect that a child is at risk of immediate harm, follow the same procedures that are appropriate in the case of a disclosure that is made.

7.4 Pupils are advised of the opportunity to speak to an independent listener through the Anti-Bullying Board within the School.

7.5 Parental consent is not required to make a referral.

Governors

8.1 The Governors must be informed by the DSL of any on-going Child Protection issues ensuring that confidentiality is maintained.

8.2 All Governing Body meetings will include any items of Child Protection.

8.3 The Governors will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children.

8.4 The policy and procedures will be reviewed by the Governors annually.

8.5

□ Furthermore, the Governors are responsible for:

- reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged
- ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- approving amendments to safeguarding arrangements in the light of changing Regulations or recommended best practice
- **ensuring there are clear systems and policies in place for identifying possible mental health problems.**

8.6 The Safeguarding Governor will have responsibility of the annual safeguarding review of policies and procedures. The Safeguarding Governor will receive Level 3 training in order to ensure the skills, knowledge and expertise to take leadership responsibility.

8.7 The Governors will also have an overview of that all staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children. She will ensure that staff feel supported in the School environment.

Safer Recruitment Procedures

9.1 All new appointments will be made following the good practice outlined in our Recruitment Policy which reflects the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. Decisions about the suitability of prospective employees are based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information; all new employees are subject to DBS checks at the Enhanced Disclosure level. Similarly, all volunteers who are likely to come into contact with pupils, are checked at the same level. In order to verify the validity of written references, the School will make direct contact with a referee to ensure the written

reference is genuine. In addition, as recommended in WT 2018 there will be on-going safe working practices for those who work with children. Information can be found at <https://www.saferrecruitmentconsortium.org>

- 9.2 In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE September 2020), the School prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Organisations providing contractors or consultants working on site are asked for assurances that where relevant and required, their staff have been suitably vetted in line with legal requirements.
- 9.3 As part of carrying out our safer recruitment procedures under KCSIE (September 2020), members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and dance teachers are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.
- 9.4 Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Further checks will also include a check for information about any teacher sanction or restrictions that an EEA professional regulating authority has imposed. Those undertaking management posts will be subject to prohibition from management of independent School's checks.
- 9.5 All volunteers and contractors working regularly during term-time are also subject to the statutory DBS checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils at School.
- 9.6 Should the School develop concerns about an existing staff member's suitability to work with children; it will carry out all relevant checks as if the individual were a new member of staff.
- 9.7 The registration for the vetting and barring scheme started for new workers or those moving jobs in July 2010 and the registration did not become mandatory for these workers until November 2010 (previously monitored and managed by the organisation known as the ISA). All other staff were phased into the scheme from 2011.
- 9.8 Non-statutory advice has been issued by the DfE to supplement KCSIE. It concerns how staff can be disqualified by association with others and explains the effect of the Childcare (Disqualification) Regulations 2009. The advice applies to staff in Schools who work in Early Year's provision and to those who work in later year's provision for children who have not attained the age of 8. It also applies to employees who are directly concerned in the management of such provision even though they may not work in the early years or relevant later years provision themselves. The Governors has decided, as a policy, to check all staff, both current and

new, requiring them to make a declaration re Disqualification under the Childcare Act 2006, as per the new Guidance issued in February 2015.

9.9 Staff can be disqualified under the Childcare Act 2006 which was subject to changes with the introduction of the Childcare (Disqualification) and Childcare (Early Years Provision Amendment) Regulations 2018 and is concerned with staff working with children under the age of 8. The guidance applies to employees; volunteers; supply/agency staff; self-employed people; staff and other organisations contracted to provide childcare and Governors who volunteer are also potentially within the scope of the guidance.

□ The grounds for disqualification include in summary:

- being on the DBS Children's Barred List
- being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- any offence involving death or injury to a child
- being the subject of certain other orders relating to care of children
- refusal of cancellation of registration relating to childcare or children's homes or private fostering - living in the same household where another person who is disqualified lives and works.

Records will be kept of staff employed to work in or manager child care including the dates the disqualification checks. The School is legally obligated to inform staff of the legislation and keep a record of the date the information was provided.

To ensure best practice the School will follow the safer recruitment processes of KCSIE 2018 fully. We will ensure policies, procedures and expectations of staff are clear. The School has a culture of listening and we hope the staff will feel comfortable to discuss matters outside School. The School looks to safeguard the welfare of their staff which in turn leads to increased children's safety.

9.10 The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years' childcare, including before School and after School clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

9.11 The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the Head Teacher immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the School immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

9.12 Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they

are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed.

9.13 As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

Staff Training

The training for all staff is in line with the Brighter Future requirements in terms of content and frequency.

10.1 It is vital that all School and organisation staff members are provided with adequate training. All staff are expected to complete level 2-basic awareness training annually (as in 1.10). An up-to-date record is kept of this information. A number of staff have been trained to an advanced level, so that in the event of sickness or absence there is a member of staff equipped to deal with any situation. All staff including temporary staff and volunteers are issued with and are required to read the DfE document "Keeping Children Safe in Education: information for all School and College staff." (2019). Staff are required to sign the Policy Record Document to confirm the reading of any DfE or policy document relating to Safeguarding issues and updates in conjunction with all relevant School policies. All staff will receive training in Part 5 KCSIE 2019 dedicated to Peer on Peer Abuse and how to manage Peer on Peer Sexual Violence and Sexual Harassment.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

10.2 Staff receive regular updates through the Educare system

10.3 During the induction of new staff, the School Code of Conduct is discussed.

New Staff Training/Induction

All new staff will be provided with an induction prior to them beginning work. In the event that this does not occur the member of staff will be risk assessed / supervised.

□ The induction programme will include:

- The Schools Safeguarding and Child Protection Policy, including PREVENT (this may be delivered through Educare)

- Identity and role of the DSL and DDSL
- Staff Code of Conduct – including whistleblowing and Acceptable Use of IT Policy - Pupil Behaviour Policy
- Schools safeguarding response to children missing from education, including the Policy - Online Safety
- Discussion on Peer on Peer Abuse
- Copy of KCSIE 2020 Part 1 and Annex A, sent electronically

Staff Contractors

Where a contractor works regularly within the School with the opportunity for pupil contact, basic safeguarding training will be offered – either on site or through Educare

The use of telephones and cameras

11.1 Hemdean House School allows staff to bring in personal mobile telephones and devices for their own use but must ensure that these are left inside their bag or desk drawer throughout contact time with children. Under no circumstances may staff contact a current parent/carer or pupil using their personal device.

11.2 Staff bringing personal devices into the School must ensure there is no inappropriate or illegal content on the device. Mobile phone calls may only be taken at staff breaks or in staff members' own time and in an area where children are not present. If staff have a personal emergency, they are free to use the School telephone or make a personal call from their mobile in an area where children are not present. If any staff member has a family emergency or similar and needs to keep their mobile phone to hand, prior permission must be sought from the Head Teacher. It is the responsibility of individual staff to ensure that the School Office has up to date contact information of their families, children's Schools etc. and know their emergency work telephone number.

11.3 During group outings nominated staff will have access to the School's nominated mobile phone, which is to be used for emergency purposes only. It is the responsibility of all members of staff to be vigilant and report any concerns to the Head Teacher.

11.4 Concerns will be taken seriously, logged and investigated appropriately (see allegations against a member of staff policy). The Head Teacher reserves the right to check the image contents of a member of staff's mobile phone should there be any cause for concern over the appropriate use of it. Should inappropriate material be found then the Local Authority Designated Officer (LADO) will be contacted immediately together with the Safeguarding Governor. The School will follow any appropriate disciplinary measures informed by the guidance of the LADO. These measures may result in staff member's dismissal.

Cameras

Photographs taken for the purpose of recording a child or groups of children participating in activities or celebrating their achievements is an effective form of evidence for progression. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care. Staff must seek prior permission from the Head Teacher to use their mobile phone or personal camera to take photographs within the School and all photos must be downloaded immediately after the event and deleted from the personal device. Should a member staff fail to comply with this it will result in disciplinary action?

Only the designated School's camera may be used to take any photograph within the School or on outings. Images taken must be deemed suitable and must never put the child/children in any compromising positions that could cause embarrassment or distress or harm. All staff are responsible for the location of the camera. Camera must be locked away at the end each day. Images taken and stored on the camera must be downloaded as soon as possible, ideally once a week and the images deleted from the camera's memory card.

Preventing radicalisation

Preventing Radicalisation – the Counter-Terrorism and Security Act 2015 places a duty on specific authorities, including education, in the exercise of their functions to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty'). The local authority is responsible to ensure a Channel panel is in place.

This panel will assess any referral to which identified individuals are vulnerable to being drawn into terrorism. Hemdean House School monitors the current terrorism alert levels both nationally and locally and will take appropriate action if the risk increases.

We recognise that it is a key role of the School to support children and that School may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination. We recognise that the School plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role School plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views.

Staff acknowledge the need for a culture of vigilance to be present in the School to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation and may need help or protection. However, staff acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people.

Where the suspicion or complaint is in relation to terrorism or extremism ideas involving a pupil, staff must raise this with the DSL without delay. The DSL will consult with external agencies, as appropriate in accordance with this policy. Where the level of risk is such that there is an immediate risk of harm or staff have a genuine concern that there is an immediate risk of harm, any member of staff may make a referral directly to children's social care or the police. The School will not discuss any concerns in relation to possible radicalisation without first agreeing with children's social care or the police what information can be disclosed.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below. The Home Office statutory Prevent duty guidance can be accessed on:
[www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799 Revised Prevent Duty Guidance England Wales V2-Interactive.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

The Department for Education non-statutory Prevent duty guidance can be accessed on:
www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

The Channel General Awareness course can be accessed on the link below:
course.ncalt.com/Channel_General_Awareness/01/index.html

The School, in recognition that pupils may be at risk of being drawn into terrorism, carries out appropriate risk assessments (following consultation with local partners, such as the police) of the potential risk in the local area. Such risk assessments are discussed with the Governing Body, the Head, and the DDSL to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

Visiting Speakers

The Prevent statutory guidance requires Schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to our pupils is to ensure that they can critically assess the information that they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that where appropriate their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a School employee. On attending the School, Visiting Speakers will be required to show original current identification document including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

More useful contacts for child protection

Childline - 0800 1111

Childline is the free helpline for children and young people in the UK. Children and young people can contact us to talk about any problem - our counsellors are always here to help you sort it out. www.childline.org.uk

NSPCC - 0808 800 5000

The NSPCC's (National Society for the Prevention of Cruelty to Children) purpose is to end cruelty to children. We provide services for children in England, Wales, Northern Ireland and the Channel Islands and campaign to make society a better place for them. We can help if you're not sure what child abuse is and our free 24-hour helpline on 0808 800 5000 offers help for anyone who is concerned about a child's welfare.

<http://www.nspcc.org.uk>

NSPCC Inform - Free resources and information for Child Protection Professionals www.nspcc.org.uk/inform

Thames Valley Partnership - Bringing people and organisations together to work for safer communities.

<http://www.thamesvalleypartnership.org>

Stop It Now! - A public information and awareness raising campaign regarding child sexual abuse

www.stopitnow.org.uk

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for Schools and colleges on the TES website and also on its own website www.nspcc.org.uk

Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see website link below
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see website link below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- grooming
- harmful sexual behaviour
- mental health
- private fostering
- preventing radicalisation
- sexual abuse
- sexting
- teenage relationship abuse
- trafficking
- Upskirting

This policy should be read in conjunction with the following Hemdean House School policies:

- Suitable Person Policy
- Behaviour Policy
- Anti-Bullying Policy
- Children Missing in Education Policy
- Whistle Blowing Policy
- Complaints Policy and Procedures
- Educational Trips and Visits Policy
- Health and Safety Policy
- ICT Usage Policy
- E-safety Policy
- Staff Behaviour and Code of Conduct
- **COVID-19 procedures and Risk Assessment**

Further Information:

- When to suspect child maltreatment (National Institute for Health and Care Excellence, 2009)
- Information Sharing – Advice for practitioners providing safeguarding services to vulnerable children, young people, parents and carers (2015)
- Multi-Agency Practice Guidelines: FGM (2014)
- Statutory framework for the early years foundation stage (2014)
- Mental health and behaviour in Schools (March 2015)
- Counselling in Schools: a blue print for the future (March 2015)

Appendix 1 – CONFIDENTIAL REFERRAL FORM

NAME: _____

FORM: _____

REASON FOR REFERRAL:

Please be exact as possible; state clearly when, where, names of others present during disclosure and to whom this information was shared. Attach any relevant notes.

SIGNED: _____ DATE: _____

POSITION: _____

ACTION TAKEN:

CONTACTS/AGENCIES	DATE	NAMES
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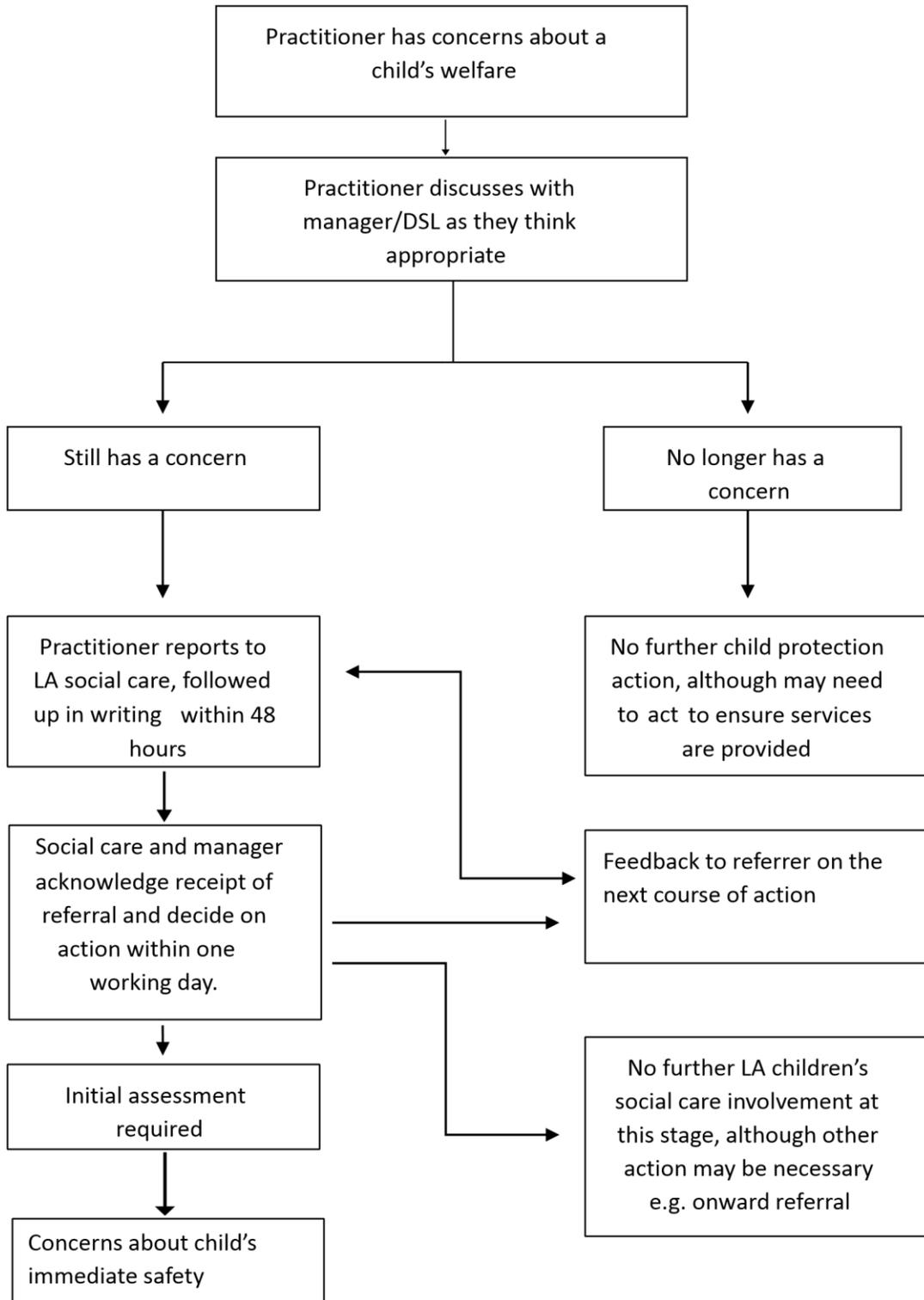
FOLLOW-UP:

ACTION:	DATE:	BY WHOM:
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SIGNED:	DATE:
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Appendix 3

Taken directly from 'What to do if you're worried a child is being abused (December 2006)'



Appendix 4

Role of the Designated Safeguarding Lead (DSL) and Deputy DSL

The Governing Body should ensure that the School designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the School to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and the local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member)
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or Police (cases where a crime may have been committed)
- Liaise with the Governing Body to inform him or her of issues especially ongoing enquires under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff

- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them

Raising Awareness

The Designated Safeguarding Lead should:

- Ensure the School's policies are known and used appropriately
- Ensure the School's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the School, ensure their child protection file is transferred to any new School or college as soon as possible but transferred separately from the main pupil file • Ensure all staff and students are trained in Online Safety

Deputy Designated Safeguarding Lead Job Description

As deputy designated safeguarding lead, you are expected to support the DSL and lead in the absence of the DSL in the following areas:

Policies and procedures

- Act as a champion of the School's safeguarding policy and procedures by supporting all staff to have access to and understand them.
- Contribute to the School safeguarding policy and review process

- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct).

Reporting concerns

- Recognise how to identify signs of abuse and when to make a referral
- Respond appropriately and promptly to disclosures or concerns relating to the well-being of a child
- Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information
- Liaise with the DSL to inform them of any issues and ongoing investigations
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases to the police as and when necessary
- It is not the role of the Deputy DSL to investigate allegations of abuse or neglect by members of staff working or volunteering with children in School. This falls to the DSL or to the Safeguarding Governor where the allegation is against the Head Teacher

Multi-agency working

- When the DSL is unavailable attend and contribute effectively to welfare meetings, Child Protection conferences, Early Help, and planning and review meetings; including those taking place out of normal working hours
- Liaise with the LA and follow up any referrals made

Training

- Attend relevant training on an annual basis. In addition, attend staff meetings/briefings forums/roadshows to reinforce and enhance safeguarding knowledge and practice
- Be pro-active in identifying training needs and inform DSL
- Keep up to date with safeguarding guidance and policies
- Contribute to safeguarding training for staff as appropriate record keeping
- Understand the policy and procedures in relation to record keeping
- Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are shared with the head teacher and DSL and are stored securely
- Maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals

