

Date of issue:	September 2017 (reviewed)
Renewal date:	January 2018
Individual(s) responsible:	Liz Atwell, Deputy Head/ Mark Hudson, Head Teacher

# Safeguarding & Child Protection Policy

## The National Context

The protection of children is everyone's responsibility and is of paramount importance to all those involved in education of children – London Borough of Hounslow Child Protection Team. At Kew House we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

This policy outlines the School's commitment to safeguarding students and outlines the procedures for child protection at Kew House School and shows due regard to the statutory guidance ***Keeping Children Safe in Education 2016 and Working Together to Safeguard Children 2015 and the Prevent Duty Guidance for England and Wales 2015***.

"Section 11 of the Children Act and section 175 of the education Act 2002 places the duties on organisations to ensure that their functions are discharged with regard to the need to safeguard and promote the welfare of children" – ***"Working Together to Safeguard Children" 2006 (revised 2015)***

## Our Ethos

We recognise that students develop a special relationship with the School and view staff as significant and trustworthy adults. Therefore, our policies aim to provide clear guidance and for all those working in the School setting – including volunteers, support staff and teachers.

We believe that the school should be a safe and caring environment for students to learn in, where students' moral, social and physical development is promoted. Therefore, it is not surprising that if a child has been abused, they may confide in a member of staff at the School. It is important to note the four defined categories of abuse being Physical, Sexual, Emotional and Neglect.

Consequently we aim to raise awareness so that staff are able to identify students who are suffering or who are likely to suffer significant harm. We will then ensure that staff are supported in the School taking appropriate action with the aim of ensuring students are kept safe both at home and at School – in line with statutory guidance.

Achieving these aims requires school systems to:

- Prevent unsuitable people from working with students through clearly defined safe recruitment procedures and vetting practices - Kew House School adopts safe recruitment practice. Applicants are scrutinised, identity and qualifications verified, professional and character references obtained and previous employment history checked. All school staff complete an Enhanced Disclosure and Barring Service Application prior to appointment. Further checks through the Barred List Register will be undertaken if necessary and/or appropriate.
- Promote safe practice and challenge unsafe practice through on-going staff development.
- Identify instances where there are grounds for concern about a child's welfare and initiate appropriate action to keep them safe
- Contribute to effective partnerships, working with all those involved with providing services for children

- Ensure confidential, detailed and accurate record keeping to improve quality of information shared with external agencies
- Liaise with the **Local Area Designated Officer** (LADO) and **Leading Safeguarding Children Boards**
- Include personal safety and wellbeing within the School curriculum. At Kew House students are taught about safeguarding, including online, through assemblies and the IS curriculum.

### **Kew House School – Statement on Child Protection**

At Kew House School we agree that the safety and protection of all students is of paramount importance and that any delay in reporting concerns is unacceptable. All staff will adhere to this policy and also the Child Protection Procedures established by the Local Safeguarding Children Board – London Borough of Hounslow Child Protection Team Intake East, first point of contact, Erin O’Toole. (See below for contact details).

We will work appropriately with each child, their families and other agencies to protect in all cases the welfare of the child. We will refer any concerns received to the Local Safeguarding Children Boards (LSCB) and seek advice from the helpdesk where necessary.

All staff who work within the School Community are in positions of trust and as such, codes of conduct are based on the underlying principle that the highest standards are expected from all. When dealing with any allegations against staff, the school will adhere to the procedures drawn up by the LSCB as outlined at London Borough of Hounslow Child Protection Team, first point of contact, Erin O’Toole. (See below for contact details).

The document ‘Keeping Children Safe in Education 2016’ provides detailed guidance on the expected standards for all staff at the School and this can be viewed in the Child Protection folder on the school system: Q/Policy Documents/child protection. It covers areas such as Confidentiality, Social Contact and Favouritism.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

All staff will undertake Child Protection training and updates every year. The School’s induction process contains up-to-date Child Protection Training. All staff volunteering at the School are issued with guidance on how to deal with Child protection concerns. Teaching and support staff are given initial training to recognise signs and possible symptoms of abuse in all its forms i.e. physical, sexual, emotional and neglect. In addition, the School will identify an experienced senior member of staff who receives additional specific training in child abuse recognition and referral methods. This member of staff becomes the school’s Designated Teacher for child protection matters in the school and will liaise with other agencies. All staff will be acquainted with these procedures and are frequently reminded how any concerns they have must be communicated.

The named Child Protection Officer at Kew House School is Ms Liz Atwell, Deputy Head. In her absence, all matters should be reported quickly to the Headmaster **Mr Mark Hudson**.

Child Protection Procedures require all disclosures and suspicions of abuse to be reported directly to Social Services. Usually the matter becomes the responsibility of the Social Work Team to discuss any Child Protection matters directly with the parents. Whilst all staff, teacher and social workers are very aware of the need for sensitive and appropriate handling of often difficult situations, the safety of the child remains the paramount concern in any child protection case. This may mean that on occasions a referral is made to Social Services without the knowledge of the child’s parents or carer.

## Key Responsibilities at Kew House School

**Headmaster – Mark Hudson**

**Child protection Director – Mr T Brehony**

**The Designated Person – Liz Atwell**

### 1. Headmaster and Governors

The Headmaster and Governors are committed to working together to create and maintain a safe learning environment for the children and young people attending the school. The Headmaster and Governors will follow the specific guidance as set out in paragraph 4 of 'Working Together to Safeguard Children 2016' and will ensure that:

- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- clear whistleblowing procedures, which reflect the principles in Sir Robert Francis's Freedom to Speak Up review and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- a designated professional lead (or, for health provider organisations, named professionals) for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check;
- appropriate supervision and support for staff, including undertaking safeguarding training;
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and
- all professionals should have regular reviews of their own practice to ensure they improve over time.
- clear policies in line with those from the LSCB for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who has:
  - behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

### 2. The Designated Person

The Designated Person for child protection is Liz Atwell

#### Responsibilities:

- To maintain level 3 training or equivalent at least every 2 years
- To ensure that whole school child protection training is made available to all staff, the content of which will meet the requirements identified in 'Training Resource for Working Together to Safeguard Children' - 'Suggested Outcomes for Targeted Groups' at: <http://www.dcsf.gov.uk/everychildmatters>
- To make known to the whole school community the location of the SCB website address: <http://www.cpdinhounslow.org.uk/Default.aspx> where the policies & procedures are on view; these are regularly reviewed and updated by the SCB.
- To have direct referral links with the Social Care Safeguarding Team Helpdesk. 020 8 583 3285 (Erin O'Toole). **For avoidance of doubt the Designated Person(s) should be the point of contact with regard to referring a child if there are concerns about possible abuse.** A formal written referral should not delay a verbal discussion so that immediate action can be taken if necessary. However, any referral should be confirmed in **writing within 24 hours.**
- To keep all written records of concerns confidentially about a child even if there is no need to make an immediate referral for action; this will include any e technology use issues that may cause indirect abuse to a child. E safety will be treated as any other form of abuse and recognition that bullying can transgress across all 4 categories of abuse.
- Ensuring that they or a senior colleague are available to attend any Strategy/Resolution/Conference/Professionals/CAF/TAC/CIN or Planning Meetings as deemed necessary in the remit of child protection.
- Ensuring information regarding any pupil currently subject to a Child Protection Plan and deemed "at risk", who is absent without explanation for two days, is shared with Children's Services Social Care Safeguarding Team.

### 3. The Staff (both teachers and non-teaching staff)

- All those in the school community, including supply teachers, visiting professionals working with students in the school (e.g. counsellor), those who support sex education (e.g. school nurse) and those supporting visits, are informed of the name of the Designated Person and the school's procedures for protecting children, for example, how to report their concerns, suspicions and how to receive, record and report disclosures:

During their first induction to the school

Through a copy of this policy

Through issues associated with other school policies within the staff handbook

Through the school website

Through staff briefings

Through their line managers (esp. Non-teaching staff)

Through regular staff development

- All staff need to be alert to signs of abuse. They should report any concerns or suspicions if not immediately, as soon as possible, that day to the Designated Person(s). If in doubt they should talk with the Designated Person(s), **delay is unacceptable**.
- All new staff will be provided with this Policy, the staff code of conduct and the whistleblowing procedure and a copy of part 1 of the KCSIE which they will read and understand and return an acknowledgement to this effect to the HR Manager, Hilary Sewell.
- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All of the school community should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Unacceptable standards, conduct or behaviour should be challenged appropriately at the outset, and will not be tolerated. If in doubt, discuss the matter with the designated person within 24 hours of your first concern.
- Staff also have a duty to report to the DSL if they become aware of a child not living with their parents and where they appear to have come to a private fostering agreement. The DSL will then take the action to notify the local authority.

### **Guidance on Indications of Harm**

The abuse, or possible abuse, of a child may come to your attention in a number of different ways.

This may be from:

**A. Information given by the child**, his/her friends, a family member or close associate. When a child makes a **direct disclosure of abuse**, it is important that, as far as possible, the following basic principles are adhered to.

- Listen to the child rather than directly question him or her
- Never stop a child who is freely recalling significant events  
**(This is absolutely crucial to the success of any further Police Investigation)**
- Make a note of the discussion, taking care to record the timing, setting and people present, in addition to what was said
- Record all subsequent events up to the time of the substantive interview, wherever possible attempt to record verbatim what the child said
- Never promise the child that what they have told you can be kept secret. Explain that you have a responsibility to report the child's story to someone else.
- If you believe that you may be dealing with a serious case of abuse or neglect it is important that you confine your interviews to the minimum required to elicit the key points of the allegation. You must not ask any questions, which may be construed as leading the child. Always ask open questions e.g. Who was involved? Tell me what happened.

**B. The child's behaviour**

- Has become significantly different from the child's own normal behaviour
- Is significantly different from the behaviour of their peers
- Is bizarre or unusual Involved the child 'acting out' an abusive situation in play

**C. An injury which arouses suspicion because**

- The explanation does not make sense when compared to the information given and/or
- When explanations differ, depending on who is giving them, for example, the parent and child give different accounts and/or the child appears anxious and evasive when asked about the injury.

#### **D. Long Term Concerns for the Welfare of a Child**

- When a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers without explanation.

#### **Eg. Substance Abuse**

The potential for a child to be harmed as the result of the excessive use of alcohol, illegal or controlled drugs, solvents or related substances, may occur at any time during a child or young person's life. The potential for harm may be attributable to a parent or carer's substance abuse or from use by young people themselves.

The use of drugs or other substances by parents or carers does not, in itself, indicate child neglect or abuse, and there is no assumption that children living in such circumstances will automatically be considered under the child protection procedures. However, 70% of children taken into care have parents who are suspected of substance abuse.

If you have concerns discuss them with Liz Atwell

#### **Eg. History of Domestic Violence**

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic violence is likely to have a damaging effect on the health and development of children and it will often be appropriate for such children to be regarded as children in need. Everyone working with adults and children should be alerted to the frequent inter-relationship between domestic violence and the abuse and neglect of children.

If you have concerns discuss them with **Liz Atwell**

**The following definitions are taken from Working Together to Safeguard Children 2016:**

#### **Types of abuse and neglect**

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

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. In the case of FGM, it is mandatory for teachers to report the case to the police. If there is a risk of Honour Based Violence the DSL must be contacted as a matter of urgency.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as

well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

**All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Peer on peer abuse is likely to result in suspension or exclusion. Staff must be alert to the fact that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

At Kew House we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. We will support victims of peer on peer abuse by support of the Personal Tutor, the school nurse and 'buddying up' of students.

Children who have SEN/D are also more vulnerable to abuse and at Kew House we will continue to support the emotional development of all students including those with SEN/D.

The full document Keeping Children Safe in Education is available in the policy Directory and is recommended reading. Definitions and signs of Child Sexual Exploitation and Female Genital Mutilation can be found in Appendix 1 of this document.

## Staff – guidance on how to respond

### Reporting to the Designated Person(s)

Any concern must be discussed with **designated Staff- Liz Atwell** or the Headmaster as soon as is possible, no later than the end of the morning or afternoon session of that day. The DSL will then follow the Local Authority Guidelines **LOCAL THRESHOLDS GUIDANCE & ASSESSMENT PROTOCOL 2016 – 2020 (11/10/2016)**. The Local Authority will determine if a child is likely to suffer significant harm or is in need of additional support from one or more agencies. Within L.B.Hounslow there is a single front-door for accessing Early Intervention Services and statutory Social Care. Contact can be made by telephone at any time to discuss any potential issues of concern a professional may have for a child. However, **professionals should make a formal Referral for a service from either Early Intervention or Social Care through the revised Child & Family Assessment/ Notification (CFAN)**.

**If a child is in immediate danger or is at risk of harm, a referral should be made to children’s social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

### Immediate response to the Child

- It is vital that our actions do not harm the child further or prejudice an investigation, for example:
  - listen to the child, if you are shocked by what is being said, try not to show it
  - it is OK to observe bruises but not to ask a child to remove their clothing to observe them
  - if a disclosure is made, the pace should be dictated by the child, without the child being pressed for detail or by asking leading questions such as “what did he/she do next?” or “where did he/she touch you?” **It is our role to listen not to investigate.** Use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”
  - accept what the child says. Be careful not to burden them with guilt by asking “why didn’t you tell me before?”
  - do acknowledge how hard it was for them to tell you this and reassure them that they have done absolutely the right thing by telling you
  - don’t criticise the alleged perpetrator, the child may have warm feelings for them, but merely wish any abuse to stop
  - **don’t promise confidentiality**, reassure the child that they have done the right thing, explain whom you will have to tell (the Designated Person) and why; and, depending on their age, what the next stage will be. It is important that you don’t make promises that you cannot keep such as “I’ll stay with you all the time” or “It will be all right now”.

### Recording information

- Make some brief handwritten notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, recording facts, who you shared them with and not assumption, supposition and interpretation.

- Also record where you spoke with them and personal safety details such as “I discussed the incident with the child in the Head’s office with the door open” or justify if it were closed, but naming those who you told this to be the case. If alone, reason that rationale stating “the child stated they would only confide in me if I was alone”.
- If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow”, “bruise noticed on fleshy part leg”
- Note the non-verbal behaviour and the key words in the language used by the child (try not to translate into ‘proper terms’ ensuring that you use the child’s own words). Body language should be noted and support any disclosure.
- It is important to retain on file signed original handwritten notes and pass them on to the Designated Person: Liz Atwell
- Forms to support the referral and monitoring of safeguarding issues can be found in Appendix 2 of this document.

### **Support for Children & Staff**

#### Children:

- The child would be made aware of the school’s pastoral support and offered access to that or any other appropriate service if needed.
- Recognition that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child may feel self blame and we will ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty e.g. lead first aider (Receptionists) or Personal Tutor.
- Recognition that the school may provide the only stability in the lives of children who have or who are at risk from harm. The school community will therefore establish an ethos where children feel secure and are encouraged to talk and are always listened to.
- Acceptance that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We will ensure PSHE curriculum opportunities which equip children with the skills they need to stay safe from harm.
- Our policy on bullying and racist incidents is set out in separate documents and acknowledges that to allow or condone bullying or racism may lead to consideration under child protection procedures. These will be documented like all other incidents. Any bullying whether racist, emotional, physical, sexist, homophobic, cyber or in any other forms will not be tolerated under any circumstances.
- ***Plans are currently in place (March 2017) to arrange an in-house counselling service so that students have someone to talk to and someone who will listen. The counsellor will be available for appointments and also as a drop in service. In the meantime, the school is able to provide the names of counsellors who specialise in CBT for children/adolescents.***

## Staff:

Staff (to whom the disclosure was made, who will be supporting the child and who might be attending, strategy and case conferences) would be able to liaise with the Designated Person, with the minimum number of people involved who have “a need to know basis” of detail.

- Of the staff not directly involved they will be informed on a “need to know basis”.
- Staff may also need support either as a person who has received a disclosure or if an allegation has been made against them and subsequently needs investigation to conclusion. In both cases support should be offered appropriately.
- Staff should be advised to seek support from their Professional Association or Trade Union or named persons within School
- All governing board meetings will have Child Protection and Safeguarding as a standing agenda item on all meetings, this is testament to our school making these priority areas and at the forefront of our minds.
- The process of managing allegations against those who work with children can be viewed on the SCB website [www.telfordsafeguardingboard.org.uk](http://www.telfordsafeguardingboard.org.uk)

## Confidentiality

- If abuse is suspected, information should be given directly to the Designated Person **Liz Atwell** for child protection or, in their absence, to another member of the Senior Management Team.
- The personal information about all families is regarded by those who work in this school as confidential. All staff need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality in all areas of the school – cases must not be discussed in public areas
- Staff should understand they need know only enough to prepare them to act with sensitivity to a child and to refer concerns appropriately. It is inappropriate to provide all staff with detailed information about the child, the incident, the family and the consequent actions.
- Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies.
- If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the welfare of that child.
- Within that context, the child should however be reassured that this will be shared on a “need to know” basis. If conversations need to take place and confidentiality is paramount to welfare, then these conversations will be held in appropriate settings and away from any general areas, where that confidentiality may be compromised. Further details on information sharing can be viewed at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

## Parents

- Parents play an important role in protecting their children from abuse. The school is required to consider the safety of the child and should a concern arise, professional advice will be sought prior to contacting parents. If deemed appropriate parents will be contacted, and the school will continue to work with the parents to support the needs of their child.
- The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all children and has a duty to refer cases to Social Care in the interests of the child. The Governors will include a child protection statement in the school prospectus.
- There is a statement concerning safeguarding in the School's prospectus and key policies such as bullying and discrimination can be viewed on the School's website – all parents can request a copy of these policies as well as the Child Protection Policy.
- Parents that may have concerns regarding a staff member can in the first instance raise those with the Headmaster, Designated Person or Governing Body of the school for further exploration. This may involve sharing those concerns with the relevant agencies. Where the parent may have concerns regarding the Headmaster, the Director for Child Protection or Deputy Head should be consulted in the first instance.
- Parents can liaise with Ofsted on such conduct issues or regulatory concerns, advice can be found on its website [www.ofsted.gov.uk](http://www.ofsted.gov.uk) or contact can be made direct to Ofsted on; Helpline (08456 40445) or a Whistle-blowing line (08456 404046)
- We will keep parents informed in all areas of safeguarding and child protection through the regular methods of interaction such as parents' evenings, newsletters and other communication.

## Record Keeping

- The present policy for record keeping is to chronologically record concerns on a confidential file, including details of dates, times, staff involved and action taken. These should be handwritten but can be typed up to sit alongside handwritten notes. Never discard handwritten notes.
- Copies of e mail streams are also useful additions which can clearly document sequential action. Again, these should be used alongside handwritten notes and by no means be regarded as a substitute action.
- The records are reviewed annually in the Summer Term by the Designated Person(s) and checked to be chronological, tidy, legible and factual in content. This should be undertaken each year, as records may sometimes be immediately required by Professionals. Where reports are needed for Child Protection Conferences these should include attendance figures where the child is of compulsory school age.
- Access to these records is restricted to the Designated Person and the Headmaster. In certain cases it may be deemed appropriate to include the child's tutor in details associated with their tutee.

- All child protection records are clearly marked as such and are kept securely locked on the premises.
- Upon releasing records the school will request ID Badges for release and ask for records to be signed for

## **Allegations Against School Staff**

### **Action taken by a member of staff who hears an allegation from a child about a staff member**

School staff who hear an allegation of abuse against another member of staff should follow the above considerations, report the matter immediately to the headmaster unless the headmaster is the person against whom the allegation is made. This procedure must not be bypassed under any circumstances other than if an allegation is made against the headmaster.

### **When an allegation is made against a headmaster**

Children who report to a member of staff that a headmaster has abused them must be listened to and on no account must suggestions be made to children as to alternative explanations for their worries.

The Designated Person should discuss the matter with the Director responsible for Child Protection who is Mr Theo Brehony.

### **Urgent initial consideration of whether there is substance in an allegation**

Where an allegation is made against a teacher, there should be an urgent initial consideration by the Headmaster on whether or not there is any foundation in an allegation to warrant an investigation. The Headmaster will have previously established contact with the Directors and Local Safeguarding Board for guidance. The staff involved will be offered support via their Trade Union or Professional Association.

Procedures and further guidance are available:  
<http://www.cpdinhounslow.org.uk/Default.aspx>

## **When a child transfers to another school/college**

- If a child is subject to a Child Protection Plan deemed at risk, the child's key worker within Social Care will be contacted by the Designated Person(s).
- When a child changes school within the authority, all child protection records will be passed on to the Designated Person(s) of the next educational setting by the Designated Person or Headmaster, or to Social Care within the authority if the child is transferring to another authority. If the child is transferring/leaving to another school within term time, best practice would be for a signed record/or hard copy acknowledgement that the transfer of files has taken place.
- "School staff need to be particularly sensitive to signs which may indicate possible safeguarding concerns. This could include for example, poor or irregular attendance or children missing from education" (Ofsted September 2009). The recognised figure for persistence absence being less than 80%, although concerns may still be raised if above this. All students leaving the School are reported in writing the relevant Local Authority as no longer in education in Kew House School.

## **Children missing from education, poor or irregular attendance**

- "School staff need to be particularly sensitive to signs which may indicate possible safeguarding concerns. This could include for example, poor or irregular attendance or children missing from

education. This may lead to liaison with Safeguarding procedures in the Local Authority and advice will be sought from the helpdesk but only after internal processes have been followed fully through the Headmaster and Directors.

- Where issues may be raised of Forced Marriage whether by people within the community, secondary school/college aged children or information overheard by younger siblings in primary settings, we will follow Government guidance "Handling cases of Forced Marriage" (multi agency practice guidelines) June 2009 and consult appropriately and sensitively in line with that guidance.
- Where we as a school/college may feel that children may be being abused through exploitation, we will consult in the normal way with the Safeguarding Team and seek advice and follow those concerns through sensitively and appropriately with fellow professionals.

### **Training**

- The school will buy into the Local Authority Safeguarding Training package every 3 years therefore complying with the legal requirements on training as a minimum of every 3 years for all staff and every 2 years for the Designated Person.
- All new staff receive knowledge of how to access the SCB policies & procedures on induction and access whole school training when held.

### **Safer Recruitment and E Safety**

- The Human Resources Manager and one other Senior Manager will have attended 'Safer Recruitment' training.
- All staff working in the school community will be subject to enhanced DBS checks and registered with the Independent Safeguarding Authority (ISA) upon its inception of registration requirements. Reference to this process can be viewed at; [www.isa.gov.org.uk](http://www.isa.gov.org.uk)
- All staff have access to the School Communications Policy and Acceptable Use Policy which gives guidance on acceptable use of social networking sites and mobiles phones etc. See also the Student Charter and eSafety Cyber issues policy.
- All children's parents are advised to have access to home monitoring software package. This will be in line with our safeguarding agenda to protect children as much as is possible from harm when using e technology, even when they are away from the school community. The school deploys Impero monitoring software to ensure all computer traffic is overseen and checked for inappropriate activity for staff and students.
- The school firewall will restrict access to undesirable and unacceptable materials.

### **Work Placements**

*Safeguarding Children In Education (DfES September 2004)* advises that safeguards should be put in place for students undertaking work placements where the work placement supervisor has substantial unsupervised access to the student because of the nature of the business or the placement has a residential component. To this end the School ensures that the Industrial Consultants are aware of the Child Protection Policy and show due regard for the guidance offered in *DfES Circular 0027/2004*.

## Awareness of PREVENT

As a body of professionals, it our duty to be watchful of our young people who may be at risk from radicalisation and therefore become drawn into terrorism. Where there are concerns about a child and potential links to radicalisation, the Prevent Lead in Hounslow, Joan Conlon should be contacted. The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk).

We will:

- display an awareness and understanding of the risk of radicalisation in your area and institution; communicate and promote the importance of the Prevent duty to staff.
- Train staff: ensure staff understand what radicalisation and extremism mean and why people may be vulnerable to being drawn into terrorism; ensure staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups; ensure staff know where and how to refer children and young people for further help.
- Share information appropriately: ensure information is shared between organisations to ensure, for example, that people at risk of radicalisation receive appropriate support.
- Risk assess: assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area or your school's particular circumstances. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify children who may be at risk and what to do to support them.
- Build resilience to radicalisation: promote fundamental British values through the curriculum and through social, moral, spiritual and cultural education; equip pupils with knowledge, skills and understanding to prepare them to play a full and active part in society; ensure your school is a safe place to discuss sensitive issues, while securing balanced presentation of views and avoiding political indoctrination.
- Safeguard and promote the welfare of children: put in place robust safeguarding policies to identify children at risk, and intervene as appropriate by making referrals as necessary to Channel or Children's Social Care, for example.
- Ensure suitability of visiting speakers: operate clear protocols for ensuring that any visiting speakers, whether invited by staff or by student themselves, are suitable and appropriately supervised.
- IT policies: ensure children are safe from terrorist and extremist material when accessing the internet in school, including by ensuring suitable filtering is in place.

**Local Contacts:**

[As of October 2016]

Contact	Role	Phone	Email
Erin O'Toole	Education office, CP and safe guarding partnership/child protection advisor	020 8583 3285	
CAIT	Child Abuse Investigation team	020 8247 6331	
Houslow Police Station		020 8577 1212	
Martin Forshaw	Head of Safe Guarding, CSC if unhappy with decisions	020 8583 4479	Martin.forshaw@hounslow.gov.uk
	Child Protection advisor to discuss decisions	020 8583 4573	
Duty Desk		0208583 6600 Option 1	
Out of hours		020 8583 2000	

**CCTV**

The school has a CCTV provision to oversee access to the site, monitor high risk areas and to secure high value areas. An annual review will be conducted by the Domestic Bursar and site manager to ensure this provision offers the safeguarding of students and staff whilst on site. This provision will also be used for managing behaviour issues, bullying, student and staff safety and telephone use and abuse by students. (see also storage and use of images policy).

## Safeguarding Policy Appendices

Prepared by Liz Atwell, Safeguarding Officer and Deputy Head – September 2016

### Appendix 1

Given the demographic of Kew House School, it is unlikely that we will have students who are sexually exploited or subject to female genital mutilation but it is prudent to ensure that colleagues are aware for their professional development and in the unlikely event that a student at the school becomes a victim of either type of abuse. Links to further information are also listed below:

#### Signs of Child sexual exploitation (CSE)

Child Sexual Exploitation (CSE) definition can be found in 'Keeping Children Safe in Education (2016)' (Annex A page 51)

Signs of Child Sexual Exploitation can be found in 'Safeguarding children and young people from sexual exploitation' (DfE 2009)

Types of CSE can be found in 'Guidance on Child Sexual Exploitation' (Barnardos 2014) (page 7/8)

#### Summary of Child sexual exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- Staff should be aware of the key indicators of children being sexually exploited which can include:
- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

#### Inappropriate relationships:

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

#### Boyfriend/Girlfriend:

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

#### Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people. So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

#### Risk factors for FGM include:

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

#### Symptoms of FGM

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

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

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.

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



**Name(s) of potential witnesses**


**Section B**

Details of concern (specific or cumulative?), professional opinion, nature of concern and actions taken

--

**Any other relevant information**

--

**Signed:** .....

**Date:** .....

Discussed with Designated Safeguarding Lead

YES / NO

**Agreed:** .....

Form passed to Designated Safeguarding Lead:

YES / NO

Date: .....

**For the attention of Designated Safeguarding Lead and Head Teacher**

Strategy Meeting with Children's Social Care/Police:

YES / NO

Date:

Basis of Decision/Further Action Agreed (if any)

