

# WHOLE SCHOOL POLICY FOR CHILD PROTECTION & SAFEGUARDING

## 1. INTRODUCTION

At the Heathland School we are committed to safeguarding and promoting the welfare of children and young people and expect all staff, teaching and non-teaching (including temporary and supply staff), governors and volunteers to share this commitment.

The Heathland School takes seriously its responsibility under section 175 of the Education Act 2002 and existing documentation including 'Keeping Children Safe in Education' September 2016 relating to Child Protection to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are adequate arrangements within our school to identify, assess and support those students who are suffering harm.

We will always act in the best interest of the child.

The Designated Safeguarding Lead [DSL] is the Deputy Head [Pupil Support] with the Assistant Head [Inclusion] acting as Reserve Designated Safeguarding Lead.

This policy should be considered in conjunction with other school policies. In particular, the behaviour policy, the anti-bullying policy and the safer recruitment policy.

## 2. AIMS

At the Heathland School 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 pupils.

The key aims of this policy are Prevention, Protection and Support and to ensure our pupils are safe from:

- maltreatment, neglect, violence and sexual abuse;
- accidental injury and death;
- discrimination and bullying in the School and the community;
- becoming victims of crime and/or involvement in anti-social behaviour and criminal activity

We also aim to:

- Safeguard and promote our pupils' welfare, safety and health by fostering an honest, caring and supportive environment.
- Provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident knowing how to approach adults if they are in difficulties, believing they will be effectively listened to.
- Raise the awareness of all staff of the need to safeguard students, and of their responsibilities in identifying and reporting possible cases of abuse.

- Provide a systematic means of monitoring students known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those students.
- Develop a structured procedure within the school which will be followed by all members of staff in cases of suspected abuse.
- Promote understanding and build relationships with other agencies in order to develop multi agency working and information sharing.
- Create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children.
- Integrate child protection issues into the curriculum to enable pupils to develop personal awareness, security, confidence, self-esteem and independence.

### **3. RESPONSIBILITIES**

The Deputy Head [Pupil Support] is the designated safeguarding lead (DSL) for the school and has lead responsibility for safeguarding and child protection.

The designated safeguarding lead and reserve should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The DSL will ensure that:

- All staff members are aware of the systems within their school which support safeguarding
- All staff receive support, up-to-date information and training on issues of Child Protection, the Local Safeguarding Children's Board guidance on child protection and the role of the Designated persons in September.
- All staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. A key Procedure (KP302) which outlines the action to be taken if a child makes a disclosure is made known to all staff in September and all new staff when they join.

- All members of staff at the school are provided a copy of Part One and Appendix A of the 'Keeping Children Safe in Education' guidance and a signed acknowledgement that the guidance has been received, read and understood is kept by the school. The DSL will additionally request staff to read 'What to do if you're worried a child is being abused – advice for practitioners' Dfe March 2015 document, which is placed on the Pupil Support section of SharePoint.
- All staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- All staff know what to do if a child tells them he/she is being abused or neglected.
- All supply / temporary staff to be familiar with this policy before they start work at the school
- A clear procedure is followed by the designated persons
- Clear school policies on sex education, health education, equal opportunities, behaviour and anti-bullying are available and kept up-to-date.
- The Headmaster, the other Designated Persons and the pupil's Head of Year are informed of any referral.
- The Designated Persons making the referral follows up with the other agencies involved and keeps relevant staff informed.
- Staff are informed that if a training issue arises that can request further training from the Deputy Head [Pupil Support]

The Deputy Head [Curriculum] is responsible for developing ways in which the curriculum can be used to prevent child abuse and ensuring that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.'

#### **4. WHAT ADULTS SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD (see Appendix E - KP 302)**

It is the responsibility of ALL members of staff to be aware of the signs of abuse and neglect and to refer those concerns to the Designated Safeguarding Lead, Deputy Head [Pupil Support]) – see Appendix B for more information.

All listed signs or symptoms of child abuse should be treated with caution because sometimes there will be a straightforward explanation for injuries or behaviour. What is essential is that these

concerns are raised with the designated person in writing so that they can be discussed in the light of what is known about the child and family.

Safeguarding incidents can happen anywhere and staff should be alert to possible concerns being raised.

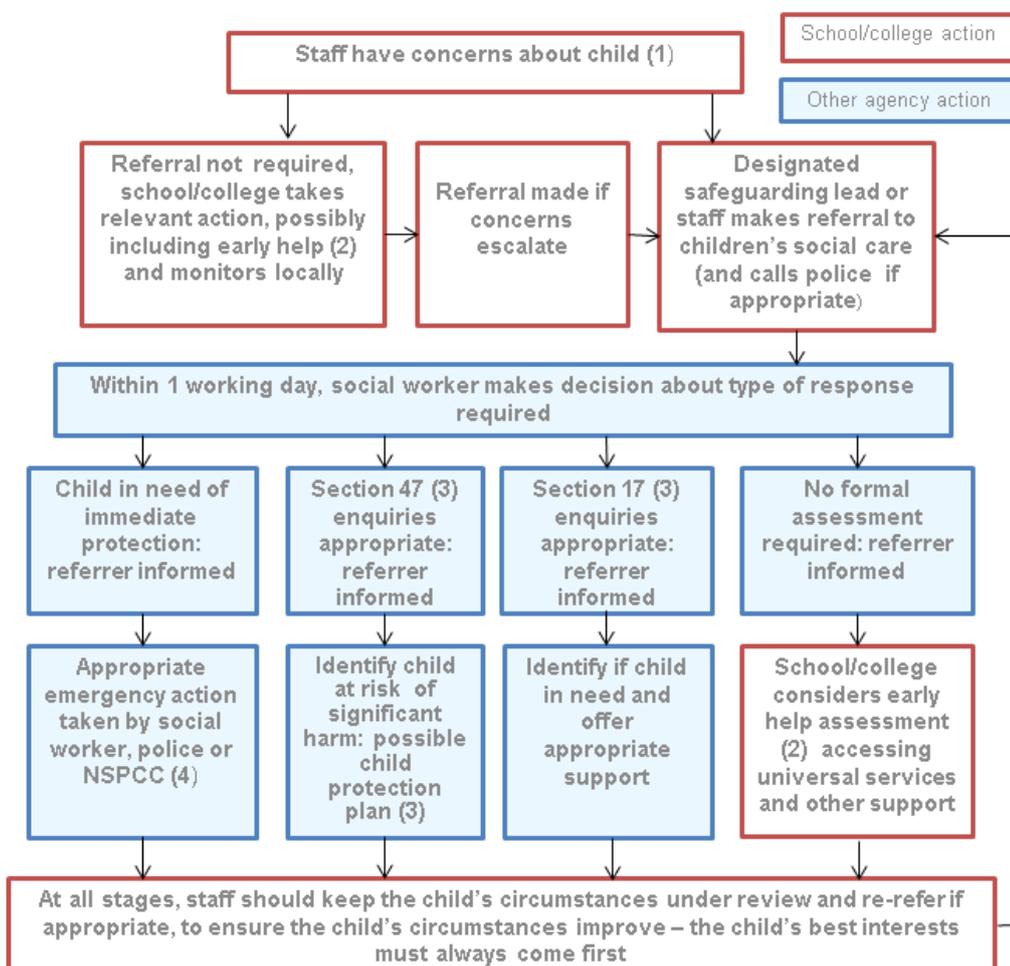
**IF A MEMBER OF STAFF HAS CONCERNS ABOUT A PARTICULAR PUPIL THEY SHOULD TALK TO THE DEPUTY HEAD PUPILS WHO IS THE DESIGNATED SAFEGUARDING LEAD AND FOLLOW UP IN WRITING. IF A CHILD HAS DISCLOSED THEY ARE BEING ABUSED TO A MEMBER OF STAFF THEY SHOULD GO STRAIGHT TO THE DESIGNATED SAFEGUARDING LEAD OR, IN HIS ABSENCE, THE RESERVE SAFEGUARDING LEAD OR THE HEADMASTER.**

**If, at any point, there is a risk of immediate serious harm to a child, and the persons named above are not available, a referral should be made to children’s social care immediately. Anybody can make a referral. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**

### Safeguarding flowchart

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. **Anybody can make a referral.**

### Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Section 8 of this policy and/or Part four of KCSIE.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of 'Working together to safeguard children' provides detailed guidance on the early help process. ☐
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm.
4. This could include applying for an Emergency Protection Order (EPO). ☐

## **5. SAFER RECRUITMENT AND SELECTION (see Safer Recruitment Policy)**

We ensure that all appropriate measures are applied in relation to everyone who works in the school, including volunteers and contracted staff. Safer recruitment practice includes a member of the panel having a safer recruitment qualification, scrutinising applications, verifying identification and qualifications, references and checking previous employment history.

- a. An enhanced DBS disclosure is obtained for all new appointments including a check on list 99 – Children's barred list and a prohibition check undertaken for everyone in 'teaching work', not just those with QTS
- b. The school is committed to keeping an up-to-date single central record
- c. Two references will be sought for each appointee
- d. Qualifications will be checked and verified
- e. Checks are made to verify that an agency worker presenting at the school is the same person on whom the agency has provided vetting information about.
- f. Checks of the NCTL Teacher Services system for any restrictions imposed by countries in the European Economic Area (EEA)
- g. All school governors undergo an Enhanced DBS Check

## **6. EXTERNAL SPEAKERS (see Appendix D)**

All external speakers will be checked to ensure they:

1. Do not have any convictions related to children or any other convictions that the school deem inappropriate
2. Are not connected to extremism in any shape or form

If an external speaker is representing an organisation a check will be carried out to ensure they have been appropriately vetted by their employer. If an external speaker is an individual the school will carry out checks to obtain references (verbal or written) and checking the internet to see if there is any information available on the individual. A pre-visits check will be undertaken and the external speaker will be briefed about the school's expectations and duty to safeguard children (see appendix 1).

At no point will any external speaker be left alone with pupils.

## 7. ALLEGATION OF ABUSE AGAINST OTHER CHILDREN (PEER ON PEER ABUSE)

Occasionally pupils may make allegations against other pupils in the school which are of a safeguarding nature. Peer on peer abuse can manifest itself in many ways and safeguarding issues raised in this way may include but not limited to: bullying (including physical, cyber and emotional bullying), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

It is likely that to be considered a safeguarding allegation against a pupil, some of the following features may be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

### **Examples of safeguarding issues against a student could include:**

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Note:

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

### **Minimising the risk of safeguarding concerns towards pupils from other pupils**

Some pupils will present a safeguarding risk to other students, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves. These pupils will need an individual risk management plan put together by the DSL and Head of Year to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

### **What to do (See Appendix E KP302 )**

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation in writing, but no attempt at this stage should be made to investigate the circumstances

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a written record of the concern, the discussion and any outcome and keep a copy in the pupil's file, kept in a locked cabinet in the DSL's office. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time. Where neither social services nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

Note: 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.

## **8. ALLEGATION OF ABUSE MADE AGAINST TEACHERS, HEADTEACHERS, VOLUNTEERS AND OTHER STAFF**

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in the school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

A member of staff receiving an allegation of abuse against another member of staff should report this immediately to the Headmaster (or where that is not possible, to the Designated Safeguarding Lead) - unless the person against whom the allegation is made is the Headmaster.

If the subject of an allegation or concern is the Headteacher, the member of staff receiving the allegation should report this immediately to the Chair of Governors, who will contact the Local Authority Designated Officer (DO). If the Chair of Governors cannot be contacted immediately, the member of staff should contact the DO (Education). If the DO (Education) is not available and the concern requires urgent immediate attention in order to protect children and safeguard their immediate welfare, alternative sources of contact are the DO (Children's Social Care) or the Intake Team Duty Social Worker or Manager in the local Children's Social Care office. Children's Social Care staff will subsequently liaise with the DO (Education).

If the member of staff who is the subject of an allegation or concern is employed by the school through an agency, discussion should be had with the LADO (Education) before the staff member is told of the allegation or contact is made with the employing agency. Staff must not make their own judgements about the merit of an allegation and decide not to pass the information on.

Staff must understand that they have a duty to share all information about child abuse or possible child abuse with the relevant person(s). (The act of reporting an allegation does not imply that there is any substance in the allegation.)

The school has adopted the Local Authority Policies for managing allegations made against staff and for whistleblowing.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **9. TRAINING**

The DSL must receive update training each year and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually. This training will be disseminated to the Senior Management Team, Heads of Year, the Inclusion Team and the Deputy Designated Persons during the September training day and at staff meetings as required. All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

It is mandatory for new staff and trainee teachers to receive training from the DSL as part of their induction.

All staff may request additional training by contacting the DSL. A training record will be submitted annually to Governors as part of the school's annual safeguarding and child protection report.

## **10.RECORD KEEPING**

The Deputy Head [Pupil Support] is responsible for keeping the confidential files of pupils on the Child Protection register, for keeping the list up-to-date and forwarding files to schools that pupils have moved to. These files will be marked confidential for the attention of the school's DSL and a receipt

will be obtained. Information should be obtained from primary schools on the transfer of pupils into the school.

The need for confidentiality and the dissemination of information on a 'need to know' basis should be recognised. Members of staff should not discuss information concerning a pupil in any public place but should respect the privacy of the child and his/her family. The DSL will ensure the school shares information with other agencies in line with the 'Information Sharing' HM Government 2015 documentation.

## **11.PARENTS/GUARDIANS**

Effective links with parents/guardians are developed and maintained by the Deputy Head [Pupil Support] and Year Teams

The Designated Persons making a referral will consult Social Services if it is appropriate to inform parents/ guardians that a referral has been made, as this may prejudice the investigation by Social Care or the police

### **Appendices**

Appendix A – Useful contacts

Appendix B – Signs and symptoms of abuse and neglect

Appendix C – Further information

1. Child missing from education
2. Further information on child sexual exploitation
3. Further information on so-called 'honour based' violence and FGM
4. Preventing radicalisation
5. Private fostering
6. Children with special educational needs and disabilities

Appendix D – Visiting speakers

Appendix E – Key Procedure 302

### **Appendix A: USEFUL CONTACTS**

The Designated Safeguarding Lead is:

Mr J.M.Rose (Deputy Head – Pupil Support) Telephone: 0208 572 4411

The reserve Designated Safeguarding Lead is:

Mrs E.G.Turner (Assistant Head – Inclusion) Telephone: 0208 572 4411

The Headmaster is:

Mr H.S.Pattar Telephone: 0208 572 4411

The Chairman of Governors is:

Mr M.J.Nicholls Telephone: 0208 572 4411

Children's Services Duty Desk  
Telephone: 0208 583 6600/3200 Option 1

Safeguarding Advice and Allegations Management  
The SAAM Duty Desk is the first point of contact for the London Borough of Hounslow Local Authority Designated Officer (DO), Hetsie van Rooyen  
SAAM Duty Desk Telephone: 0208 583 5730

Prevent Lead for the Local Authority  
London Borough of Hounslow - Mrs Joan Conlon is the Prevent Lead  
Telephone: 0208 583 2197

## **Appendix B: SIGNS AND SYMPTOMS OF ABUSE AND NEGLECT**

(Keeping Children Safe in Education - September 2016)

**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.

### **Possible signs of abuse:**

- excessive fear of parent/carer
- inappropriate emotional responses; acting in a sexually inappropriate way towards adults/peers
- self-harming; self-destruction tendencies
- poor peer group relationships and inability to make friends
- inability to concentrate, learning difficulties, or a sudden drop in school performance. For some children/young people, school may be a haven – they may arrive early and be reluctant to leave, and generally perform well.
- excessive weight loss or gain
- extreme passivity or aggression
- running away
- drug/solvent use
- excessive fear of people or situations
- social isolation; withdrawn
- depression, suicidal
- unexplained injuries (and a reluctance to discuss them)
- unexplained patterns of absence
- inadequate or dirty clothing; poor personal hygiene

There are generally 4 types of abuse: Physical, Emotional, Sexual and Neglect.

**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, including female genital mutilation (FGM). Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Potential symptoms of physical abuse may include:

- unexplained injuries / bruises - finger tip bruises e.g. on face (and a reluctance to discuss them)
- torn frenulum - under tongue
- bites
- burns
- bald patches
- haemorrhages behind eye lashes
- untreated injuries
- fear of medical help
- fear of returning home
- withdrawal from physical contact
- arms and legs covered in hot weather
- aggression
- improbable excuses

**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.

Potential symptoms of emotional abuse may include:

- physical, emotional, developmental delays
- over-reaction to mistakes
- inappropriate emotional responses
- thumb-sucking, rocking, hair twisting
- fear of new situations
- low self-esteem
- running away
- self-mutilation
- fear of parents / carers being contacted
- drug/solvent abuse
- scavenging and stealing
- anxiety
- hyper vigilance
- withdrawal / apathy

**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 and could lead to Child Sexual Exploitation. 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.

Potential symptoms of sexual abuse may include:

- sudden changes in behaviour/performance
- displays of affection in sexual way
- acting “like a baby”
- distrusts of familiar adults
- wetting and soiling
- sleep disturbance and nightmares
- throat infections, VD
- fear of undressing
- tendency to cling
- tendency to cry
- genital itching
- unexplained money
- apparent secrecy
- depression, withdrawal
- anorexia, bulimia
- phobias/panic attacks

**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.

Potential symptoms of Neglect may include:

- constant hunger
- constant tiredness
- poor state of clothing
- frequent lateness, non attendance
- untreated medical problems
- poor personal hygiene
- emaciation
- low self-esteem
- scavenging/stealing
- running away

## **Domestic violence**

There is a correlation between assaults on women and physical abuse of their children.

## **Appendix C: FURTHER INFORMATION**

### **1. Child missing from education**

All children, regardless of their circumstances, are entitled to a full time education. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

At The Heathland School we monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2016) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - leave school to be home educated
  - move away from the school's location
  - remain medically unfit beyond compulsory school age
  - are in custody for four months or more (and will not return to school afterwards); or
  - are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

## 2. Further information on child sexual exploitation

### **Statutory definition of Child Sexual Exploitation (February 2017)**

Child sexual exploitation is a form of child sexual abuse. It occurs 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 sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child sexual exploitation can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

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.

### **3. Further information on so-called ‘honour based’ violence**

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. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

#### **Actions**

If staff have a concern regarding a child that might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency. The DSL will use existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

#### **FGM mandatory reporting duty**

Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.” (World Health Organisation-1997). It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

The UK Government has written advice and guidance on FGM that states:

- “FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.”
- “Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM.”
- “UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities who are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, 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 will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

In light of this information Heathland School has decided to take proactive action to protect and prevent our girls being forced to undertake FGM.

The Head Teacher and Governors do this in a number of ways including:

1. A robust Attendance Policy that does not authorise holidays, extended or otherwise.
2. FGM training for Child Protection Designated Leads and disseminated training for all staff at the front line dealing with the children.
3. Comprehensive PSHE and Relationship and Sex Education delivered to children which includes discussion about FGM.

In order to protect our children it is important that key information is known by all of the school community.

Indications that FGM has taken place:

- Difficulty walking, sitting or standing
- Prolonged absences from school/college
- Spending long periods away from the classroom/office with urinary or menstrual problems
- Reluctant to undergo medical examinations
- Noticeable changes in behaviour – FGM can result in post-traumatic stress
- Soreness, infection or unusual presentation when a nappy is changed
- Asking for help but not being explicit about the problem due to embarrassment or fear

Indications that a child is at risk of FGM:

- The family comes from a community known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- Parents seeking to withdraw their children from learning about FGM.

- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.

If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police.

Record: All interventions should be accurately recorded.

Call police on 101 if you have information about FGM. In an emergency, dial 999.

#### **4. Preventing radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings.

Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. 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 individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead. If required, the school will contact the LA's Prevent officer to seek advice and guidance. The LA will then discuss the

incident at a Channel Panel in line with the Counter Terrorism and Security Act 2015. Panels will assess the extent to which the identified individuals are vulnerable to being drawn into further issues.

At the Heathland School we use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### **5. Private fostering**

Private fostering is very different from the care of children by local councils through approved foster carers. It occurs when a child under 16 (or under 18 if disabled) is cared for, and provided with accommodation, by an adult who is not the parent or close family relative\*, for 28 days or more, by private arrangement between parent and carer.

If a member of staff becomes aware that a pupil may be in a private fostering arrangement they should raise this in the first instance with the Designated Safeguarding Lead. He/she should notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

\*A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

## **6. Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

## **APPENDIX D–Visiting Speakers – Procedure to be followed prior to day of visit**

1. The Headmaster must be informed at least three weeks' in advance, where possible, that a visiting speaker is to be invited to the school. When looking at inviting an outside speaker the following information should be provided:

- brief description of booking
- group size
- name and contact details of the person making the booking
- start and end time of the event
- contact details for external speaker
- brief details of the speaker

The Headmaster can then give outline authorisation for the speaker to be booked.

2. Following the Headmaster giving provisional permission the name of the intended speaker and details of any organisation represented must be forwarded to the Designated Safeguarding Lead.

3. Once this information is passed on to the Designated Safeguarding Lead, the process of vetting will begin.

4. The Designated Safeguarding Lead will advise the Headmaster of the vetting outcome. Final clearance for the visiting speaker can then be granted by the Headmaster. If the school has any concerns during the vetting process we will pass any relevant information to the Local Authority Prevent officers.

5. The member of staff responsible for booking the speaker must ensure the Visiting Speaker agreement form is read and signed. This needs to be completed, signed and returned to the Office Manager before the presentation can begin. The form indicates a commitment to the following:

- The speaker must not incite hatred, violence or call for the breaking of the law
- The speaker is not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts
- The speaker must not spread intolerance in the community and thus aid in disrupting social and community harmony
- The speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge

- The speaker must adhere to the school's equal opportunities and Safeguarding policies.
- The speaker is not permitted to raise or gather funds for any external organisation or cause without express permission of the Headmaster.
- The speaker should be advised that they will be required to sign an agreement before speaking. If requested, a copy of the agreement will be sent to the speaker in advance of the presentation.

#### **Visiting Speakers – Procedure to be followed on the day of visit**

- On arrival the visiting speaker should be met at reception, an ID badge issued and a member of school staff should remain with the speaker during the entire duration of their time in school.
- Prior to the speech/presentation the Visiting Speaker Agreement form must be read and signed by the visiting speaker and returned to a member of the school staff.
- During the speech / presentation at least one member of staff will be present at all times.
- Following the address/assembly the guest should be accompanied by a member of staff to reception where they should sign out and leave the premises.
- The member of staff organising the visiting speaker should review/evaluate the address by the guest speaker and report any concerns to the Designated Safeguarding Lead immediately.
- If concerns are raised, the Safeguarding Officer will take action to address the concern in line with the school's Safeguarding policy.
- Records will be maintained by the Office Manager

**REQUEST FOR PRIOR APPROVAL FOR VISITING SPEAKER**

**Name of member of staff making request:**

**Proposed date of event/visiting speaker:**

**Brief description of event/reason for visit:**

**Target audience (teaching group/year groups etc.):**

**Approximate audience number:**

**Details of the visiting speaker (brief biography):**

**Topic of the proposed presentation and short summary of content to be covered:**

**If applicable the name of the organisation the visiting speaker represents:**

**Prior Approval Granted (Please delete/highlight as necessary) Yes / No**

**If denied, reasons for not granting approval:**

**CIRCULATION: Please sign and pass on in the order shown below:**

To be seen by	Headmaster	Deputy Head – Pupil Support	Office Manager
Initials			
Date			

**The Heathland School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, teaching and non-teaching (including temporary and supply staff), governors and volunteers to share this commitment.**

**The Heathland School takes seriously its responsibility under section 175 of the Education Act 2002 and existing documentation including 'Keeping Children Safe in Education' July 2015 relating to Child Protection to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are adequate arrangements within our school to identify, assess and support students.**

Name of visiting speaker:

Organisation (if applicable):

The visiting speaker agrees to the following terms and conditions:

1. The presentation must be appropriate to the age and maturity level of the student audience. Appropriate dress, language, and behaviour are required at all times.
2. The presentation must not incite hatred, violence or call for the breaking of the law.
3. The visiting speaker is not permitted to encourage, glorify or promote any acts of extremist behaviour including individuals, groups or organisations that support such acts.
4. The visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
5. Visiting speakers are not permitted to raise or gather funds for any external organisation or cause without express permission from the Headmaster.
6. Compliance with the school's Equal Opportunities and Safeguarding Policy.
7. School staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement.

I have read these guidelines and agree to abide by them.

**Visiting speaker's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**THE HEATHLAND SCHOOL**  
**KEY PROCEDURE**

**Scope**

**All Staff**

**Purpose**

To enable all children to be assisted as required in relation to Safeguarding issues

**Responsibility**

Designated Person [Deputy Head (Pupil Support); Reserve – Assistant Head (Inclusion), Headmaster]

**Introduction**

It is the responsibility of ALL members of staff to be aware of the signs of abuse and neglect and to refer those concerns to the Designated Safeguarding Lead, Deputy Head [Pupil Support]).

All listed signs or symptoms of child abuse should be treated with caution because sometimes there will be a straightforward explanation for injuries or behaviour. What is essential is that these concerns are raised with the designated person in writing so that they can be discussed in the light of what is known about the child and family.

1. Any child who approaches a member of staff with a disclosure will be treated seriously and listened to immediately
2. Any member of staff approached should stay calm and make the child aware that if he/she makes a disclosure they cannot keep it confidential but explain that the information will be disclosed only to people who need to know about it.
3. Any member of staff in the position of having a child make a disclosure will respond in the following way :
  - 3.1 Listen to the child without interrupting them. Do not interview or ask the child to repeat the account
  - 3.2 Do not make assumptions about what the child is saying or make interpretations
  - 3.3 Do not ask leading questions or interrupt whilst they are recalling significant events
  - 3.4 Do not ask the child to make a written statement
  - 3.5 Make a note of what is said
  - 3.6 Ask the child if they have told anyone else
  - 3.7 Explain what you will do next; reassure the child that they have done the right thing.
4. The member of staff involved in any disclosure incident will contact the Designated Person immediately afterwards. If the disclosure relates to an allegation of abuse made against a member of staff the matter will be referred immediately to the Headmaster, or, if the concern is about the Headmaster, the Chair of Governors. The Headmaster or Chair of Governors will

then follow the LA Child Protection procedures in dealing with allegations against teaching and other staff.

5. The member of staff involved in any disclosure incident must write a report at the time or immediately afterwards and record anything said by the child exactly as it is spoken. The report will be signed, timed and dated and passed to the Designated Person directly or placed in their tray marked confidential in the Staff Common Room. The report will be factual, and should not include any opinions or ideas.
6. The Designated Person will refer to the Child Protection folder held by the Deputy Head [Pupil Support] and will speak to the child.
7. The Designated Person will, after discussion with the child's Head of Year and any other staff with significant knowledge of the child or the child's family, contact the child's family if appropriate.
8. The Designated Person will contact Social Services and/or the Police Child Protection Team for action if appropriate.
9. The procedure for Child Protection issues will be highlighted at a Staff Meeting / Briefing at least once a year

## **REVIEW AND EVALUATION**

The Child Protection and Safeguarding Policy will be reviewed and evaluated annually by the Deputy Head (Pupil Support) in conjunction with the Heads of Year and will be discussed at the Spring meeting of the Governors' Pupils' Committee.

Reviewed: February 2017

Next review: February 2018