

# WHOLE SCHOOL POLICY FOR CHILD PROTECTION & SAFEGUARDING

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## **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 2022) and Working Together to Safeguard Children (June 2018) 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 Assistant Head [Inclusion]. There are three Deputy Safeguarding Leads: Deputy Head (Pupil support), Senior Teacher: Sixth Form and Lead Learning Mentor. The DSL Team have access to external support for supervision.

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, sexual harassment and sexual violence.
- 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:

- Prevent the impairment of children's mental and physical health or development.
- Ensure that children grow up in circumstances consistent with the provision of safe and effective care.
- 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.
- Use our CPD programme which also includes staff meetings and briefing and year team meetings to ensure that staff are understand 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. Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.
- Take action to enable all children to have the best outcomes.

### **3. RESPONSIBILITIES**

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

The designated safeguarding lead and deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will 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, attending bespoke training on specific safeguarding issues 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 Partnership 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 practitioners to support early identification and assessment and, in some cases, acting as the lead practitioner 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. All staff will complete on-line and face to face training on KCSIE annually and on-line Prevent training bi-annually.
- All staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and The Children Act 2004 (as amended by the Children and Social Work Act 2017) 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 are familiar with this policy before they start work at the school.
- A clear procedure is followed by the designated persons.
- Clear school policies on relationships and sex education, health education, equal opportunities, behaviour and anti-bullying are available and kept up-to-date.
- The other Designated Persons and the pupil's Head of Year are informed of any referral.
- The DSL will keep the Headteacher informed of serious cases.
- 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 they can request further training from the Assistant Head [Inclusion]

The DSL will also:

- manage referrals from school staff or any others from outside the school.
- work with external agencies and professionals on matter of safety and safeguarding.
- ensure that child protection information is transferred to the pupil's new school.
- be aware of pupils who have a social worker.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

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. A review of online safety will be completed annually.

#### **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.

Children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL)

**IF A MEMBER OF STAFF HAS CONCERNS ABOUT A PARTICULAR PUPIL THEY SHOULD TALK TO THE ASSISTANT HEAD INCLUSION WHO IS THE DESIGNATED SAFEGUARDING LEAD OR THE DEPUTIES AND FOLLOW UP IN WRITING USING CPOMS.**

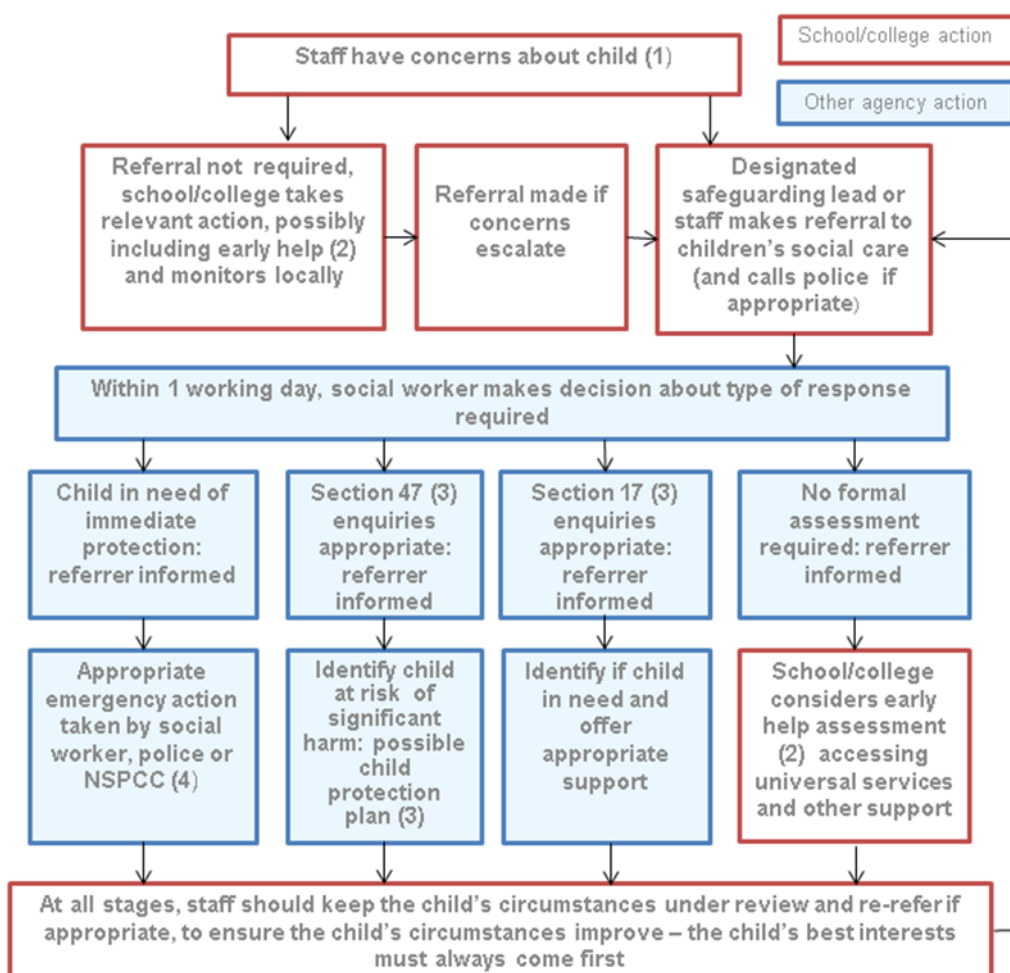
**IF A CHILD HAS DISCLOSED THEY ARE BEING ABUSED TO A MEMBER OF STAFF THEY SHOULD GO STRAIGHT TO THE DESIGNATED SAFEGUARDING LEAD OR, IN HER ABSENCE, ONE OF THE DEPUTY SAFEGUARDING LEADS, THE OTHER DEPUTY HEADS OR THE HEADTEACHER.**

**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 coordinated 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. <sup>[1]</sup><sub>SEP</sub>
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). <sup>[1]</sup><sub>SEP</sub>

## **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 on teachers who have worked overseas.
- g. All school governors undergo an Enhanced DBS Check.
- h. Communicate clearly to shortlisted candidates about the potential of online searches.
- i. Carry out an online search on shortlisted candidates to help identify any issues that are publicly available online (publicly accessible social media platforms, blogs or professional networks).

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

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

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. 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 (see Appendix F for further guidance)

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

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 2017: '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.

### **Contextual safeguarding**

The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils. As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.

Assessments of children in such cases should consider whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare. Children who may be alleged perpetrators should also be assessed to understand the impact of contextual issues on their safety and welfare. Interventions should focus on addressing these wider environmental factors, which are likely to be a threat to the safety and welfare of a number of different children who may or may not be known to local authority children's social care. Assessments of children in such cases should consider the individual needs and vulnerabilities of each child. They should look at the parental capacity to support the child, including helping the parents and carers to understand any risks and support them to keep children safe and assess potential risk to child.

### **What to do (See Appendix F 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. The case will be led by the DSL or a Deputy DSL.

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 will 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**

At The Heathland School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency 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 Headteacher (or where that is not possible, to the Designated Safeguarding Lead) - unless the person against whom the allegation is made is the Headteacher.

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 (LADO). If the Chair of Governors cannot be contacted immediately, the member of staff should contact the LADO (Education). If the LADO (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 LADO (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 LADO (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)

The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers 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;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or behaved or may have behaved in a way that indicates they may not be suitable to work with children. This relates to conduct outside school, and need not include a child, for example, domestic abuse of a partner.

KCSIE 2022 makes it clear that staff should share any 'low level concerns' about colleagues that do not meet the threshold for a LADO referral with the DSL so that unprofessional behaviour can be addressed at an earlier stage and allow support to be put in place for the individual concerned. The staff Code of Conduct make it clear what appropriate behaviour is. Concerns raised will be handled in a sensitive and proportionate manner. Examples of low level concerns include but are not limited to:

- Over friendliness with pupils
- Clearly having favourites
- Taking photographs of students on their mobile phone
- Engaging with a child on a one to one basis in a secluded area
- Inappropriate sexualised, intimidating or offensive language

## **9. TRAINING**

The DSL and Deputy DSLs 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. HOY and Year Team meetings will have a safeguarding training focus. 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. All staff will complete on-line training on KCSIE annually and on-line Prevent training bi-annually.

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. All governors will receive appropriate training at induction to equip them with the knowledge to provide strategic challenge. A training record will be submitted annually to Governors as part of the school's annual safeguarding and child protection report.

Pupils are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

## **10.RECORD KEEPING**

The Assistant Head [Inclusion] 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. Schools that make use of CPOMS will have secure transfer on line.

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'

## **11.PARENTS/GUARDIANS**

Effective links with parents/guardians are developed and maintained by the Assistant Head [Inclusion] 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. Heads of Year will ensure that the school maintains up to date emergency contact details for parents/guardians.

## **12.USE OF THE SCHOOL FOR NON-SCHOOL ACTIVITIES**

The Heathland School will seek assurance from any third party user that they have appropriate safeguarding and child protection policies in place. These are included in the hire agreement as a condition of use and occupation of the premises. Failure to comply with these requirements will result in a termination of the agreements.

Under the section on voicing concerns and handling allegations, KCSIE 2023 adds a new heading, "Use of school sites by outside organisations" (Paragraph 377), to the document. This emphasises schools' safeguarding obligations when claims are made about incidents that took place while a person or group was using school property for child-related activities (e.g., community groups, sports associations, service providers). Schools should adhere to their safeguarding policies and procedures in these situations, which include notifying the Local Authority Designated Officer (LADO).

## **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
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13. Children with family members in prison
14. Child criminal exploitation: county lines
15. Domestic abuse
16. Homelessness
17. On-line safety

Appendix D - Additional advice and support

Appendix E – Visiting speakers

Appendix F – Key Procedure 302

## **Appendix A: USEFUL CONTACTS**

The Designated Safeguarding Lead is:

Mrs N Benedict (AH Inclusion) Telephone: 0208 572 4411

The Deputy Designated Safeguarding Leads are:

Mrs E Turner (Deputy Head Pupil Support) Telephone: 0208 572 4411

Mr L.Nwagbara (Lead Learning Mentor) Telephone 0208 5724411

Mr E Spragg (Senior Teacher – Sixth Form) Telephone: 0208 572 4411

The Headteacher is:

Mr M Rose Telephone: 0208 572 4411

The Chairman of Governors is:

Mr K Akhtar Telephone: 0208 572 4411

The Link Governor for Safeguarding is:

Mr D Brockie Telephone: 0208 572 4411

## **Children's Services Duty Desk**

### **HOW TO CONTACT CHILDREN'S SOCIAL CARE**

**Telephone 0208 583 6600 first select Option TWO for Children's Services** then there are further options, three of which relate to this guidance:

With immediate effect, all safeguarding referrals must now go to  
[childrensocialcare@hounslow.gov.uk](mailto:childrensocialcare@hounslow.gov.uk)

**Any URGENT referrals please contact the Front Door on 020 8583 6600 Option 2 then Option 3 and discuss your concerns.**

i. New Referrals with NO allocated social worker:

**Front Door on 020 8583 6600 Option 2 then Option 3 and discuss your concerns.**

Secure email address: [childrensocialcare@hounslow.gov.uk](mailto:childrensocialcare@hounslow.gov.uk)

Fax Number: 020 8583 3245

Duty Manager (West): 020 8583 3257

Duty Manager (East): 020 8583 4573

#### **ii. To get an update on a recent referral**

##### **Please select option 2**

The MASH Business Support Officers will be available to update you on the outcome.

iii. Existing Cases that are currently open and have an allocated SW - These are not new referrals. Please contact the allocated social worker or their Team Manager / Assistant Team Manager directly. They should provide you with full contact details, but do please be proactive in requesting them.

If you do not know the name of the social worker please select option 1 and you will be connected to a Business Support Officers embedded in the SW teams who will put you through, or assist if the SW is not available.

Director Children's Safeguarding and Specialist Services  
Children's and Adults' Services London Borough Hounslow  
Email: [martin.forshaw@hounslow.gov.uk](mailto:martin.forshaw@hounslow.gov.uk)  
Tel: 020 8583 3002

#### **Safeguarding Advice and Allegations Management**

The SAAM Duty Desk is the first point of contact for the London Borough of Hounslow Local Authority. Please continue to call SAAM DUTY for all new DO enquiries and referrals regarding allegations against professionals who work with children: 0208 583 5730.

SAAM DUTY EMAIL for new DO referrals:  
LADO / SAAM Duty: [LADO@hounslow.gov.uk](mailto:LADO@hounslow.gov.uk)

LADO/SAAM Duty Line  
Telephone: 020 8583 5730

Emergency Duty Team 5pm – 9am  
Telephone: 020 8583 2222

Hounslow has two Local Authority Designated Officers:

Designated Officer, LADO (Monday – Wednesday) Sarah Paltenghi  
Telephone: 020 8583 3423 07970 198380  
Email: [sarah.paltenghi@hounslow.gov.uk](mailto:sarah.paltenghi@hounslow.gov.uk)

Designated Officer, LADO (Monday – Friday) Natasha Hofmans  
Telephone: 07929 709673  
Email: [natasha.hofmans@hounslow.gov.uk](mailto:natasha.hofmans@hounslow.gov.uk)

**Prevent Lead for the Local Authority**

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

**Lead Practitioner for Private Fostering**

Amy Keane  
0208 583 6295

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

(Keeping Children Safe in Education - September 2022)

**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.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

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.

Extra Familial harm

The school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.'

**Appendix C: FURTHER INFORMATION**

**1. Child absent from education**

In response to guidance in Keeping Children Safe in Education (2023) the term has changed from children missing from education to children absent from education), particularly on repeat occasions or for prolonged periods.

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.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. A child being absent 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 are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, criminal 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 are absent 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. Heads of Year and our attendance officer follow up on attendance daily. We also make home visits as appropriate. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents are reminded to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2022) 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**

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.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being.

**Potential vulnerabilities include:**

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example: Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories)

**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/Same gender relationships:**

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’ abuse**

So-called ‘honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA 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. Practitioners in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

**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.”

Practitioners 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 practitioners 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 practitioners 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/spending longer than normal in the bathroom due to difficulties urinating.
  - Reluctant to undergo medical examinations
    - Noticeable changes in behaviour – FGM can result in post-traumatic stress
  - Soreness, infection and pain or discomfort between the legs
    - 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.

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. Staff should not assume that FGM only happens outside the UK.

If a woman has already undergone FGM – and it comes to the attention of any practitioner, 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 susceptible 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 susceptibility 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.

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 the designated safeguarding lead (or deputy) making a Prevent referral.

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. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. 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. All staff complete on line Prevent training.

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.

Common examples of private fostering arrangements include:

- Children and young people who are sent to this country for education or health care by their birth parents from overseas.
- Children or young people whose parents work or study long and/or antisocial hours.
- Children or young people who are living with a friend's family as a result of parental separation, divorce or difficulties at home.
- A teenager living with the family of a boyfriend or girlfriend.

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 contact the parent or carer of the child and encourage them to notify Hounslow's Children's Services. He/she should then follow this action up by contacting Hounslow's Children's Services themselves. The local authority will check that the arrangement is suitable and safe for the child through home visits.

\* The Children act 1989 defines 'relative' in relation to a child as a grandparent, brother, sister, uncle or aunt and includes half-siblings and step-parents; a cohabitee of the mother or father would not count as a relative, neither would extended family such as 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.

At The Heathland School we identify pupils who might need more support to be kept safe or to keep themselves safe by allocating them a key worker who monitors them closely and supporting them through extra- curricular clubs and activities.

## **7. Children with a Social Worker**

At The Heathland School we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker. The progress of these pupils is discussed regularly at Inclusion meetings and intervention put in place as required. This could be additional support provided by a learning mentor and/or academic support through homework or intervention clubs. The safeguarding team will liaise regularly with allocated social workers, facilitate meetings in school and raise any additional concerns that arise.

## **8. Children with Mental Health Problems**

All staff at The Heathland School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy DSL. The school's Mental Health Lead is Mrs N.Benedict (Assistant Head Inclusion).

## **9. Self-harming and suicidal behaviour**

Any child or young person, who self-harms or expresses thoughts about this or about suicide, must be taken seriously and appropriate help and intervention, should be offered at the earliest point.

The guidance will ensure that staff know whom they should inform and what steps need to be initiated if deliberate self-harm is witnessed or suspected.

This will ensure a coordinated response which includes provision of adequate support for the pupil, other pupils who have witnessed or know about the self-harm, and members of staff who may be experiencing significant shock or distress following a pupil's disclosure or the discovery of self-harm.

The following principles underpin this policy:

- Duty of care is, as always, paramount.
- The child or young person is central to the whole process and should be given appropriate priority by all involved.
- All school colleagues will adhere to a consistent response to and understanding of self-harm.
- The emotional wellbeing and mental health of the child and young person must be supported and harm minimised.
- The child or young person will be supported to access service(s) which will assist the child or young person with opportunities and strategies.

### Identifying Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body.

There are several ways in which a staff member might discover that a pupil is self-harming. A staff member may witness or be informed of pupil self-harm by the pupil themselves or a friend. A staff member may suspect a pupil has self-harmed which may be in need of immediate medical attention, or may be recent or historical. A pupil might self-disclose self-harm, recent or previous, or a friend may disclose information. A pupil may disclose thoughts of self-harm or a friend may disclose this.

Signs and symptoms are sometimes absent or easy to miss. It is not uncommon for individuals who self-harm to offer stories which seem implausible or which may explain one, but not all, physical signs. If a pupil says they are not self-harming or evades the question, you can keep the door open by reminding them that you are always available to talk about anything, should they so wish. Try to stay connected to the pupil and look for other opportunities to ask, particularly if there are continuing signs that your suspicion is correct – **but report any such conversation to the DSL and follow up in writing on CPOMS**. Below is a non-exhaustive list of some of the behaviours that some people might consider to be self-harm:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

- Control of eating patterns, e.g. anorexia, bulimia, over eating (See Eating Disorders Policy)
- Indulging in risky sexual behaviour
- Destructive use of alcohol/drugs

### **Advice for members of staff in working with students who self-harm.**

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult the Designated Safeguarding Lead immediately.

Following the report, the Designated Safeguarding Lead will decide on the appropriate course of action. This may include:

- Contacting parents / carers.
- Arranging professional assistance e.g. doctor, nurse, children's social services.
- Arranging an appointment with a learning mentor and/or counsellor.
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers.
- In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times.
- If a student has self-harmed in school the School Welfare Officer (A. Waring x 328) or a First Aider should be called for immediate help.

**If a pupil expresses a wish to end their life or has suicidal thoughts the member of staff must accompany the pupil immediately to the school's Designated Safeguarding Lead (DSL) or a Deputy DSL.**

### **Advice for DSL/Heads of Year/Learning Mentors/Welfare Officer**

#### **Assessing risk**

There is a need to initiate a prompt assessment of the level of risk self-harm presents. The assessment should consider the child or young person's:

- level of planning and intent;
- frequency of thoughts and actions;
- signs of depression;
- signs of substance misuse;
- previous history of self-harm or suicide in the wider family or peer group;
- delusional thoughts and behaviours;
- feeling overwhelmed and without any control of their situation.

Unless the pupil is in obvious emotional crisis, kind and calm attention to assuring that all physical wounds are treated should precede additional conversation with the pupil about the non-physical aspects of self-harm. Questions of value in assessing severity might include:

- Where on your body do you typically self-harm?
- What do you typically use to self-harm?
- What do you do to care for the wounds?

- Have you ever hurt yourself more severely than you intended?
- Have your wounds ever become infected?
- Have you ever seen a doctor because you were worried about a wound?

Any assessment of risks should be talked through with the child or young person and regularly updated as some risks may remain static whilst others may be more dynamic such as sudden changes in circumstances within the family or school setting.

The level of risk may fluctuate and a point of contact with a backup should be agreed to allow the child or young person to make contact if they need to.

The research indicates that many children and young people have expressed their thoughts prior to taking action but the signs have not been recognised by those around them or have not been taken seriously.

In general pupils are likely to fall into 1 of 2 risk categories:

### **Low risk pupils**

Pupils with little history of self-harm, a generally manageable amount of stress, and at least some positive coping skills and some external support.

### **Higher risk pupils**

Pupils with more complicated profiles – those who report frequent or long-standing self-harm practices; who use high lethality methods, and/or who are experiencing chronic internal and external stress with few positive supports or coping skills.

### **Protective and supportive action**

A supportive response demonstrating respect and understanding of the child or young person, along with a non-judgmental stance, are of prime importance. Note also that a child or young person who has a learning disability will find it more difficult to express their thoughts.

Colleagues should talk to the child or young person and establish:

- If they have taken any substances or injured themselves;
- Find out what is troubling them;
- Explore how imminent or likely self-harm might be;
- Find out what help or support the child or young person would wish to have;
- Find out who else may be aware of their feelings.
- 

And explore the following in a private environment, not in the presence of other pupils or patients depending on the setting:

- How long have they felt like this?
- Are they at risk of harm from others?
- Are they worried about something?

Ask about the young person's health and any other problems such as relationship difficulties, abuse and sexual orientation issues?

- What other risk taking behaviour have they been involved in?
- What have they been doing that helps?
- What are they doing that stops the self-harming behaviour from getting worse?

- What can be done in school or at home to help them with this?
- How are they feeling generally at the moment?
- What needs to happen for them to feel better?

Do not:

- Panic or try quick solutions;
- Dismiss what the child or young person says;
- Believe that a young person who has threatened to harm themselves in the past will not carry it out in the future;
- Disempower the child or young person;
- Ignore or dismiss the feelings or behaviour;
- See it as attention seeking or manipulative;
- Trust appearances, as many children and young people learn to cover up their distress.

## Suicide

While self-harm and suicide are separate, those who self-harm are in emotional distress and those who end their lives are also in emotional distress. Deliberate self-harm is a common precursor to suicide and children and young people who deliberately self-harm may kill themselves by accident. It is vital that all emotional distress is taken seriously to minimise the chances of self-harm, and suicide. All talk of suicide and warning signs must be taken extremely seriously. If a pupil expresses a wish to end their life or has suicidal thoughts the member of staff must:

- accompany the pupil immediately to the school's Designated Safeguarding Lead (DSL) or Deputy DSL.
- The DSL or Deputy DSL. will speak with the pupil about their suicidal thoughts and feelings.
- The DSL or Deputy DSL. will contact a parent/carer to inform them of the situation and ask that they collect the pupil and take them up to the hospital. Onsite at the hospital is a Child Mental Health worker, once the pupil arrives and their parent/carer informs the hospital of the situation, the Child Mental Health worker will assess the pupil and deal with the matter.
- At no time should the pupil be left unsupervised, and reassurance should be given that support will be put into place for them.
- At the School, close monitoring strategies should be put into place. Teaching staff should be made aware of the situation as appropriate.
- It is likely that the hospital will refer to Child and Adolescent Mental Health Services (CAMHS); however, this should be checked by the DSL and if this has not been done a referral should be submitted as soon as possible.

## Useful help lines and websites:

Childline	24 hr helpline 0800 1111	<a href="https://childline.org.uk/">https://childline.org.uk/</a>
National Self-Harm Network	Helpline Thur-Sat 7pm-11pm, Sun 6.30pm-10.30pm 0800 622 6000	<a href="http://www.nshn.co.uk">www.nshn.co.uk</a>
Papyrus	0800 068 414	<a href="http://www.papyrus-uk.org">www.papyrus-uk.org</a>
Samaritans	24 hour helpline 08457 90 90 90	
The Mix	Freephone 0808 808 4994	<a href="http://www.selfharm.org.uk">www.selfharm.org.uk</a>
Young Minds	Parents helpline 0808 802 5544	<a href="https://youngminds.org.uk/">https://youngminds.org.uk/</a>
HYCS	020 8568 1818	<a href="http://www.hycscounselling.co.uk/">http://www.hycscounselling.co.uk/</a>

## **10. Confidentiality, information sharing and consent**

The best assessment of the child or young person's needs and the risks they may be exposed to requires useful information to be gathered in order to analyse and plan the support services. In order to share and access information from the relevant practitioners the child or young person's consent will be needed.

Informed consent to share information should be sought if the child or young person is competent unless:

- The situation is urgent and there is not time to seek consent;
- Seeking consent is likely to cause serious harm to someone or prejudice the prevention or detection of serious crime. Keeping Children Safe in Education (2020), paragraph 85 states 'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.

If consent to information sharing is refused, or can/should not be sought, information should still be shared in the following circumstances:

- There is reason to believe that not sharing information is likely to result in serious harm to the young person or someone else or is likely to prejudice the prevention or detection of serious crime, and;
- The risk is sufficiently great to outweigh the harm or the prejudice to anyone which may be caused by the sharing, and;
- There is a pressing need to share the information.

**Colleagues should keep parents informed and involve them in the information sharing decision even if a child is competent or over 16. However, if a competent child wants to limit the information given to their parents or does not want them to know it at all, the child's wishes should be respected, unless the conditions for sharing without consent apply.**

Where a child is not competent, a parent with parental responsibility should give consent unless the circumstances for sharing without consent apply.

## **11. Sexual violence and sexual harassment between children in schools**

**Detailed guidance is given in KP302 (b) at the end of this policy.**

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can

occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

**If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in KP 302(b).** As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

It is important to understanding intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

## **12.Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## **13.Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## **14. Child criminal exploitation: county lines**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
  - 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.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

## **15. Domestic abuse**

The cross-government definition of domestic violence and abuse is:

‘Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality’.

The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or



may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Children who witness domestic abuse are also victims and this can have a lasting impact on children.

## **16. Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

## **17. Forced Marriage**

Since February 2023 (ref: KCSIE 2023), it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (p155) (Legal age increases to 18).

If staff have suspicions or are concerned that a student may be about to be forced into a marriage or may be a victim of forced marriage, their key responsibility is to inform the DSL as soon as possible.

## **18. On-line safety**

The Heathland School will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place. Students are not permitted to bring mobile phones into school.

One of the recurring themes in KCSIE 2023 is the emphasis on filtering and monitoring in schools. The document stresses the importance of all staff members understanding their duties and obligations regarding online safety. It is reiterated that Designated Safeguarding Leads (DSLs) are in charge of this area. When assessing filtering and monitoring systems, governing bodies and owners are urged to take into account the number of children at risk and the proportionality of costs versus safety risks.

At The Heathland School staff will be informed via safeguarding training and bulletins on the school's filtering and monitoring procedures, where clear roles and responsibilities are outlined.

The DSL (Assistant Head, Inclusion) has the lead role in managing online safety, ensuring they have clear procedures to address any safeguarding concerns and uphold the school's prevent duty obligations.

**Aim:** Schools and colleges should provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.

### **What is filtering and monitoring?**

**Filtering systems** block access to harmful websites and content.

**Monitoring systems:**

- Identify when someone searches for or accesses certain types of harmful online content on school devices
- Identify who is searching for or accessing the harmful content
- Alerts the school about it so we can intervene and respond
- **Don't** block access to harmful content

### **We are all responsible for filtering and monitoring**

No filtering and monitoring software is perfect:

- It might not be aware of all the websites that contain inappropriate content
- Abbreviations or misspellings in a search engine may slip past the software
- Inappropriate content may be found on websites considered 'safe'

### **You can help to make sure the internet is used appropriately by:**

- Monitoring what pupils are accessing on devices during school hours (e.g. by looking at their screens when using computers during lessons)
- Alerting Waheed Sallah (Network Manager) if you become aware that content is not being filtered

**If you have concerns about what a pupil is accessing online, always raise it with Mrs Benedict (DSL) or a member of the safeguarding team.**

Inappropriate content includes:

- Illegal content (e.g. child sexual abuse)
- Discriminatory content (e.g. sexist, racist or homophobic content)
- Sites that promote drugs or substance abuse
- Extremist content (e.g. the promotion of terrorism)
- Gambling sites
- Malware and/or hacking software

### **What systems do we use?**

Keeping Children Safe in Education 2023 states that all schools should have appropriate filtering and monitoring systems in place.

**We have the following systems in place:**

We use Smoothwall; Smoothwall is a web filtering and internet security solution used primarily by organizations and schools to monitor and control internet access.

Here's a general overview of how it works:

- **Content Categorisation:** Smoothwall maintains a vast database of categorized websites and web content. These categories include topics like social media, gaming, adult content, and more. Websites are categorized based on their content, allowing organizations to define policies for specific categories.
- **Policy Configuration:** Administrators configure policies based on their organization's needs and preferences. They can set rules to allow or block access to specific categories or individual websites. Additionally, they can set rules for keyword filtering, which blocks or allows access to websites containing certain keywords or phrases.
- **User Authentication:** To enforce policies and track user activity, Smoothwall typically integrates with the organization's authentication system, such as Active Directory. This allows the system to associate internet activity with specific users or devices.
- **Real-Time Monitoring:** Smoothwall continuously monitors internet traffic in real-time. When a user tries to access a website, the system checks the site's category and keywords against the configured policies.
- **Blocking and Alerts:** If a user attempts to access a blocked website or content that violates the policies, Smoothwall will either block access to the site or generate an alert. The specific action taken depends on the configuration. For example, access can be blocked with a message indicating the reason for the block, or an alert can be sent to the IT department for further action.
- **Reporting and Logging:** Smoothwall keeps detailed logs of internet activity, including what sites users are visiting, when they accessed them, and whether any blocking or alerts were triggered. Administrators can review these logs for compliance, security, or troubleshooting purposes.

**School's response to any filtering and monitoring alerts**

- **Investigation:** Upon receiving the alert, the IT team or responsible personnel should investigate the nature of the alert. They should examine the details provided in the alert, including the user or device involved, the website or content in question, and the reason for the alert (e.g., policy violation, security concern).
- **User Identification:** If the alert is related to a user's internet activity, the IT team should identify the user through the school's user authentication system (e.g., Active Directory). This step ensures that the school can address the issue with the appropriate student or staff member.
- **Action Taken:**

Depending on the nature of the alert and the school's policies, the school can take several actions:

  - **Warning:** If it's a minor violation or a first-time offense, the user may receive a warning, explaining the policy violation and reminding them of the school's internet usage policies.

- **Access Blocking:** For more serious violations, the school may instruct the IT team to temporarily block the user's access to the internet or specific websites/content until the issue is resolved.
- **Educational Intervention:** In some cases, it may be beneficial to provide educational resources or training to the user to promote responsible internet use.
- **Escalation:** If the violation involves a breach of security or illegal activity, the school may need to escalate the issue to law enforcement or higher authorities as required by law.

**Named members of staff responsible for maintenance and review of the software:**

- Turn IT On GDPR and Security Team and the school Network Manager (Waheed Sallah)

**The service provider is:**

- Turn IT On Ltd

**How to raise questions or concerns**

Our filtering and monitoring system is designed to protect pupils online. It shouldn't have an impact on teaching and learning or school administration.

Raise a ticket via the Desktop if you and/or pupils:

- Cannot access content that you need to carry out your work
- Have access to content that should be blocked

**If you become aware of pupils accessing concerning content at any time, report this to Mrs Benedict (DSL) as soon as possible.**

**Staff should set a positive example by demonstrating safe online behaviours and following acceptable use policies.**

Safe online behaviour and practices will be taught through the ICT curriculum, PSHE and assemblies. This will ensure that the four areas of risk highlighted in KCSIE 2022 are addressed:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying;

- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Staff should be aware that peer on peer abuse can take place online and should report any concerns to the relevant HOY or if there is a safeguarding concern to the DSL or Deputy DSL. Online abuse can involve the following:

- Abusive, harassing and misogynistic messages
- Non-consensual sharing of indecent images – such as nude or semi-nude images
- Sharing of unwanted abusive images and pornography

### **Children and online safety away from school and college**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police. Online teaching should follow the same principles as set out in The Heathland School Staff Code of Conduct.

The Heathland School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

#### **Remote learning**

- Real-time videoconferencing or live lesson delivery should only be offered with the agreement of the school.
- Staff must only use platforms provided by or agreed by the school to communicate with pupils.
- If live class delivery has been agreed with the school:
  - Lessons should be recorded so that if any issues were to arise, the video can be reviewed.
  - Language must be professional and appropriate
  - Staff must ensure they deliver live or recorded lessons from a suitable environment
  - Staff must be dressed appropriately.

The official school email service may be regarded as safe and secure and is monitored. Staff and students/pupils should therefore use only the school email service to communicate with others when in school, or on school systems (e.g. by remote access). Students should only use their school email account.

Teachers must immediately report, to the DSL – in accordance with the school policy, the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.

Students must adhere to the school's Code of Conduct, the Behaviour Policy and the Student ICT – Safe and Acceptable Use Agreement.

Staff must adhere to the School's Code of Conduct. Any digital communication between staff and students/pupils or parents/carers must be professional in tone and content. These communications

may only take place on official (monitored) school systems. Personal email addresses, text messaging or social media must not be used for these communications. Staff should continue to issue guidance about how students can remain safe online.

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

### **Procedure to be followed prior to day of visit**

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

2. Following the Headteacher 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 Headteacher of the vetting outcome. Final clearance for the visiting speaker can then be granted by the Headteacher. 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:

6. The speaker must not incite hatred, violence or call for the breaking of the law

7. The speaker is not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts

8. The speaker must not spread intolerance in the community and thus aid in disrupting social and community harmony

9. The speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge

10. The speaker must adhere to the school's equal opportunities and safeguarding policies.
11. The speaker is not permitted to raise or gather funds for any external organisation or cause without express permission of the Headteacher.
12. 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**

1. 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.
2. 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.
3. During the speech / presentation at least one member of staff will be present at all times.
4. 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.
5. 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.
6. If concerns are raised, the Designated Safeguarding Lead will take action to address the concern in line with the school's Safeguarding policy.
7. 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:

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

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

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

If denied, reasons for not granting approval:



### **AGREEMENT AND GUIDELINES FOR VISITING SPEAKERS.**

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' 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 Headteacher.
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 PROCEDUREPage 1 of 2  
Issue 19  
September 2023Scope  
All StaffPurpose  
To enable all children to be assisted as required in relation to Safeguarding issuesResponsibility  
Designated Person [Assistant Head Inclusion]; Deputy DSLs – Deputy Head (Pupil support), Senior Teacher Sixth Form and Lead Learning Mentor, Headteacher]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, Assistant Head Inclusion.

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. Best practice is to wait until the end of the disclosure and immediately write up a thorough summary on CPOMS. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the disclosure (especially if a second member of staff is present). However, if making notes during any disclosure, staff should be very conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made.
  - 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 Headteacher, or, if the concern is about the Headteacher, the Chair of Governors. The Headteacher or Chair of Governors will then follow the LA Child Protection procedures in dealing with allegations against teaching and other staff.

5. The Designated Person will refer to the Child Protection folder held by the Assistant Head Inclusion and will speak to the child.
6. 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.
7. The Designated Person will contact Social Services and/or the Police Child Protection Team for action if appropriate.
8. The procedure for Child Protection issues will be highlighted at a Staff Meeting / Briefing at least once a year and as part of the induction programme for new staff and trainees. There will be a safeguarding focus at HOY and Year Team meetings.

#### REVIEW AND EVALUATION

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

Reviewed: Sep 2023  
Next review: June 2024

**Purpose**

To provide advice on what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when incidents occur, or are alleged to have occurred.

**Responsibility**

Designated Person [Deputy Head (Pupil Support); Deputy DSLs, Headteacher]

**Introduction**

The Heathland School has a zero tolerance approach to sexual violence and sexual harassment. It can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This Key Procedure takes into account guidance provided by the DfE in 'Sexual Violence and Sexual Harassment' September 2022 and KCSIE 2022.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. The school and colleges should consider the following:

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. We should be aware of the importance of:
  - making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
  - not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
  - challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND 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 SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
  - communication barriers and difficulties overcoming these barriers.
- Children who are Lesbian, Gay, Bi, Trans (LGBT) Or Gender-Fluid can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT

## Key definitions

For the purposes of this advice, we use the term 'victim'. It is a widely recognised and understood term. It is important that we recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. Ultimately the school should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

For the purpose of this advice we use the term 'alleged perpetrator'. It is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a different level of support to that which might be provided to an adult who is alleged to have abused a child.

## Sexual violence

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence.

For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape**: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration**: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault**: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?** Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

## Sexual harassment

For the purpose of this advice, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate

sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It is important that we consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

### **A whole school approach to preventing child on child sexual violence and sexual harassment**

The Heathland School takes a whole school approach to safeguarding and child protection. This means involving everyone in the school or college, including the governing body, all the staff, all the children and their parents or carers.

Safeguarding and child protection is a recurrent theme running through policies and procedures. The school's approach to sexual violence and sexual harassment is part of the broader approach to safeguarding.

The school's safeguarding procedures with regard to sexual violence and sexual harassment are transparent, clear and easy to understand for staff, pupils, parents and carers.

#### **A planned curriculum as part of a whole school approach**

The most effective preventative education programme will be through a whole-school approach that prepares pupils for life in modern Britain. The school has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum. Such a programme will be developed to be age and stage of development appropriate, and may tackle such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

Schools often deliver this through planned, high-quality Relationships and Sex Education (RSE) and Personal, Social, Health and Economic Education (PSHE) programmes.

### **Systems for reporting peer on peer abuse**

Students will be informed of how to report concerns related to peer on peer abuse through tutorials, assemblies, posters (informing them of the names of the safeguarding team and their locations). They can also report their concern through the designated well-being email address. They will also be sign posted to the range of external help sites through posters and through the regular well-being newsletters/slides.

### **Responding to reports of sexual violence and sexual harassment**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective

policies will provide the school with the foundation for a calm, considered and appropriate response to any reports.

This part of the advice does not attempt to provide (nor would it be possible to provide) detailed advice on what to do in any or every particular case. The advice provides effective safeguarding practice and principles for staff to consider in their decision making process.

Ultimately, any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police as required.

Some situations are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law (as set out earlier); and
- creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.

### The immediate response to a report

#### Managing the disclosure

The school's initial response to a disclosure from a child is important. It is essential that victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

In some cases, the victim may not make a direct report or disclosure. For example, a friend may make a report or a member of staff may overhear a conversation that suggests a child has been harmed. As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with their child protection policy. They should not assume that someone else is dealing with the alleged incident. If in any doubt, they should speak to the designated safeguarding lead (or a deputy). In such cases, the basic safeguarding principles remain the same, but it is important for the school or college to understand why the victim has chosen not to make a report themselves. This discussion should be handled sensitively and with the support of children's social care if required.

There may be reports where the alleged incident is between two pupils from the same school but is alleged to have taken place away from the school premises. The safeguarding principles, and schools' duties to safeguard and promote the welfare of their pupils, remain the same. The same principles and processes as set out in the following section also apply.

As per Part one of Keeping Children Safe in Education, all staff should be trained to manage a disclosure.

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 :
  - i. Listen carefully to the child without interrupting them. Do not interview or ask the child to repeat the account
  - ii. Do not make assumptions about what the child is saying or make interpretations
  - iii. Do not ask leading questions or interrupt whilst they are recalling significant events and only prompting the child where necessary with open questions – where, when, what etc;
  - iv. Do not ask the child to make a written statement
  - v. Make a note of what is said. Best practice is to wait until the end of the disclosure and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the disclosure (especially if a second member of staff is present). However, if making notes during any disclosure, staff should be very conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
  - vi. Only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Staff should be aware that notes of such disclosures could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
  - vii. Ask the child if they have told anyone else
  - viii. Explain what you will do next; reassure the child that they have done the right thing.
4. If possible, we will try to manage disclosures with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However this might not always be possible in which case inform the designated safeguarding lead (or deputy) as soon as practically possible if the designated safeguarding lead (or deputy) are not involved in the initial disclosure.
5. 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.
6. The Designated Person will contact Social Services and/or the Police Child Protection Team for action if appropriate.
7. Risk assessments will be made and reviewed
8. Clear written records will be kept on CPOMS
9. The procedure for Child Protection issues will be highlighted at a Staff Meeting at least once a year and as part of the induction programme for new staff and trainees. There will be a safeguarding focus at HOY and Year Team meetings

#### Action following a report of sexual violence and/or sexual harassment

As always, when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, the school should follow general safeguarding principles as per Keeping Children Safe in Education. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

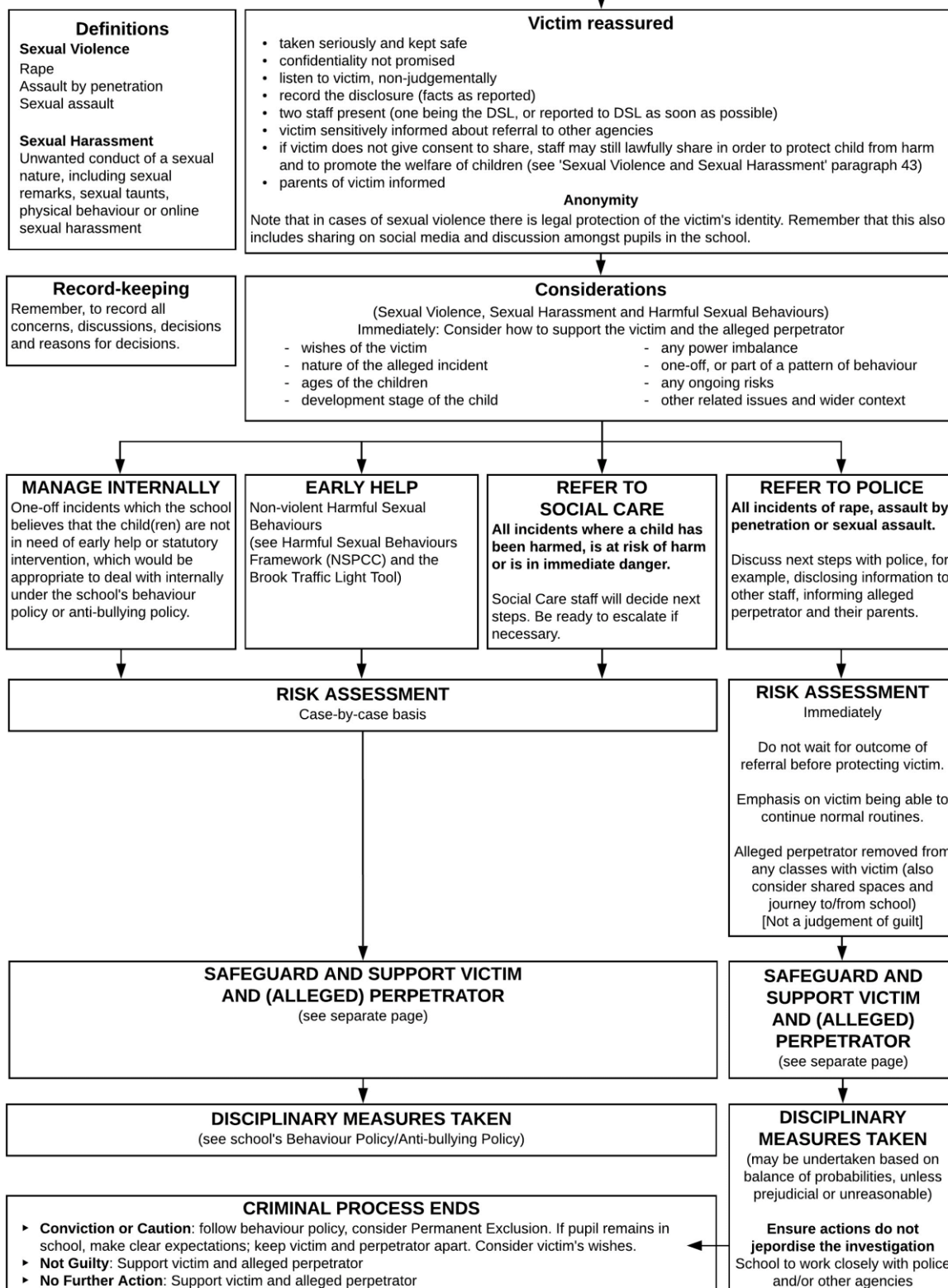
The starting point regarding any report should always be that sexual violence and sexual harassment are not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'. The DfE guidance is clear that victims and alleged perpetrators may be kept apart in classrooms and other shared spaces, and that consideration should be given about travel to and from school. The emphasis should be on ensuring that the victim can continue their normal routines.

Support for siblings following a report of sexual violence and/or harassment will also be considered.



## PART FOUR: RESPONSE TO REPORTS

Summary of responses



Source:

Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)

SVSH Flow Chart for Schools 2017 v.1.0

## Safeguarding and supporting victims and alleged perpetrator

Victim	Alleged Perpetrator	Other children
<ul style="list-style-type: none"> <li>• needs and wishes of victim are paramount</li> <li>• not made to feel they are the problem</li> <li>• consider proportionality of response</li> <li>• aim for victim to carry out normal routine</li> <li>• recognise that they may struggle in class and may need time out (if they wish)</li> <li>• be aware that they may not disclose the whole picture immediately</li> <li>• prepare for support over a long period and consider who is involved (internal and external)</li> <li>• if victim moves school, the Designated Safeguarding Lead (DSL) informs the new school of the need for continued support</li> </ul>	<ul style="list-style-type: none"> <li>• possible tension between discipline and support (these are not mutually exclusive)</li> <li>• consider age/developmental stage/any SEND proportionate response</li> <li>• consider unmet needs (for example, harmful sexual behaviours (HBV) in younger children may be a sign or abuse or trauma)</li> <li>• if (alleged) perpetrator moves school, the Designated Safeguarding Lead (DSL) informs the new school of the issues and transfers the child protection file</li> </ul>	<ul style="list-style-type: none"> <li>• witnesses may need support (especially in cases of sexual violence)</li> <li>• avoid allowing pupils to 'take sides'</li> <li>• minimise potential for bullying or victimisation in school and on school</li> <li>• transport</li> <li>• be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed)</li> <li>• develop safeguarding culture</li> <li>• constantly review reporting procedures and responses</li> <li>• consider potential for systematic and environmental weaknesses</li> </ul>

## REVIEW AND EVALUATION

The Assistant Head Inclusion is responsible for the monitoring of this Key Procedure which will be evaluated at a Heads of Year Meeting.

**The Designated Safeguarding Lead is:**

Mrs N Benedict (AH Inclusion) Telephone: 0208 572 4411

**The Deputy Designated Safeguarding Leads are:**

Mrs E Turner (Acting Deputy Head – Pupil Support) Telephone: 0208 572 4411

Mr L.Nwagbara (Lead Learning Mentor) Telephone 0208 5724411

Mr E Spragg (Senior Teacher – Sixth Form) Telephone: 0208 572 4411

**The Headteacher is:**

Mr M Rose Telephone: 0208 572 4411

**The Chairman of Governors is:**

Mr K Akhtar Telephone: 0208 572 4411

**The Link Governor for Safeguarding is:**

Mr D Brockie Telephone: 0208 572 4411

**Children's Services Duty Desk**

**HOW TO CONTACT CHILDREN'S SOCIAL CARE**

**Telephone 0208 583 6600 first select Option TWO for Children's Services** then there are further options, three of which relate to this guidance:

With immediate effect, all safeguarding referrals must now go to  
[childrensocialcare@hounslow.gov.uk](mailto:childrensocialcare@hounslow.gov.uk)

**Any URGENT referrals please contact the Front Door on 020 8583 6600 Option 2 then Option 3 and discuss your concerns.**

i. New Referrals with NO allocated social worker:

**Front Door on 020 8583 6600 Option 2 then Option 3 and discuss your concerns.**

Secure email address: [childrensocialcare@hounslow.gov.uk](mailto:childrensocialcare@hounslow.gov.uk)

Fax Number: 020 8583 3245

Duty Manager (West): 020 8583 3257

Duty Manager (East): 020 8583 4573

**ii. To get an update on a recent referral**

**Please select option 2**

The MASH Business Support Officers will be available to update you on the outcome.

iii. Existing Cases that are currently open and have an allocated SW - These are not new referrals.

Please contact the allocated social worker or their Team Manager / Assistant Team Manager directly. They should provide you with full contact details, but do please be proactive in requesting them.

If you do not know the name of the social worker please select option 1 and you will be connected to a Business Support Officers embedded in the SW teams who will put you through, or assist if the SW is not available.

Director Children's Safeguarding and Specialist Services  
Children's and Adults' Services London Borough Hounslow  
Email: [martin.forshaw@hounslow.gov.uk](mailto:martin.forshaw@hounslow.gov.uk)  
Tel: 020 8583 3002

### **Safeguarding Advice and Allegations Management**

The SAAM Duty Desk is the first point of contact for the London Borough of Hounslow Local Authority. Please continue to call SAAM DUTY for all new DO enquiries and referrals regarding allegations against professionals who work with children: 0208 583 5730.

SAAM DUTY EMAIL for new DO referrals:  
LADO / SAAM Duty: [LADO@hounslow.gov.uk](mailto:LADO@hounslow.gov.uk)  
LADO/SAAM Duty Line  
Telephone: 020 8583 5730

Emergency Duty Team 5pm – 9am  
Telephone: 020 8583 2222

### **Hounslow has two Local Authority Designated Officers:**

Designated Officer, LADO (Monday – Wednesday) Sarah Paltenghi  
Telephone: 020 8583 3423 07970 198380  
Email: [sarah.paltenghi@hounslow.gov.uk](mailto:sarah.paltenghi@hounslow.gov.uk)

Designated Officer, LADO (Monday – Friday) Natasha Hofmans  
Telephone: 07929 709673  
Email: [natasha.hofmans@hounslow.gov.uk](mailto:natasha.hofmans@hounslow.gov.uk)

### **Prevent Lead for the Local Authority**

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

### **Lead Practitioner for Private Fostering**

Amy Keane  
0208 583 6295

### **Useful help lines and websites:**

Childline 24 hr helpline 0800 1111 <https://childline.org.uk/>

National Self-Harm Network Helpline Thur-Sat 7pm-11pm, Sun 6.30pm-10.30pm 0800 622 6000  
[www.nshn.co.uk](http://www.nshn.co.uk)

Papyrus	0800 068 414	<a href="http://www.papyrus-uk.org">www.papyrus-uk.org</a>
Samaritans	24 hour helpline 08457 90 90 90	
The Mix	Freephone 0808 808 4994	<a href="http://www.selfharm.org.uk">www.selfharm.org.uk</a>
Young Minds	Parents helpline 0808 802 5544	<a href="https://youngminds.org.uk/">https://youngminds.org.uk/</a>
HYCS	020 8568 1818	<a href="http://www.hycscounselling.co.uk/">http://www.hycscounselling.co.uk/</a>

Reviewed: Sep 2023

Next review: June 2024