

WHOLE SCHOOL POLICY FOR CHILD PROTECTION & SAFEGUARDING

Contents	Page number
1. Introduction	2
2. Aims of the policy	2
3. Responsibilities	3
4. What adults should do if they have concerns about a child	4
5. Safer recruitment and selection	6
6. External speakers	6
7. Allegation of abuse against other children (peer on peer abuse and contextual safeguarding)	7
8. Allegation of abuse made against teachers, headteachers, volunteers and other staff	9
9. Training	9
10. Record keeping	10
11. Parents/Guardians	10
12. Appendices:	
Appendix A – Useful contacts	11
Appendix B – Signs and symptoms of abuse and neglect	12
Appendix C – Further information	
1. Child missing from education	15
2. Further information on child sexual exploitation	16
3. Further information on so-called ‘honour based’ violence and FGM	17
4. Preventing radicalisation	19
5. Private fostering	21
6. Children with special educational needs and disabilities	21
7. Self-harming and suicidal behaviour	22
8. Confidentiality, information sharing and consent	25
9. Sexual violence and sexual harassment between children	26
10. Children and the court system	27
11. Children with family members in prison	27
12. Child criminal exploitation: county lines	27
13. Domestic abuse	27
14. Homelessness	28
Appendix E – Visiting speakers	28
Appendix F – Key Procedure 302	32
Appendix G - Key Procedure 302 (b)	34

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 2018) 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 Deputy Head [Pupil Support] with the Assistant Head [Inclusion] acting as Reserve Designated Safeguarding Lead.

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

2. AIMS

At the Heathland School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

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

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

We also aim to:

- Safeguard and promote our pupils' welfare, safety and health by fostering an honest, caring and supportive environment.
- Provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident knowing how to approach adults if they are in difficulties, believing they will be effectively listened to.
- Raise the awareness of all staff of the need to safeguard students, and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring students known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those students.

- Develop a structured procedure within the school which will be followed by all members of staff in cases of suspected abuse.
- Promote understanding and build relationships with other agencies in order to develop multi agency working and information sharing.
- Create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children.
- Integrate child protection issues into the curriculum to enable pupils to develop personal awareness, security, confidence, self-esteem and independence.
- Take action to enable all children to have the best outcomes

3. RESPONSIBILITIES

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

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

The DSL will ensure that:

- All staff members are aware of the systems within their school which support safeguarding
- All staff receive support, up-to-date information and training on issues of Child Protection, the Local Safeguarding Children's Board guidance on child protection and the role of the Designated persons in September.
- All staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other 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. The DSL will additionally request staff to read 'What to do if you're worried a child is being abused – advice for practitioners' Dfe March 2015 document, which is placed on the Pupil Support section of SharePoint.

- All staff are aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 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 to be familiar with this policy before they start work at the school
- A clear procedure is followed by the designated persons
- Clear school policies on sex education, health education, equal opportunities, behaviour and anti-bullying are available and kept up-to-date.
- The Headmaster, the other Designated Persons and the pupil’s Head of Year are informed of any referral.
- The Designated Persons making the referral follows up with the other agencies involved and keeps relevant staff informed.
- Staff are informed that if a training issue arises that can request further training from the Deputy Head [Pupil Support]

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

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

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

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

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

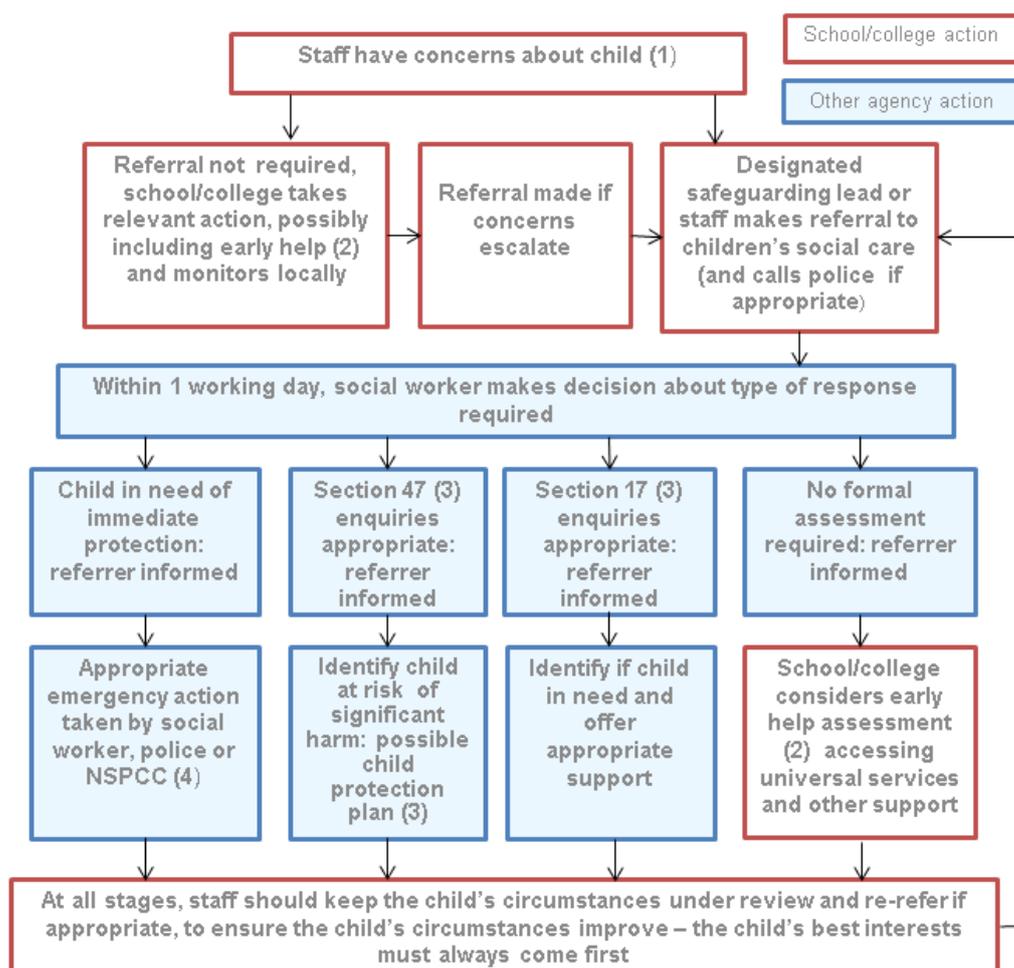
IF A MEMBER OF STAFF HAS CONCERNS ABOUT A PARTICULAR PUPIL THEY SHOULD TALK TO THE DEPUTY HEAD PUPILS WHO IS THE DESIGNATED SAFEGUARDING LEAD AND FOLLOW UP IN WRITING. IF A CHILD HAS DISCLOSED THEY ARE BEING ABUSED TO A MEMBER OF STAFF THEY SHOULD GO STRAIGHT TO THE DESIGNATED SAFEGUARDING LEAD OR, IN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

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

Safeguarding flowchart

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

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Section 8 of this policy and/or Part four of KCSIE.
2. Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of ‘Working together to safeguard children’ provides detailed guidance on the early help process.

3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm.
4. This could include applying for an Emergency Protection Order (EPO).

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

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

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

6. EXTERNAL SPEAKERS (see Appendix D)

All external speakers will be checked to ensure they:

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

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

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

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

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

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

Sexual Exploitation

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

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

Note:

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

Minimising the risk of safeguarding concerns towards pupils from other pupils

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

Contextual safeguarding

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.

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

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

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

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

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

Note: We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

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

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

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

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

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

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

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

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

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

9. TRAINING

The DSL must receive update training each year and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually. This training will be disseminated

to the Senior Management Team, Heads of Year, the Inclusion Team and the Deputy Designated Persons during the September training day and at staff meetings as required. All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

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

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

10.RECORD KEEPING

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

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

11.PARENTS/GUARDIANS

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

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

Appendices

Appendix A – Useful contacts

Appendix B – Signs and symptoms of abuse and neglect

Appendix C – Further information

1. Child missing from education
2. Further information on child sexual exploitation
3. Further information on so-called 'honour based' violence and FGM
4. Preventing radicalisation
5. Private fostering
6. Children with special educational needs and disabilities
7. Self-harming and suicidal behaviour
8. Sexual violence and sexual harassment between children
9. Children and the court system

10. Children with family members in prison
11. Child criminal exploitation: county lines
12. Domestic abuse
13. Homelessness

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 J.A.Fahey (Deputy Head – Pupil Support) Telephone: 0208 572 4411

The reserve Designated Safeguarding Leads are:

Mrs N.C. Benedict (Acting Assistant Head – Inclusion) Telephone: 0208 572 4411

Mrs E.G.Turner (Assistant Head – Inclusion) Telephone: 0208 572 4411 Sept 2019 on maternity leave

The Headmaster is:

Mr H.S.Pattar Telephone: 0208 572 4411

The Chairman of Governors is:

Mr M.J.Nicholls Telephone: 0208 572 4411

Children’s Services Duty Desk

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

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

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
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. *Andrews R&QA Manager & Petra Kitchman S&QA managers will cover more complex matters in the interim before a new DO is appointed*

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

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 2018)

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

Possible signs of abuse:

- excessive fear of parent/carer

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

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

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

Potential symptoms of physical abuse may include:

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

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

developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Potential symptoms of emotional abuse may include:

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

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

Potential symptoms of sexual abuse may include:

- sudden changes in behaviour/performance
- displays of affection in sexual way
- acting "like a baby"
- distrusts of familiar adults
- wetting and soiling
- sleep disturbance and nightmares
- throat infections, VD
- fear of undressing
- tendency to cling
- tendency to cry

- genital itching
- unexplained money
- apparent secrecy
- depression, withdrawal
- anorexia, bulimia
- phobias/panic attacks

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

Potential symptoms of Neglect may include:

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

Domestic violence

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

Appendix C: FURTHER INFORMATION

1. Child missing from education

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

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

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is

essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

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

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

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

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

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

2. Further information on child sexual exploitation

Statutory definition of Child Sexual Exploitation (February 2017)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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

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

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

There are three main types of child sexual exploitation:

Inappropriate relationships:

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

Boyfriend/Girlfriend:

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

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

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

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. 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 HBV, or already having suffered HBV.

Actions

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

FGM mandatory reporting duty

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

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

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

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
- Reluctant to undergo medical examinations
- Noticeable changes in behaviour – FGM can result in post-traumatic stress
- Soreness, infection or unusual presentation when a nappy is changed
- Asking for help but not being explicit about the problem due to embarrassment or fear

Indications that a child is at risk of FGM:

- The family comes from a community known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- Parents seeking to withdraw their children from learning about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.

If a woman has already undergone FGM – and it comes to the attention of any 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 vulnerable people being radicalised.

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

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

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

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

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead. If required, the school will contact the LA's Prevent officer to seek advice and guidance. The LA will then discuss the incident at a Channel Panel in line with the Counter Terrorism and Security Act 2015. Panels will assess the extent to which the identified individuals are vulnerable to being drawn into further issues.

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

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

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures

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

5. Private fostering

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

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.

7. Self-harming and suicidal behaviour

Introduction

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 on an incident sheet.**

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 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).

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).
- The DSL will speak with the pupil about their suicidal thoughts and feelings
- The 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	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
Papyrus	0800 068 414	www.papyrus-uk.org
Samaritans	24 hour helpline 08457 90 90 90	
The Mix	Freephone 0808 808 4994	www.selfharm.org.uk

8. 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.

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.

9. 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).

10.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.

11.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.

12.Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

13.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.

14.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.

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

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

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

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

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

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

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

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

- The speaker must not incite hatred, violence or call for the breaking of the law
- The speaker is not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts
- The speaker must not spread intolerance in the community and thus aid in disrupting social and community harmony
- The speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge
- The speaker must adhere to the school's equal opportunities and Safeguarding policies.
- The speaker is not permitted to raise or gather funds for any external organisation or cause without express permission of the Headmaster.
- The speaker should be advised that they will be required to sign an agreement before speaking. If requested, a copy of the agreement will be sent to the speaker in advance of the presentation.

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

- On arrival the visiting speaker should be met at reception, an ID badge issued and a member of school staff should remain with the speaker during the entire duration of their time in school.
- Prior to the speech/presentation the Visiting Speaker Agreement form must be read and signed by the visiting speaker and returned to a member of the school staff.
- During the speech / presentation at least one member of staff will be present at all times.
- Following the address/assembly the guest should be accompanied by a member of staff to reception where they should sign out and leave the premises.

- The member of staff organising the visiting speaker should review/evaluate the address by the guest speaker and report any concerns to the Designated Safeguarding Lead immediately.
- If concerns are raised, the Safeguarding Officer will take action to address the concern in line with the school's Safeguarding policy.
- Records will be maintained by the Office Manager

REQUEST FOR PRIOR APPROVAL FOR VISITING SPEAKER

Name of member of staff making request:

Proposed date of event/visiting speaker:

Brief description of event/reason for visit:

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

Approximate audience number:

Details of the visiting speaker (brief biography):

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

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

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

If denied, reasons for not granting approval:

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

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

THE HEATHLAND SCHOOL
KEY PROCEDURE

Page 1 of 2
Issue 2
June 2019

Scope
All Staff

Purpose

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

Responsibility

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

Introduction

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

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

1. Any child who approaches a member of staff with a disclosure will be treated seriously and listened to immediately
2. Any member of staff approached should stay calm and make the child aware that if he/she makes a disclosure they cannot keep it confidential but explain that the information will be disclosed only to people who need to know about it.
3. Any member of staff in the position of having a child make a disclosure will respond in the following way:
 - 3.1 Listen to the child without interrupting them. Do not interview or ask the child to repeat the account
 - 3.2 Do not make assumptions about what the child is saying or make interpretations
 - 3.3 Do not ask leading questions or interrupt whilst they are recalling significant events
 - 3.4 Do not ask the child to make a written statement
 - 3.5 Make a note of what is said. 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;
 - 3.6 Ask the child if they have told anyone else

- 3.7 Explain what you will do next; reassure the child that they have done the right thing.
4. The member of staff involved in any disclosure incident will contact the Designated Person immediately afterwards. If the disclosure relates to an allegation of abuse made against a member of staff the matter will be referred immediately to the Headmaster, or, if the concern is about the Headmaster, the Chair of Governors. The Headmaster or Chair of Governors will then follow the LA Child Protection procedures in dealing with allegations against teaching and other staff.
 5. The Designated Person will refer to the Child Protection folder held by the Deputy Head [Pupil Support] 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

Scope

All Staff

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); Reserve – Assistant Head (Inclusion), Headmaster]

Introduction

Sexual violence and sexual harassment 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.

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 should be a recurrent theme running through policies and procedures. The school’s approach to sexual violence and sexual harassment should reflect and be part of the broader approach to safeguarding.

The school’s safeguarding procedures with regard to sexual violence and sexual harassment should be 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 Sex and Relationship Education (SRE) and Personal, Social, Health and Economic Education (PSHE) programmes.

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, 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. The procedure for all Child Protection and Safeguarding issues will be highlighted at a Staff Meeting / Briefing at least once a year.

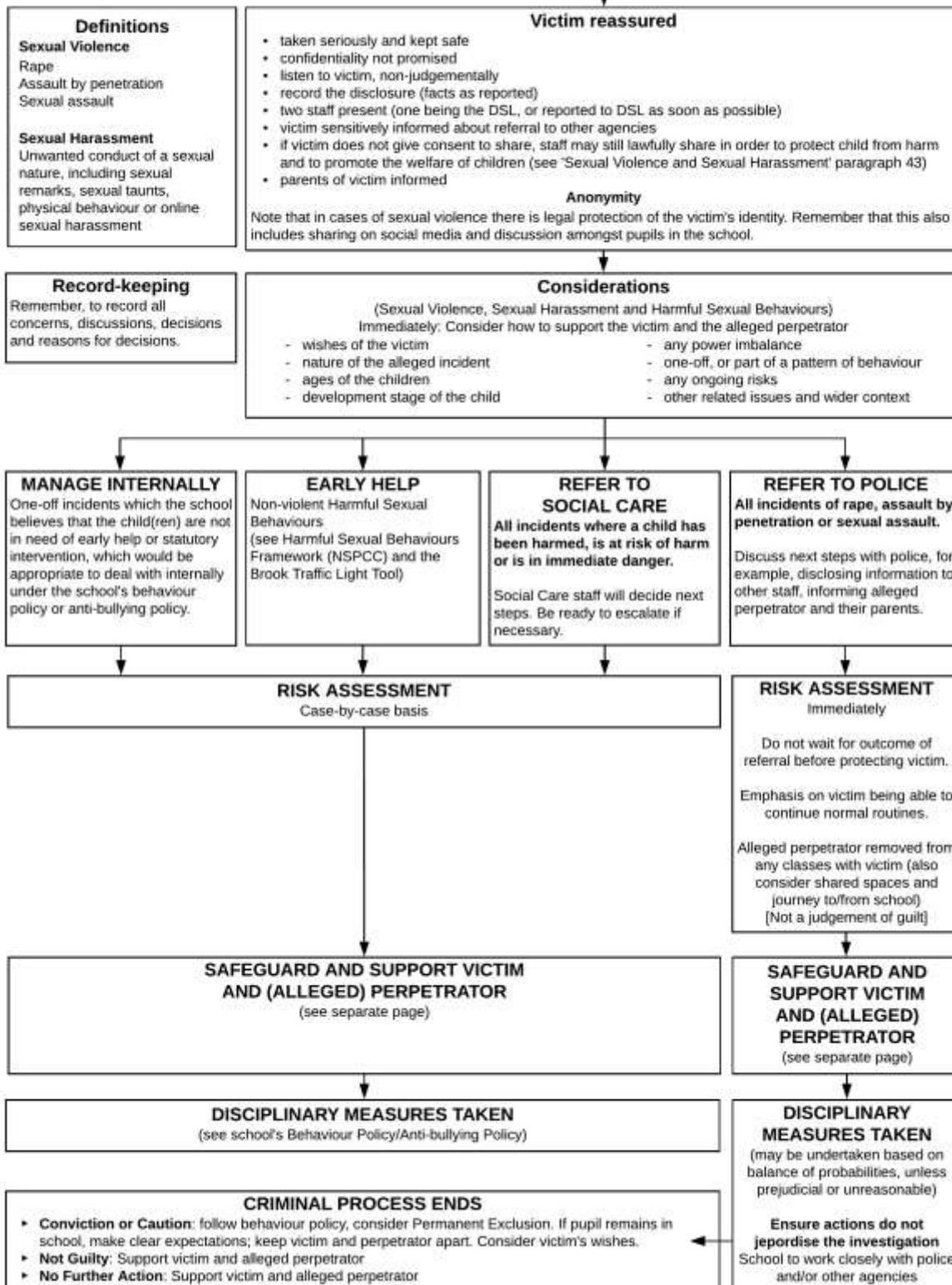
Action following a report of sexual violence and/or sexual harassment

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.

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

REVIEW AND EVALUATION

The Deputy Head [Pupil Support] is responsible for the monitoring of this Key Procedure which will be evaluated at a Heads of Year Meeting.

Reviewed: June 2019

Next review: June 2020

REVIEW AND EVALUATION

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

Reviewed: October 2018 (following publication of KCSIE 2018)

Next review: Autumn 2019