



HYLAND HOUSE SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

Review Date: September 2024

Safeguarding Statement

All staff understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Child Protection Lead. All staff receive a copy of Keeping Children Safe in Education – September 2023.

Christian Rationale

In line with the Seventh-day Adventist Church policy: 'Keeping our Church Family Safe', Hyland House School also 'affirms the dignity and worth of each human being and decries all forms of physical, sexual and emotional abuse and family violence'.

At Hyland House we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interests of the child.

At Hyland House pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. They are taught to recognise when they are at risk and how to get help when they need it.

At Hyland House School we have a strong commitment to safeguard all our children, ensuring their health, safety and well-being in all areas of our practice. To this end we aim to:

- Ensure all our staff have a clear understanding of and commitment to their responsibilities towards children's safeguarding
- The school has clear procedures and key personnel in place to ensure safeguarding in all aspects of school life
- The school specifically incorporates the teaching of health and keeping safe within the wider curriculum
- The school audits its safeguarding practices on an annual basis to ensure we meet all statutory requirements and remain vigilant around all aspects of safeguarding.
- The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

Key Areas of safeguarding responsibilities:

Safeguarding encompasses the following:

- Staff recruitment, vetting, appointment and training
- Volunteers, trainees and visitors to the school
- All aspects of Child Protection
- Site security and safety, including fire procedures
- Risk Assessment of all activities, trips and residential
- E-safety teaching, learning and procedures
- Medical and first aid procedures
- Behaviour, Bullying and Restraint
- Equalities and Discrimination including preventing radicalisation and extremism
- Liaising with safeguarding partners (local authorities, the Police and clinical commissioning groups)

Staff Recruitment

The school follows the Safer Recruitment Procedures and the British Union Conference Education Director, HR (Jacqui Crawford) and Chair of Governors have undertaken the Safer Recruitment training. Application forms and CVs are carefully scrutinised, and any education or employment gaps are queried. References, medical checks and all necessary DBS checks are undertaken in

line with recommended good practice and statutory requirements. The school maintains an up-to-date Single Central Record on all its employees. This is checked by the Head teacher (HT) weekly and by the Chair of Governors (CoG) annually.

Staff receive a clear induction which includes information on safeguarding and their responsibilities towards ensuring children and all who come into the school are kept safe. All staff should read and familiarise themselves with key policies including – Health and Safety, Behaviour and Bullying. Safeguarding notices are displayed in full view, on each floor of our school building.

Staff Training

All staff receive in-house training regarding Child Protection prior to beginning work with children. The Designated Teacher keeps a record of when staff have been trained and ensures this is updated every three years or when there are any significant government changes. The Designated Teacher and Deputy receive central training at least every two years. There is regular training and updates on all other aspects of safeguarding – for example several members of support staff receive annual training in emergency first aid and the IT co-ordinators provides E-safety updates. A log of training is kept by the school.

Allegations against staff

Any allegations made are referred to the LADO for advice and relevant procedures followed. Should a member of staff leave or be dismissed as a result of safeguarding concerns the school has a legal duty to make a referral to the DBS and failure to do so would be a criminal offence. This referral would be made by the HT or in the case of an allegation against the HT, by the CoG. The school has adopted the LA Whistle Blowing policy and all staff have a duty to ensure any safeguarding issues concerning staff are brought to the HT's immediate attention.

Volunteers and visitors

All volunteers and visitors sign in at the foyer. They are given a visitors' badge which must be worn when they are onsite. Volunteers/visitors may not be left unsupervised with any children at any time. Regular volunteers to the school are asked to complete a DBS check.

Site Safety – please see our Health and Safety policy for a comprehensive understanding of all procedures here.

Risk Assessment – the school site manager maintains a risk assessment file for all aspects of the site. The school secretary in conjunction with each teacher maintains a risk assessment for class trips.

E-safety – the school has separate E-safety guidelines for staff and children and also provides advice and support to parents. This is a constantly changing area and needs regular review. Updates on emerging issues are provided to staff) – e.g. upskirting and sexting are recent issues emerging on the national news, so staff need to be made aware. Teaching online safety in school will be covered in IT lessons as well as in the new Relationships and Health Education lessons. Children will be taught to use the internet safely at an age-appropriate level and will know what a healthy and respectful online relationship looks like. When children use the school’s network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems which are currently being reviewed for their effectiveness. Currently we are using Draytek software for filtering the online contents and are in the process of introducing a sophisticated monitoring programme as well.

Medical and First Aid – Each member of staff in our school is a named first aider and receives regular training. One of our EYFS staff is a paediatric first aider. The School Secretary oversees the maintenance of the medical room and orders all necessary first aid supplies. The school has a separate Medical Needs policy, which should be read in conjunction with this.

Behaviour, Bullying and Restraint

All staff are expected to act as exemplary role models and ensure they create an environment with clear behaviour expectations which create security for the children. Children should feel safe and nurtured and be able to confide in adults in school if they are worried. The school has a clear Behaviour and Anti-Bullying policy which staff need to be familiar with and apply. We are a “Telling school” and encourage all pupils to ensure they inform a trusted adult if they feel unsafe or bullied in any way. All staff are made aware of the importance of listening to children’s concerns.

Equalities and Discrimination, Radicalisation and Extremism

All staff need to have a clear commitment to equalities and adhere to our Equalities statement. Children are explicitly taught that any form of discrimination on grounds of race, religion, sexuality, disability is wrong and there is a zero-tolerance approach. All children and staff should be treated with care and respect. The school is vigilant ensuring children and staff are protected from any form of extremism or indoctrination. In line with the Prevent Duty, staff and governors are trained and kept informed to recognise vulnerability and mitigate the risks. The school reinforces our commitment to equalities, including the values of tolerance, respect, equality and kindness. We promote reflective thinking and questioning, freedom and openness as well as respect and tolerance for all faiths, within a multicultural society.

Teaching and Learning around Safety

In line with the new Ofsted Education Inspection framework, the school teaches pupils to keep themselves safe and take responsibility for their own safety and well-being: children are supported to understand what constitutes a healthy relationship both online and offline, and to recognise risks. Our PHSE learning includes drugs education in Y5 and 6, learning about healthy diets, exercise in all year groups, learning about road, rail safety, stranger danger and how to deal with bullying. We ensure pupils also learn about good character development and respect for diversity and for each other.

E-safety forms are essential part of IT lessons. Discussions ensure pupils understand the British Values of democracy etc. PE lessons teach pupils about safe use of apparatus, warm up and exercising safely. Food Technology lessons also cover elements of food hygiene and safe use of utensils. The school reviews its teaching on keeping safe regularly and aims to incorporate any new essential elements as they become relevant or are highlighted from current affairs.

Children Missing Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up-to-date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2023) 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:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. 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.

SEND

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers.

Staff with key responsibilities:

- Mr Tencho Zapryanov, is the school's designated Lead Child Protection and Safeguarding officer.
- Mrs Jennifer St Luce-McKenzie is the designated Deputy CP and Safeguarding officer.
- Mrs Antoinette Reid, the School Administrative Secretary, is responsible for all aspects of medical and first aid procedures, e-safety and risk assessments.
- Mr. Gayle (Headteacher) and the Site Manager are responsible for all aspects of site health and safety.
- The IT technician, Mr Duane Davison, is responsible for advising on and providing updates on E-safety, together with Mr Tencho Zapryanov our IT Coordinator.
- The Headteacher has overall responsibility for all aspects of Safeguarding within the school.
- Please contact the chair of governors Dr Kirk Thomas if you have any concerns about the headteacher.

The key role of the Designated Safeguarding Lead is to:

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

Safeguarding Policy

Introduction

This policy aims to provide all members of staff (paid and unpaid), children and young people and their families with a clear and secure framework for ensuring that all children in the school are protected from harm, both while at school and when off the school's premises.

Practitioners who work with children in Hyland House School will read this policy within the framework of:

- **Keeping Children Safe in Education (September 2023)**
- **Health and Safety Policy**
- **Anti-bullying Policy**
- **Ofsted Education Inspection Framework 2023**

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

As a school, Hyland House, believes in supporting all aspects of children and young people's development and learning and keeping children safe.

We understand that emotional and social aspects of learning create a foundation for all academic learning. If a child has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children, resolve the small conflicts that arise in day-to-day classroom life or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected
- Staff are aware of indicators of abuse and know how to share their concerns appropriately
- All paid and unpaid staff are subject to rigorous recruitment procedures
- All paid and unpaid staff are given appropriate support and training.

Education staff play a crucial role in helping to identify welfare concerns and indicators of possible abuse or neglect at an early stage. Hyland House School is committed to referring those concerns via the Designated Child Protection Officer to the appropriate organisation, normally the local authority's social care department, contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.

In order to ensure children are adequately protected, we will ensure that:

- We have a Designated Lead for Safeguarding and Child Protection and a Deputy who attend multi-agency training at least once every two years.
- All staff are trained in basic Safeguarding and Child Protection awareness every three years.
- All staff have read and understand the Safeguarding Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children.
- All children, young people and their families have access to the Safeguarding Policy.
- The Safeguarding Policy is reviewed annually by the Designated Lead and the Board of Governors.

Recognising abuse

In the Children Acts 1989 a child is anyone who has not yet reached their 18th birthday. Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (KCSIE) 2023 as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking steps so as to enable those children to have optimum life chances and to enter adulthood successfully.

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

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, female genital mutilation or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

- It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. This can also occur when a child is a

young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.

- It may involve seeing or hearing the ill-treatment of another; for example, when there is fighting or violence in the home.
- It may involve serious bullying, including via electronic media, 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, though it may occur alone.

Sexual abuse

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. This includes Child Sexual Exploitation but is not limited to it.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including via the internet.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse also includes the issue of sexting which all staff need to be aware of and will provide guidance as to the inappropriateness and danger of sending, receiving, or uploading such images onto social media sites as part of the school's e-safety teaching and learning.

It also involves upskirting, where a camera, mobile phone etc is placed beneath a person's clothing to take voyeuristic photographs without the person's permission.

Neglect

Neglect is 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 caregivers)
- ensure access to appropriate medical care or treatment

Neglect may also include unresponsiveness to a child's basic emotional needs.

Domestic Abuse:

Domestic abuse is one of the safeguarding issues that all staff should be aware of. Domestic abuse:

- can be psychological, physical, sexual, financial, or emotional
- can impact on children through seeing, hearing or experiencing the effects of
- can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
- can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn. (KCSE 2023)

Although children may not feel ready or know how to tell someone they are being abused it is important that if this is suspected that it is recorded and monitored.

Child Sexual Exploitation (CSE)

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

Staff should be aware of the key indicators of children being sexually exploited which can include:

- leaving home/care without explanation and persistently going missing for periods of time or regularly coming home late;
- exclusion or unexplained absences from school;
- not taking part in education;
- acquisition of money, clothes, mobile phones etc, without plausible explanation;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- secretive behaviour, mood swings or changes in emotional wellbeing;
- drug and alcohol misuse;
- displaying inappropriate sexualised behaviour for age;
- evidence of/suspicions of physical or sexual assault;

- frequenting areas known for sex work;
- gang-association and/or isolation from peers/social networks;
- excessive receipt of texts/phone calls and concerning use of internet/social media;
- self-harm or significant changes in emotional well-being;
- returning home under the influence of drugs/alcohol.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such. All staff should be able to reassure victims of abuse that they are being taken seriously and will be supported; ensuring that children/ young people are never made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

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.

Potential vulnerabilities

The following vulnerabilities increase the risk of child sexual exploitation, but not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- having a prior experience of neglect, physical and/or sexual abuse;
- lack of safe/stable home environment, now or in the past (eg domestic abuse or parental substance misuse, mental health issues or criminality);
- recent bereavement or loss;
- social isolation or social difficulties;
- absence of a safe environment to explore sexuality;
- economic vulnerability;
- homelessness or insecure accommodation status;
- connections with other children and young people who are being sexually exploited;
- family members or other connections involved in adult sex work;
- having a physical or learning disability;
- being in care (particularly those in residential care and those with interrupted care histories; and
- sexual identify.

Child Criminal Exploitation

Keeping Children Safe in Education 2023 defines Child Criminal Exploitation as where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

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

Some of the following can be indicators of child criminal exploitation:

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

County lines

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

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

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

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; 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.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

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

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Female Genital Mutilation (FGM)

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

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

Risk factors for FGM include:

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

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK

Indications that FGM may have already taken place may include:

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

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

'Honour-based' Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

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

Forced marriage

Forced marriage is a marriage conducted without the full consent of both parties where duress is a factor. This should not be confused with an "arranged marriage". Forced marriage is regarded as a form of domestic abuse for adults, and where children are involved as a form of child abuse. The change of law from February 2023 now stipulates:

- It's now a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or coercion are not used

- This applies to non-binding, unofficial 'marriages', as well as legal marriages.

Initial concerns should be reported to the Designated Staff who will liaise with appropriate agencies. Contact should not be made with the young person's family. For further information on forced marriages the Forced Marriage Unit can be contacted on 02070080151, Monday – Friday 9.00 am until 5.00 pm (outside these hours through the Foreign Office Response Centre on 02070081500), via email fmufco.gov.uk or www.fco.gov.uk/forcedmarriage

Mental Health

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

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

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy via the 'Record of Disclosure or Concern' form.

Children who have a Social Worker

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

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

Children Missing Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up-to-date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if numbers change.

In response to the guidance in Keeping Children Safe in Education (2023) the school has:

- Staff who know the difference between children absent from education and children missing education
 - Children absent from education are on the school roll, but are regularly not attending
 - Children missing education aren't on any school roll or being educated elsewhere
- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- 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. As now there is more clarity, all staff are fully aware of the differences between Children absent from education and Children missing education (KCSE 2023).

Counter Terrorism and Security Act 2015 (The 'Prevent Duty')

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'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

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

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.

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 appropriately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

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, artwork 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

Child-on-child abuse, including incidents of ‘sexting’

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery)
- upskirting (taking unauthorised photographs under a woman’s skirt or man’s kilt)
- initiation-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 child-on-child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

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

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

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will 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.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

At Hyland House School we will not tolerate child-on-child abuse: it will be dealt with seriously and effectively. We seek to ensure that all pupils are safe so that the risk of child-on-child abuse will be minimised. If there is an incident of child-on-child abuse, it will be recorded and investigated; and both the victims and perpetrators will be supported.

Special circumstances

The London Child Protection Procedures 7th edition (2022) outlines response to special circumstances in child protection cases, including such issues as:

- Bullying
- Domestic violence
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Foreign exchange visits
- Gangs, serious youth violence and violent extremism
- 'Honour' based violence
- ICT based forms of abuse
- Missing from care and home
- Not attending school
- Parental lack of control
- Parental mental illness
- Parents with learning disabilities
- Parents who misuse substances
- Pregnancy
- Private fostering
- Self-harming and suicidal behaviour
- Sexually active children
- Sexually exploited children
- Spirit possession and witchcraft
- Trafficked and exploited children
- Young carers

The Designated Lead for Child Protection

The Designated Lead takes the lead responsibility for child protection including support for other staff and information sharing with other agencies, developing policies and staff training.

The Designated Lead is a senior member of staff who reports to the Head Teacher and has the

authority and seniority to carry out the functions of the role.

The Designated Lead at Hyland House School is **Mr Tencho Zapryanov**. The Deputy is **Mrs Jennifer St Luce-McKenzie**. They can be contacted on the school number (020 8520 4186) and Mr Zapryanov at t.zapryanov@hylandhouseschool.org.

The key role of the Designated Safeguarding Lead is to:

manage referrals from school staff or any others from outside the school; work with external agencies and professionals on matters of safety and safeguarding; undertake training; raise awareness of safeguarding and child protection amongst the staff and parents; and ensure that child protection information is transferred to the pupil's new school

Designated Lead responsibilities

- Refer suspected abuse and neglect to the Multi-agency Safeguarding Hub (MASH)
- Report allegations made against members of staff to the Head Teacher who in turn consults with the Local Authority Designated Officer or LADO (and Ofsted, if Early Years).
- Develop and update the Safeguarding Policy, ensuring that staff and children, families and parents are aware of them.
- Provide support and advice to all members of staff within the setting regarding child protection concerns.
- Keep the Headteacher informed about any issues that arise.
- Ensure that cover is provided for the role when absent from the setting.
- Ensure that a child's 'child protection file' is copied for the new educational establishment when a child moves education settings and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff receive appropriate child protection and safeguarding training and maintain training records
- Cooperate with any requests for information from the local authority, such as child protection training returns and self-evaluative forms for safeguarding and child protection in compliance with Section 11 of the Children's Act 2004.

Other staff's responsibilities

It is the responsibility of all other members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the Designated Lead as soon as reasonably possible. The Designated Lead may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the Designated Lead may have. Staff are also to refer to the document 'What to do if you're worried a child is being abused Advice for practitioners' for further guidance.

Staff are to manage any support for the child internally via our own pastoral support processes or a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

Reporting Concerns

When adults in the school have a concern about a child or young person they should:

Complete a concern form in writing promptly, within ten minutes.

Concern Forms can be found in the cupboard in the heads' office.

The DSL should be informed that a concern has been raised and handed the form.

If the DSL or deputy are not available, staff should speak to the Headteacher, a member of the senior leadership team or the BUC Education Director.

1. **You have a concern about a child or young person's wellbeing based on:**
 - a. something the child, young person or parent has told you;
 - b. something you have noticed about the child's behaviour, health or appearance;
 - c. something another professional said or did.

2. **Decide whether you need to find out more** by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions: beginning with words like: 'how', 'why', 'where', 'when', 'who'?

3. **Let the child / young person / parent know what you plan to do next** if you have heard a disclosure of abuse or you are talking with them about your concerns. Do **not** promise to keep what s/he tells you secret...for example, 'I am worried about your bruise and I need to tell Mr Tencho so that he can help us think about how to keep you safe'

4. **Inform the Designated Lead immediately.** If the DCPO is not available, inform their Deputy. If neither are available, speak to the Head or another senior member of staff. If there is no other member of staff available, you must make the referral yourself.

5. **Make a written record** as soon as possible after the event (using the appropriate form), noting:
Name of child
Date, time and place
Who else was present
What was said / What happened / What you noticed
... speech, behaviour, mood, drawings, games or appearance
If child or parent spoke, record their words rather than your interpretation
Analysis of what you observed and why it is a cause for concern

6. **The Designated Lead may take advice from the MASH Service**

7. **The Designated Lead makes the referral to the MASH Service**
The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.

8. **The Designated Lead shares information with other relevant professionals**, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared
9. **The Designated Lead informs parent that they have made a CP referral in most cases**, the MASH Team may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure); or in cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.
10. **The Designated Lead remains in close communication with other professionals around the child / young person and with the family, in order to share any updates about the child / young person**
 - If a child protection investigation is pursued, the Designated Lead and other key school staff will:
 - Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe
 - Attend a child protection conference when invited and provide updated information about the child
 - Attend any subsequent child protection review conferences.
 - Attend core group meetings and take an active role in the implementation of the protection plan.

Safe Practice

Safer Recruitment

Safeguarding Children and Safer Recruitment in Education (2023) outlines Safer Recruitment processes in education settings.

Updated guidance clarifies that a curriculum vitae (CV) should only be accepted alongside a full application form and is not sufficient on its own to support safer recruitment. (KCSE 2023).

Schools and colleges should only accept copies of a curriculum vitae alongside an application form. A curriculum vitae on its own will not provide adequate information.

Safer Recruitment processes aim to:

1. Reject inappropriate candidates at the application and interview stages
2. Prevent abuse to children by developing robust policies and agreeing on safe practice
3. Haringey has developed Practice Guidance on the recruitment and selection of staff. Deter potential abusers by setting high standards of practice and recruitment.

At Hyland House School we will conduct online searches as part of our due diligence checks on shortlisted candidates.

Allegations against Staff

At Hyland House we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers or agency staff. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the Headteacher should go to the Chair of Governors who can be contacted through the Admin offices. In all cases, the LADO

(Local Authority Designated Officer), who is one of the Child Protection Advisers, should be notified.

Where there are concerns about the proprietor of an independent school, the member of staff should contact the local authority Designated Officer without delay (Sharon Ackbersingh 07816097223, lado@haringey.gov.uk)

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

The Head teacher will take the following actions:

Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made

- Make a referral to the Children's Service where the child resides, if appropriate
- Contact the LADO in Haringey immediately
- Contact the parents/carers of the child, following advice from the LADO
- Suspend the member of staff or review his/her working arrangements, pending the investigation, following advice from the LADO
- Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm or
- The allegation warrants investigation by the police or
- The allegation is so serious that it might be grounds for dismissal (London Child Protection Procedures section 15.2.13)

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

The guidance in KCSE (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Whistleblowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed,
- a legal obligation has been breached,
- there has been a miscarriage of justice,
- the health or safety of any individual has been endangered,
- the environment has been damaged, or
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

Visitors

- Visitors, including trades people, must sign in before continuing on school premises and wear a visitors' badge.
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.
- Children should not be collected by people other than their parents unless written notification has been received in advance;
- If a child is not collected after a session it is reasonable to wait approximately fifteen minutes for a parent or carer to arrive. If the parent or carer cannot be contacted, staff should contact the MASH Service.

Supporting School Provision

Many other aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe. The non-statutory framework for personal, social and health education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- Relationships and Health education
- Assemblies
- Circle time
- E-safety focussed Computing lessons

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems.

Use of Force, Restraint and Positive Handling

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or

humiliation.

Teachers at a school are allowed to use reasonable force to control or restrain pupils under certain circumstances. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others.

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the Headteacher immediately, in confidence. The Headteacher, in turn, will contact the Local Authority Designated Officer (LADO).

Staff Conduct

In order to protect children, young people and members of staff, we encourage staff to follow our professional code of conduct. This covers:

- Physical contact / restraint
- Social contact outside setting / appropriate boundaries
- Gifts & favouritism
- Behaviour management
- Intimate care
- Safe use of technology (Security / Internet/social media / mobile phones / digital images of children, etc)
- Appropriate dress
- The use of appropriate boundaries
- Being alone with the child / young person

Child Protection Training

The Designated Lead will keep detailed records of all staff's child protection training and will issue reminders when training updates are required.

All paid and unpaid members of staff, including school governors, undertake single-agency, basic awareness child protection training once every three years and receive regular safeguarding and child protection updates.

In addition, the Designated Lead and deputy will undertake multi-agency training every two years as well as refreshing their knowledge and skills at regular intervals.

Induction training is mandatory and includes:

- The Safeguarding and Child Protection policy;
- The Behaviour policy;
- The role and identification of the designated safeguarding lead and deputy.

Implementation, Dissemination & Review Strategies

This policy is reviewed annually by the Designated Lead and is approved by the Board of Governors.

All members of staff read and agree to the Safeguarding Policy before the start of their employment.

The Safeguarding Policy is available to read on the school's web-site, as it is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken.

Confidentiality

Whilst every effort will be made to keep a family's information confidential, it must be noted that the most important consideration is whether sharing information is likely to support the safeguarding and protection of the child.

The General Data Protection Regulation (GDPR) and Data Protection Act 2018 provide a framework to ensure that personal information about living individuals is shared appropriately. Information can be shared legally without consent.

Female Genital Mutilation

Female genital mutilation (FGM) is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other nontherapeutic reasons. The procedure is typically performed on girls aged between four and 13 years, but in some cases FGM is performed on new born infants or on young women before marriage or pregnancy. The age at which girls undergo FGM varies according to the community. FGM is illegal in the UK. It is also illegal to take a child abroad to undergo FGM. FGM is considered child abuse in the UK and causes physical, psychological and sexual harm.

FGM is much more common than many realise, both worldwide and in the UK. It is reportedly practised in 28 African countries and in parts of the Middle and Far East but is increasingly found in Western Europe and other developed countries, primarily amongst immigrant and refugee communities. There are substantial populations from countries where FGM is endemic in London, Liverpool, Birmingham, Sheffield and Cardiff, but it is likely that communities in which FGM is practised reside throughout the UK. It has been estimated that up to 24,000 girls under the age of 15 are at risk of FGM in the UK. The summer holidays, or other extended holiday absence during the school year, are particular periods when schools are encouraged to be alert to the signs of potential or actual abuse.

Some girls are at risk from FGM from parents/ carers who believe this will be in the best interests of the child. Therefore, vulnerable girls may well be coached that this will be a normal part of their upbringing. Staff should be aware of the following signs that may indicate a girl is at risk of being taken for FGM:

- Disclosure from a girl stating she is going to have a 'special operation';
- Planned withdrawal from school to a country where FGM is prevalent;

Staff should also be aware of signs that a girl may have already suffered FGM.

- Prolonged absence from school

- Increased bladder infections, urinary, menstrual or stomach problems
- Disclosure from a girl that she has been subject to FGM

Staff should be aware that FGM is illegal and as such should report any concerns immediately as it may involve a police investigation. For more guidance please refer to 'Female Genital Mutilation: Multi-agency practice guidelines'

Designated senior staff for child protection in our school are aware of the guidance that is available in respect of FGM and are vigilant to the risk of it being practised.

- Designated senior staff for child protection are aware of the issue and have ensured that staff in the school are aware of the potential risks.
- Staff are aware of the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it.
- The school will take timely and appropriate action in respect of concerns about particular children.

Appendices

1. Key Contacts in Child Protection
2. Staff acknowledgement form
3. Safe working and social contact of staff with pupils outside school
4. Use of cameras and mobile phones in school.
5. Record of disclosure
6. Signs and Symptoms of Abuse and Neglect

Appendix 1: Key Contacts in Child Protection

Child Protection: Key contacts

Hyland House School

Designated Teacher: Mr Tencho Zapryanov 020 8520 4186

Designated Deputy: Mrs Jennifer St Luce-McKenzie 020 8520 4186

Haringey Children's Social Care

MASH: 020 8489 4470/ 020 8489 0000 (Main Council switchboard)

Emergency Out of Hours Duty Team: 020 8489 0000 (Main switchboard)

Child Protection Advisor: 020 8489 1061

Child Protection Advisor – allegations against professionals: 020 8489 4470

LADO (Local Authority Designated Officer) Sharon Ackbersingh 07816097223,

lado@haringey.gov.uk

Metropolitan Police

Control Room (for reporting missing children): 101/999 the call will be triaged as high-risk missing person.

NSPCC 0800 136 663

Procedure

The Designated Teacher, or Deputy should deal with any disclosures; however, in our absence any member of SLT should act as follows.

- Keep a written record of any disclosure, or concern.
- Phone CP advisor in the first instance to clarify whether a referral should be made.
- Phone MASH team unless the allegation is made about someone who works in school, in which case you should phone the LADO.
- Fill in and send the MASH form within 48 hrs of phoning (available electronically on the Haringey website – Haringey.gov.uk under 'child protection') to mashreferrals@haringey.gov.uk.
- NB: Referrals should be made to the borough in which the child resides unless it is against a professional (in which case refer to Haringey).
- You will be contacted by the social worker who is assigned to the case.

Appendix 2: Staff acknowledgement form



HYLAND HOUSE SCHOOL

Name:
Job Title:
I have read this Safeguarding Policy and I understand my role with regards to Child Protection in Hyland House School I have read the school's Risk Assessment 2022 and will follow guidelines
Signature
Date

Appendix 3: Safe working and social contact between staff members and pupils outside school

- Staff are permitted to make private arrangements with parents with regard to working with pupils outside school. This may be paid or unpaid work, as agreed between both parties.
- Staff must remember that they represent the school at all times and behave in an appropriate manner, so as not to jeopardise the reputation of the school.
- Staff should be aware of safeguarding issues and whenever possible take appropriate steps to safeguard both their own and pupils welfare and interests.
- Socialising regularly with pupils (other than as family, or family friends) is not appropriate whether this be in person, or via social networking sites.

Appendix 4: Use of cameras and mobile phones in school

- Staff are not permitted to use mobile phones during lessons, or whilst on playground duty. Staff have a duty of care to the children at these times and cannot perform their duty adequately if they are using mobile phones.
- Mobile phones should be switched off or turned to silent during the school day (with the exception of allocated breaks), so as not to distract staff or children from their learning.
- Photos and videos provide valuable evidence of both pupil progress and achievement, as well as a record of memorable events. Staff are encouraged to take photos and videos for these reasons. They are not however permitted to take photos for any other reason.
- Staff should whenever possible use school devices to take photos and videos. When this is not possible, staff should ensure that all images / films are uploaded onto the school computer network as soon as possible and delete items from their personal devices. This is a safeguarding issue and is for the protection of staff.



Record of disclosure or concern

Name of child	
Class	
Date, time and place disclosure was made	
Disclosed to	
Who else was present?	
<p>What was said / What happened / What you noticed (speech, behaviour, mood, drawings, games or appearance).</p> <p>NB: Continue on reverse if necessary</p>	
Signature	

Signs and Symptoms of Abuse and Neglect

(Keeping Children Safe in Education (September 2023))

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

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

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

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

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

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.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

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.



KEEPING CHILDREN SAFE IN EDUCATION WHAT YOU NEED TO KNOW



A child means everyone under the age of 18.



Children need the right help at the right time to address risks



Remember 'it could happen here' where safeguarding is concerned.



We are all responsible for the welfare of children and keeping the environment safe, whatever our job.

What is safeguarding?

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.



What do I need to do?



ALWAYS ACT

in the best interests of the child. Never promise confidentiality.



KNOW HOW

to identify children who may benefit from early help.



KNOW THE DIFFERENT

types of abuse and neglect, so that you can identify children who may be in need of help or protection.



Know what to do if a child tells you they are being abused or neglected.



Know who the Designated Safeguarding Lead is and talk to them as soon as you are concerned.



Everyone must read: Keeping Children Safe in Education Part One and Annex A. Child Protection policy Staff behaviour policy



Any staff member can make a referral to children's social care, but they should inform the designated safeguarding lead as soon as possible.



If a teacher finds Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.



All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

Staff Behaviour



If you are concerned about the behaviour of any staff member, you should speak to the headteacher. Concerns about the headteacher should be referred to the Chair of Governors.

Whistleblowing



If you're worried about poor or unsafe safeguarding practices, or potential failures in the school, talk to the Designated Safeguarding Lead, any senior leader, or the Chair of Governors. If you feel unable to talk someone in school, you can call the NSPCC whistleblowing helpline on 0800 028 0285 or email: help@nspcc.org.uk.

For consultancy, training and advice, go to www.safeguardingschools.co.uk

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Designated Safeguarding Lead Monthly Calendar

MONTH	ACTIVITY
SEPTEMBER	Induction training <ul style="list-style-type: none"> • Whole school training • Reminder about professional reputation on social media. • Ensure new pupil files are all in school and receipts have been sent out and received • Know where all previous vulnerable students have transferred to
OCTOBER	Review the availability of information about safeguarding, for example, posters, website; and for individual pupils to access the DSL, for example, website button, email SHARP/TOOT-TOOT Review safeguarding recruitment procedures, reflecting on recent appointments
NOVEMBER	Review effectiveness of training Review ECP's understanding of safeguarding and child protection; and review any referrals they have made.
DECEMBER	Review alternative providers' quality of safeguarding Review safeguarding for pupils with SEND
JANUARY	Review risks for pupils in this school, link with curriculum areas to ensure coverage, include the Prevent Duty and British Values. <ul style="list-style-type: none"> • Review curriculum for safeguarding • Review departmental safeguarding risks
FEBRUARY	Review impact of safeguarding, consider surveys, face-to-face questions or forums with pupils, parents, staff and governors
MARCH	Audit records for consistency and timely actions
APRIL	Review policy for September and ensure the policy reflects practice and any new guidance.
MAY	Plan for staff training for September and over the next year Review how could parents be kept informed
JUNE	Review the concern type by group, for example, year group, pupil premium, looked after children. Ensure all new vulnerable pupils are known about, ready to be admitted to the school and that plans have been put in place, review online issues and online trends.
JULY	End of year report, data, case studies, trends Ensure all child protection files are passed on to the new school and that receipts are requested

Breast Ironing

Andrew Hall
Specialist Safeguarding Consultant

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.



The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring

that girls remain in education is seen as an important outcome of breast ironing.

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

Breast Ironing in the UK

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as a 1,000 girls at risk. Keeping Children Safe in Education (2023) mentions breast ironing on page 54, as part of the section on so-called 'Honour Violence'. Staff worried about the risk of breast ironing in their school should speak to the Designated Safeguarding Lead as soon as possible. Schools need to know the risk level within their communities and tackle the risk as appropriate.