

HAMPDEN GURNEY

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Safeguarding and Child Protection Policy

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Introduction

All schools are required to have a Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. Hampden Gurney School takes very seriously its duty towards all its pupils who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to.

Hampden Gurney School understands that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

We understand the term Safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

All staff at Hampden Gurney School believe that a range of other school policies are central to many aspects of the school's Child Protection Policy, and this document should therefore be read in conjunction with our Policies for:

- Anti-Bullying
- Attendance
- Behaviour Management and Physical Intervention
- E-safety
- Health & Safety
- Central record of recruitment and vetting check (SCR)
- Safer recruitment policy
- Complaints procedure policy
- Risk assessments
- Sex education policy
- Special educational needs information report
- Whistleblowing

Our safeguarding and Child Protection policy is written in line with the Government's vision for all services for children and young people and the Department for Education Statutory Guidance "**Keeping Children Safe in Education**" **September 2020**.

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board. Those procedures which have been adopted by the Triborough Local Safeguarding Children Board and are available from <http://www.londonscb.gov.uk/procedures/>

From September 2019, Ofsted will carry out inspections of early years and schools under the new Ofsted's Education Framework. Inspectors will always report on the effectiveness of safeguarding arrangements.

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school.

Our Policy was updated in September 2020 and is reviewed annually and in line with National, Local Guidance and LSCB procedures by the Governors of our school, the Head teacher, the Designated Person for Child Protection and school staff.

This policy is available to all parents either in hard copy or from our website: www.hampdengurneyschool.co.uk

1 HAMPDEN GURNEY SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY STATEMENT

In line with the Government's vision for all services for children and young people and the Department for Education Statutory Guidance "Keeping Children Safe in Education" September 2020, the governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant governors attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

All staff must be clear about their own role and that of others in providing a caring and safe environment for all pupils and must know how they should respond to any concerns about an individual child that may arise.

To this end Hampden Gurney School will ensure that all staff, whether permanent or temporary, and members of the senior leadership team know the designated staff member with overall responsibility for child protection and safeguarding.

Currently that person is **Eva Valverde** who has received training in order to undertake the role.

In the absence of the designated person, the staff to get in touch with are the two Deputy Safeguarding Leads, **Evelyn Chua**, Headteacher and **Hannah Shin**, Senior Leader. The Governor in charge of Safeguarding and Child Protection is **Anne Larkey**. Hampden Gurney Chair of Governors is **Brian Hilton** and can be contacted via the school office.

All staff will receive training during their induction period. The training will be regularly updated. In addition, all staff members 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.

The Designated Senior Leader maintains the child protection register and the teachers are informed of all matters relating to students in their year groups in a confidential manner only sharing with those who need to know.

Supervision is made available to those staff that are involved in the management of allegations of child abuse.

The Designated Senior Leader will ensure that there is feedback to Governors on Safeguarding issues. The Designated Governor is **Anne Larkey**.

Hampden Gurney School will always follow safe recruitment procedures so that we can be confident that all adults working in our school are safe to do so.

SAFEGUARDING CHILDREN: PRINCIPLES OF GOOD PRACTICE

The governors will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse;
- All staff will prevent the impairment of children's mental and physical health or development;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard;
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding
- Staff must take action to enable all children to have the best outcomes

KEEPING CHILDREN SAFE

Child Protection - Responding to concerns about individual children

The Designated Senior Leader will:

Manage referrals

The designated safeguarding lead is expected to:

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.
- The DSL role includes ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort;
- Supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the head teacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
 - as required, liaise with the “case manager” and the designated officers at the local authority for child protection concerns (all cases which concern a staff member); and
 - liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

KCSIE 2020 guidance states that local authorities should share with schools that a child has a social worker with the DSL.

This expansion of the DSL’s role anticipates an increased level of engagement and coordination with teachers, members of the leadership team and local authorities (as well as any other relevant statutory agencies) to link up safeguarding and academic support for pupils, in particular those identified as having increased risk or in need of additional support.

Training

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role.

This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
 - ensure each member of staff has access to and understands the school or college’s child protection policy and procedures, especially new and part time staff;
 - are alert to the specific needs of children in need, those with special educational needs and young carers;
 - are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
 - obtain access to resources and attend any relevant or refresher training courses; **Appendix 4**
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead will:

- ensure the school child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. From September 2020, Hampden Gurney will record incidents on C-Poms.

Availability During term time

The designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term.

Deputy designated safeguarding leads:

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated. At Hampden Gurney school we have two deputy designated safeguarding leads, **Evelyn Chua and Hannah Shin**.

Child Protection – RECOGNITION AND RESPONSE TO ABUSE

Owing to the nature of the day-to-day relationship children at Hampden Gurney School have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person.

All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to the Designated Person for Child protection. **In exceptional circumstances, staff can speak directly to Children's social care.**

Staff understand the difference between a 'concern' and 'immediate danger or at risk of harm.'

All adults working in the school will receive regular Child Protection training in order that their awareness to the possibility of a child suffering remains high.

For definitions of **Child Abuse see Appendix 1.**

All staff must:

-All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the pupils in their school. If staff have any **concerns** about a child (as opposed to a child being in **immediate danger**-when a referral should be made to children's social care and/or the police immediately) they will need to decide what action to take.

In doing so they should seek advice and support as necessary from the Designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care.

-All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts and possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

-Staff is expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

-All school staff need to be prepared to identify children who may benefit from '**early help**', this means providing support as soon as a problem emerges at any point in a child's life. In the first instance, staff should discuss early help requirements with the designated safeguarding lead who would generally take the lead. However, staff may require to support other agencies and professionals in an early help assessment. In some cases, a member of staff may need to act as the lead professional in undertaking an early help assessment so all staff should know the procedures. **Appendix 5**

-Be able to identify signs and symptoms of abuse including specific safeguarding issues outlined in Keeping Children Safe in Education 2018 e.g. Radicalisation in line with the Prevent Duty 2015, **Appendix 4**, Children Missing from Education, Child Sexual concerns; Child criminal exploitation: county lanes, Domestic Abuse, So-called 'honour based' abuse, FGM, Forced Marriage, Peer on Peer abuse and Sexual Violence and Sexual Harassment.

-Be aware of the relevant local procedures and guidelines;

-Monitor and report as required on the welfare, attendance and progress of all pupils;

-Keep clear, dated, factual and confidential records of child protection concerns;

-Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

MENTAL HEALTH

All staff should also be 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

At Hampden Gurney, we have two MHW from Anna Freud and MIND who offer therapy to families and training to staff.

-All staff will read and be able to demonstrate an understanding of **Keeping Children Safe in Education 2020 Part 1 and Annex A. Available on the staff room Safeguarding and Child Protection display board.**

MAKING A REFERRAL

- Staff understands that they must act upon any concerns **immediately**.
- Staff knows that they cannot promise confidentiality and will always act in the interest of the child.

Once an incident has been reported (staff know how to record possible or actual instances of abuse on **referral sheets in the staff room's Safeguarding and Child Protection display board and from September 2020, on CPoms**) to the designated teacher, although any staff member can make a referral, the designated teacher will consult with or report any disclosures by making a referral to:

Westminster Access Team – Tel: 020 7641 4000

(Out of hours – 020 7641 6000)

Email: AccesstoChildrensServices@westminster.gov.uk

- If the young person is already known to Social Services, the allocated Social Worker or the named team with responsibility should be contacted.
- A referral form should be sent within 48 hours of your telephone referral.

A referral will need clarification of: -

- The reason for referral
- Details of young person i.e. Name, address, DOB, etc. Any other agencies involved
- Nature of concerns
- Any urgent action required to ensure that the young person is safe from harm
- Any need for medical attention or hospital referral
- If the young person's parent/carer is aware of the referral
- Any action required to gain parental consent

EARLY HELP

Providing early help is more effective in promoting the welfare of children than reacting later.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

. **Appendix 5**

SAFEGUARDING AND CHILD PROTECTION IN THE EARLY YEARS FOUNDATION STAGE

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific Safeguarding and Child Protection duties set out in the Childcare Act 2006 and related statutory guidance.

The school will ensure that the children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are Child Protection concerns.

Children and learners will feel secure and they will experience positive support from all staff. Young children demonstrate their emotional security through the attachments they form with those who look after them and through their physical and emotional well-being so staff will respond with clear boundaries about what is safe and acceptable and they will seek to understand the triggers for children's and learners' behaviour. Positive behaviour will be promoted consistently.

Notifications will be made to Ofsted by the DSL under the guidance of the LADO in the event of an allegation of serious harm or abuse by any person working in the early years setting.

All safeguarding policies will apply equally to children in Early Years settings so far as they are relevant to that age group.

The use of private mobile phones and cameras by staff in the EYFS setting is not permitted. The school has purchased cameras and iPads to be used for school purposes only.

Parents will sign a permission form to allow/not allow their children to be photographed/videoed and decide if they would like their child's photograph/video to be shared, especially when members of staff are photographing evidence for their Tapestry observations or photos/videos are taken during school's celebrations.

Safeguarding & Child Protection in Specific Circumstances

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Staff and governors recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. We will not make assumptions when recognising abuse and neglect in this group of children.

Some assumptions may be:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, we offer extra pastoral support for SEND children if required.

The Designated Safeguarding Lead will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

PEER ON PEER ABUSE

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

Equally, abuse issues can sometimes be gender specific, with girls more likely to become a victim and boys perpetrators, e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

There are many forms of abuse that may occur between peers:

Physical abuse

Such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.

Sexual Violence and Sexual Harassment;

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.

What is Sexual violence and sexual harassment?

It is important that school and college 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 we are referring to sexual offences under the Sexual Offences Act 2003-105 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: 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.

Sexual harassment:

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. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats.

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 disclosing the information.

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 take immediate action and follow the child protection's policy and speak to the designated safeguarding lead. The DSL will make a referral to children's social care (and call the police if appropriate).

Bullying;

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy. The policy can be found in our school's website: www.hampdengurneyschool.co.uk

Cyber bullying;

Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook Twitter and Instagram to harass threaten or intimidate someone for the same reasons as stated above.

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an e-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

Sexting:

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing:

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Upskirting:

Upskirting became a specific criminal offence under the Voyeurism (Offences) Act 2019 on 12 April this year. It typically involves taking a photograph under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or causing humiliation, distress or alarm.

Expected action taken from all staff:

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm. It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten.

It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Steps to follow after an allegation:

When an allegation is made by a pupil against another student, which is of a safeguarding nature, it should be reported to the designated safeguarding lead (DSL) as soon as possible. If the DSL is not available, the Head teacher or deputy DSL should be informed. They must then report this to the DSL as soon as possible.

A factual record must be kept (as normal safeguarding child protection procedures) and updated with all actions and outcomes. The incident should not be investigated at this time.

The DSL will contact the MASH to discuss the case, and make a formal referral where appropriate.

If the allegation indicates that a potential crime has taken place, the MASH team will refer the case to the police. Parents of both the alleged victim and the student being complained about should be informed, this should be discussed during the consultation with the MASH team.

A risk assessment will be considered at this time to protect all parties involved. It may be appropriate to exclude the alleged child against whom the report has been made for a fixed time, in line with our school's behaviour policy and procedures.

Police and social care will lead any investigation, however where neither police nor social care thresholds are met, our school will then undertake a thorough investigation following our schools' policies and procedures.

A risk assessment will be considered along with an appropriate supervision plan. Support should be given to all child involved, and they should be involved in the relevant meetings and sign and agree to the plans that are set. The plan will be monitored and review dates set.

Prevention:

At Hampden Gurney, to minimise the likelihood of peer-on-peer abuse happening, we ensure that we have an open environment where young people feel safe to share information about anything that is upsetting or worrying them.

This is strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

CHILD CRIMINAL EXPLOITATION (CCE) AND CHILD SEXUAL EXPLOTATION (CSE): COUNTY LINES

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

The victim may have been criminally exploited even if the activity appears consensual.

CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

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 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;
- 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.

At Hampden Gurney we will ensure that the school curriculum supports pupils in learning how to keep themselves safe. Our PSHCE scheme of work –JIGSAW, teaches children about healthy friendships and group dynamics, how to resist when they feel they are being put under pressure-amongst other vital topics.

CHILD SEXUAL EXPLOTATION

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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.

CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex.

It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant.

CONTEXTUAL SAFEGUARDING- EXTRA FAMILIAL HARM

'Contextual safeguarding', now referred as extra-familial harm, is an approach to safeguarding that responds to young people's experiences of harm outside of the home, for example, with peers, in schools and in neighbourhoods, for instance, serious youth violence, sexual exploitation, trafficking, county lines.

The child protection system, therefore, needs to engage with individuals and sectors who do have influence over/within extra-familial contexts, and it needs to recognise that assessment of, and

intervention with, these spaces are a critical part of safeguarding practices. Contextual safeguarding expands the objectives of child protection systems with recognition that young people are vulnerable to abuse in a range of social contexts.

CHILDREN MISSING FROM EDUCATION

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later on in life.

Parents have a duty to ensure that their children of compulsory school age are receiving efficient full-time education. Some parents may elect to educate their children at home and may withdraw them from school at any time to do so, unless they are subject to a School Attendance Order.

Where a parent notifies the school in writing of their intention to home educate, the school must delete the child from its admission register and then inform the local authority.

At Hampden Gurney:

We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day

We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day

We will always report a continued absence about which we have not been notified by the parent or carer to the Education Welfare Service

We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day

We will always report to the Education Welfare Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

Every year, we will ask parents and carers to complete a contact/ emergency contact form. We would expect families to facilitate **at least two emergency contact numbers** for each pupil.

BEHAVIOUR

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- (1) No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action

(2) We will always record any occasion when physical intervention has been necessary

(3) We will always notify parents or carers of any such incident

When to call the police:

KCSIE 2020 refers to the recently published "National Police Chief's Council (NPPC) – When to call the police" to help clarify when to consider calling the police and what to expect when a report is made.

DSLs, their deputies and senior leaders should be made aware of the NPCC guidance and use it when considering whether to make a Police report and when liaising with the Police on safeguarding issues.

CURRICULUM

The governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum- JIGSAW scheme of work and through Collective Worship , workshops, computing sessions and visitors) and as well as part of a broad and balanced curriculum:

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.

Every year, a curriculum map is produced by every coordinator to ensure links between subjects. Aspects of safeguarding are embedded and continuity is included across the key stages.

RELATIONSHIPS EDUCATION, RELATIONSHIP & SEX EDUCATION (RSE)

KCSIE 2020 states that Relationship Education (for all primary pupils), RSE (for all secondary pupils) and Health Education (for all state school pupils) will be compulsory from September 2020., however, due to inevitable disruptions caused by coronavirus – schools will be allowed to delay teaching to begin at least by the start of the summer term in 2021. Schools that are prepared to begin teaching from September 2020 are encouraged to do so, as planned.

KCSIE 2020 flags this addition to the curriculum as an opportunity to teach safeguarding.

Hampden Gurney will devise a written policy for Relationships Education and RSE in consultation with parents, including a procedure surrounding the right to be excused from sex education which parents can request.

Online safety:

Hampden Gurney school has its own Online safety policy which can be found on the school's website.

There is a link to [Government guidance](#) on teaching online safety in schools. This focuses on how schools can ensure that pupils know how to behave and stay safe online as part of the existing curriculum requirements.

WORKING TOGETHER WITH PARENT AND CARERS

All parents and carers of pupils attending Hampden Gurney School must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- Promoting a caring, safe and positive environment within the school
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what acceptable behaviour is and what is not.
- Working in partnership with all other services and agencies involved in the safeguarding of children
- Displaying appropriate posters that detail contact numbers for child protection help-lines
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school
- Welcoming visitors in a safe and secure manner
- Undertaking risk assessments when planning out of school activities or trips
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details (**at least two emergency contacts**)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

Confidentiality

The school has a legal duty to make every effort to keep children safe. If school staff members have a worry or are told information which should be passed on, we have a legal duty to tell Children's services.

-schools report;

-Children's services investigate.

Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child, we will always seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Family and Children's Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

When parents receive a call from the school or social services we understand that it can be a very emotional time. Parents should try not to panic but work together with the different agencies. This helps situations to be sorted out quickly and for families to receive the help that they need.

Staff are only told about referrals on a "need" to know basis so information is dealt with in a professional and confidential way. **There will be no gossip.**

We always want to keep continued good relationships, even during difficult times.

Sharing our Policy

This policy is available to all parents and parents of prospective pupils. It is on the school's website: www.hampdengurneyschool.co.uk

ADULTS WORKING WITH CHILDREN

SAFER RECRUITMENT

All staff and volunteers working with children in our school will be recruited safely and in line with current legal requirements.

Preparation

We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.

We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

Advertising

We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.

The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.

The advertisement will state that the post is subject to an enhanced DBS check (with barred list check for members of staff in regulated activity)

Applications

We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions.

We will scrutinise all completed application forms.

We will not accept CVs.

References

We will not accept open references or testimonials.

We will ask for the names of at least two referees.

We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.

We will follow up any vague or ambiguous statements.

We will verify previous employment history.

For statutory disclosure checks we will ensure sensitive and confidential use of the applicant's disclosure.

Interviews

We will always conduct a face to face interview even when there is only one candidate.

Our interview panel will always contain at least one member trained in safer recruitment practice.

Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.

All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

Appointments

Our offer of appointment will be conditional on all requested checks having been returned as satisfactory. Where an enhanced DBS is required, it must be obtained from the candidate before, or as soon as practicable after, the person's appointment.

We will refer to the Independent Safeguarding Authority any person whose checks reveal that they have sought work when barred from working with children.

Induction

We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance. During the induction process, a copy of this policy, the names of the DSL and deputies, a copy of Keeping Children Safe in Education 2019 Part 1 and Annex A will be given to the new member of staff. Additionally, a copy of the behaviour policy will be given as well as an explanation of what is expected from staff when children go missing from education.

SUPPLY STAFF

Supply teachers are explicitly included in the KCSIE 2020 document as members of staff who may pose a risk of harm to children, even though they are not directly employed by the school and the disciplinary procedures do not fully apply to them.

Schools should deal with allegations against supply teachers properly and never decide to cease using a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome. If there is a concern about a supply teacher, the Head teacher will be informed and she/she will inform the LADO and the supply agency.

Governing bodies and proprietors – who supervise, direct and control supply teachers whilst they are working at a school – should discuss with the agency whether it is appropriate to suspend or redeploy the supply teacher to another part of the school whilst investigating the allegation.

VOLUNTEERS

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in schools, will be in regulated activity.

The school should obtain an **enhanced DBS certificate** (which should include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

The school or college should undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they should consider:

- the nature of the work with children;
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check.

Details of the risk assessment should be recorded.

BEHAVIOUR THAT INDICATES AN ADULT “MAY NOT BE SUITABLE TO WORK WITH CHILDREN”: A TRANSFERRABLE RISK.

KCSIE 2020 has an addition to highlight the types of behaviour which may indicate a person poses, or might pose, a risk of harm if they continue to work in regular or close contact with children. This is more commonly known as the ‘harm test’: a person has ‘behaved or may have behaved in a way that indicates they may not be suitable to work with children’ .

This addition is intended to capture a broader range of behaviour which may indicate risk where an incident occurs outside of school and did not involve children but could have an impact on their suitability to work with them. For example, being involved in a domestic violence incident at home, where violent behaviour is triggered and could pose a risk to children at school. This is known as **transferrable risk**.

This applies to all adults working in school including for example cleaners, catering staff as well as supply teachers and volunteers.

SINGLE CENTRAL RECORD

Hampden Gurney keeps a single central record, easily accessible when appropriate and necessary. It covers all staff (including supply, and teacher trainees on salaried routes) who work at the school. Includes information as to whether the following checks have been carried out or certificates obtained and the date on which each check was completed:

-An identity check –must be photo ID;
-a barred list check (Where people are seeking to work in regulated activity with children);
-an enhanced DBS check;
-a prohibition from teaching check (this check is made for anyone with a teaching qualification, even if not employed as a teacher at the time);
-checks on people who have lived or worked outside the UK; this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions (NCTL Teacher Services);
-a check of professional qualifications and evidence;
-a check to establish the person's right to work in the UK.
For supply staff, we include whether written confirmation from their agency has been received that the member of supply staff has carried out the relevant checks.

ALLEGATIONS AGAINST STAFF

We recognise that because of our daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the head teacher, unless the allegation is about the head teacher.
- The head teacher on all such occasions will discuss the content of the allegation with the LA Lead Officer for Safeguarding and Child Protection who is the nominated senior officer or the LADO (Local Authority Designated Officer and their HR officer), **(0207 641 7668)**
Email: LADO@westminster.gov.uk
- If the allegation made to a member of staff concerns the Head teacher, the member of staff must speak to the Chair of Governors (**Brian Hilton**) and they must contact the LADO, the LA Lead Officer and HR Officer immediately.
- The school will follow the LA and LSCB procedures for managing allegations against staff, a copy of which will be readily available.
- The Head teacher, Deputy or Chair of Governors may ring the LADO or the LA Lead Officer for consultation at any time.

WHISTLE-BLOWING

Whistleblowing is when someone raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation.

If the member of staff has concerns about how child protection issues are being handled at school and does not think that their concerns will be acted upon, NSPPC whistle-blowing help line will give advice and support. **NSPPC Helpline number 0800 028 0285.**

Dismissal

We will always refer to the Independent Safeguarding Authority any member of staff who is dismissed because of misconduct relating to a child.

MONITORING AND REVIEWING OUR POLICY AND PRACTICE

Our Designated Person for Child Protection will continually monitor our Child protection and safeguarding practices and bring to the notice of the headteacher and governors any weaknesses or deficiencies.

The Governing Body has a duty to remedy any weaknesses that are identified.

A termly report will be submitted to the Governors which will outline the child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:

- The names of members of staff with designated child protection responsibilities
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- The training that has been undertaken by the designated staff
- The training that has been undertaken by all other staff and volunteers (working with children).
- Details of any incidents when physical restraint of pupils has been used
- Details of information and guidance that has been given to staff
- Details of safeguarding and child protection issues included in the curriculum
- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school
- Details of safeguarding and child protection information given to parents
- Details of the safety of the school site and the access given to visitors
- Confirmation that all school lettings have been agreed with consideration given to the safeguarding of children
- Numbers of child protection referrals made to Children's Services
- Details of child protection conferences or meetings attended regarding children (names of children are not shared)
- Numbers of children who are, or have been, subject to a Child Protection Plan

The Governors, Headteacher and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

Our Policy will be reviewed annually with Governors.

This Policy was last reviewed on **September 2020**.

Eva Valverde

USER SIGNATURE

I confirm that I have read and understood the safeguarding policy and how it relates to my duty of care.

I agree to abide by all the points above.

Signature _____ Date _____

Full Name _____ **(printed)**

Job title _____

School _____

CHILD PROTECTION – INFORMATION FOR STAFF

Below is a set of guidelines that staff should take on board when dealing with individual/small groups of students. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of students and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

- Whenever possible try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and inform a colleague if possible. Always keep an appropriate distance between you and the pupil.
- Do not engage in conversations about your personal life with pupils.
- Keep boundaries very clear between you and pupils, particularly if the conversation involves relationships, emotions, and sexual content.
- Do not exchange mobile phone numbers with students. If possible, do not have your mobile phone out when dealing with an individual pupil.
- Do not accept students as 'friends' on social media.
- If a pupil wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a pupil about their personal life unless they approach you. Avoid giving advice to pupils about their relationships.
- Be aware of pupils forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.

Please discuss with me if at any time you are concerned about a situation and wish to seek advice.

Designated Senior Leader: Eva Valverde

Appendix 1

DEFINITIONS OF CHILD ABUSE

Criteria for Registration and Categories Abuse

All children have certain basic needs, which include:

- Physical care and protection
- Affection and approval
- Stimulation and approval
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines: -

“A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission”.

Before a child is placed on a Child Protection Plan a conference must decide that there is, or is a likelihood of significant harm leading to the need for a child protection plan.

The following are used for the plan. They are intended to provide definitions as a guide; in some instances, more than one category of registration may be appropriate.

Neglect: The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out an important aspect of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical Abuse: Physical injury to a child including, deliberately poisoning, where there is definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Sexual Abuse: The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend and to which they are unable to give informed consent, or that violate the social taboos of family roles.

Emotional Abuse: Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All forms of abuse involve some emotional ill treatment.

This category should be used only where it is the sole form of abuse.

NEGLECT

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area, which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless by large families living in squalid conditions.

Signs to look out for:

- dirty unkempt appearance of child, in overall poor condition
- thin wispy hair. Underweight child, diarrhoea may indicate poor nutrition
- an undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- an under-stimulated child may not reach expected milestones
- behaviour and developmental difficulties that cannot be explained by clinical factors

Associated factors

Neglected children frequently come from homes where there is:

- a parent who is lonely, isolated, unsupported or depressed
- poor inter-parental relationship / domestic violence
- a parent who is abusing drugs or alcohol
- a large number of children living in cramped or very poor conditions

Action to be taken

If a teacher has concerns about the well-being of a child in his / her class, a discussion should take place with the *designated teacher*, records should be kept, and when appropriate Social Services staff are informed by the *designated teacher*.

PHYSICAL ABUSE (Non-Accidental Injury)

Location of injury

It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE teachers and swimming instructors are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

Signs to look out for:

- children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- unexplained absences
- physical signs of injury
- unexplained or confused accounts of how an injury occurred
- explanation of an injury which appears to be inappropriate to the nature and age of the injury.

Common Medical / Physical Factors Associated with Physical Abuse

a) Bruising

- facial bruising around the mouth and ears
- groups of small bruises
- black eyes without a forehead injury, particularly if both eyes are affected
- weal marks or outline of bruising (e.g. hand mark)
- bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- bruises on the back, back of legs, stomach, chest or neck
- bruises or cuts to mouth or tongue (e.g. split frenulum)
- pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

b) Bites

- bites leave clear impressions of teeth and some bruising
- parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent
- bites can be inflicted almost anywhere on the body

- bites are never accidental

c) Burns and Scalds

- children will sometimes suffer minor burns through hot irons etc., but it is uncommon for multiple burns to be caused accidentally
- a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
- cigarette burns can be found in groups and can be found on any part of the body
- scalds from boiling water may result from lack of supervision, or non-accidentally
- a child is very unlikely to sit down willingly in very hot water; therefore, he cannot scald a bottom accidentally without also scalding the feet
- burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

Associated Factors

- injuries not consistent with explanation given by parent (even if agreed by the child)
- circumstances where parent delays seeking medical advice
- a history of repeated injuries or presentation to the Accident & Emergency Department
- consent for a medical refused by parent
- desire of a parent to attribute blame elsewhere
- distant or mechanical handling of the child by the parent

Action to be taken

If a teacher has concerns that a pupil in her / his class may be suffering from physical abuse, *the designated teacher* should be informed, and detailed records kept (including dates of injuries noted). The designated teacher will decide if concerns should be shared with parents, and when appropriate, Social Services staff and a designated doctor should be informed.

SEXUAL ABUSE

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

What is sexual abuse?

Sexual abuse can be one or more of the following:

- rape – genital and / or oral intercourse
- digital penetration or penetration with an object
- mutual masturbation
- inappropriate fondling
- taking pornographic photographs or exposing the child to pornographic materials

- forcing the child to observe others involved in sexual activities
- sadomasochistic activities

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental. Abusers can be parents, friends, teachers, child-care workers, clergymen or strangers. Warning children about *Stranger Danger* should only form part of the child protection programme.

Signs to look out for:

- a child who demonstrates inappropriate sexual interest and activity, through play or drawings
- sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- a child who shows a marked fear of adults, usually men, but occasionally men and women
- a child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- a child who suddenly starts to wet or soil
- a child who takes over the role of wife / mother within the family
- a child whose concentration and academic performance suddenly deteriorates
- a child who avoids medical examination or is reluctant to change for PE
- a child who has low self-esteem and few friends
- aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
- frequent unexplained absences or lateness
- a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- fire raising
- pregnancy in young teenagers where the identity of the father is vague or unknown
- recurrent urinary tract infections
- signs of sexually transmitted infections and overall dishevelled appearance

Action to be taken

If any teacher has concerns that a child in her / his class may be suffering from sexual abuse in any form, they must discuss this with the *designated teacher*, who should then discuss it with Social Services personnel. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her / him at even greater risk. Detailed records should be kept, including dates and circumstances surrounding discussions.

EMOTIONAL ABUSE

Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of

school, and be forced to take on a particular role in relation to parents, which is detrimental to the child's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no physical signs – symptoms are usually apparent via a child's behaviour and demeanour.

It is important to note that the emotional / psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

Signs to look out for:

- a child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play
- a child may be used as a parent's confidant to a degree that is harmful to the child's psychological development
- a child may be ignored, rejected or denigrated by a parent
- a child may be terrorised by a parent or others so that she / he is overly fearful and watchful
- a parent who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile
- a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusional state or paranoid beliefs
- a child who is cripplingly over-protected and not given freedom to act at an age appropriate level
- a parent who provides only conditional love with threats of withdrawal of love

Behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

Associated Factors

Children who suffer from emotional abuse frequently come from homes where there is:

- a mentally ill or disturbed parent
- drug or alcohol abuse
- a parent who is socially isolated, unsupported or depressed, or conversely, a parent who has a very active social life with very little time or energy to give to child care
- a parent who has poor social skills, who may have learning difficulties and lack of knowledge about children's age appropriate needs
- a parent who has suffered severe abuse within her / his own childhood
- a household where there is 'adult on adult' domestic violence

Many parents who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

Action to be taken

If a teacher is concerned that a pupil in her / his class is being emotionally maltreated, it should be reported to the *designated teacher*, detailed records should be kept, and when appropriate, Social Services staff informed by the *designated teacher*.

APPENDIX 2

DOMESTIC ABUSE

Domestic Abuse is a safeguarding and Child protection issue. Any child or young person who has been witness to or involved in incidents of domestic abuse will have suffered a degree of trauma, likely to be at risk of emotional damage and or physical injury.

Domestic abuse is categorised by any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse:

- physical
- emotional
- psychological
- sexual
- financial

This definition includes honour-based abuse and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

The frequency and severity of domestic violence can vary dramatically, just one encounter counts as abuse, and it can be an ongoing pattern of behaviour. However, the one constant element of domestic abuse is the abuser's consistent efforts to maintain power and control over the victim.

Domestic abuse can affect anyone regardless of ethnicity, age, gender, sexuality or social background. If someone is suffering from physical, sexual, psychological or financial abuse, or is being threatened, intimidated or stalked by a current or previous partner or close family member, it's likely they are a victim of domestic abuse.

OPERATION ENCOMPASS

Hampden Gurney has joined Operation Encompass. Operation Encompass directly connects the police with schools to ensure better outcomes for children who are subject or witness to police-attended incidents of domestic abuse. Rapid provision of support within the school environment means children are better safeguarded against the short-, medium- and long-term effects of domestic abuse.

Allegations of domestic abuse or the risk of or witnessing of such incidents will be referred to the Duty and Assessment Team under our Child Protection Procedures.

APPENDIX 3

INFORMATION ON SO-CALLED HONOUR-BASED ABUSE

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. If staff have a concern regarding a child that might be at risk of HBA, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation (FGM) is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this. It is a form of child abuse with long-lasting harmful consequences.

FGM is any procedure that is designed to alter or injure a girl's (or woman's) genital organs for non-medical reasons. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

It's sometimes known as 'female circumcision' or 'female genital cutting'. It's mostly carried out on young girls.

FGM procedures can cause:

- severe bleeding
- infections
- problems with giving birth later in life - including the death of the baby

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 on the Serious Crime Act 2015) places a **statutory duty upon teachers** to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Teachers should not be examining pupils. Teachers must personally report to the police where they discover that an act of FGM appears to have been carried out.

Signs to look out for:

If a girl talks about plans to have a 'special procedure' or to attend a special occasion to 'become a woman'.

If a girl's parents state that they or a relative will take the child out of the country for a prolonged period.

A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.

There are also signs which may indicate that a girl or young woman has already undergone FGM:

Difficulty walking, sitting or standing.

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.

Having frequent urinary or menstrual problems.

Prolonged or repeated absences from school or college.

A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression)

Being particularly reluctant to undergo normal medical examinations.

Asking for help, but not being explicit about the problem due to embarrassment or fear.

APPENDIX 4

THE PREVENT DUTY

From 1 July 2015 all schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

Schools can build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory guidance on the Prevent duty summarises the requirements on schools in terms of four general themes:

1. RISK ASSESSMENT:

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 specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Even very young children may be vulnerable to radicalisation by others whether in the family or outside and display concerning behaviour.

Schools and childcare providers should have clear procedures in place for protecting children at risk of radicalisation. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, working together to safeguard children and Keeping children safe in education.

School staff and childcare providers should understand when it is appropriate to make a referral to the **Channel programme**. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

2. WORKING IN PARTNERSHIP:

Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area.

Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools.

Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty. Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation.

3. STAFF TRAINING:

It is very important that Prevent awareness training is available to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). They are professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators.

Individual schools are best placed to assess their training needs in the light of their assessment of the risk. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Staff at Hampden Gurney school completed the WRAP training in 2018.

4. COMPUTING POLICIES:

There is a need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

Internet safety will usually be integral to a school's Computing curriculum and can also be embedded in PSHE and SRE.

As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

BUILDING CHILDREN'S RESILIENCE TO RADICALISATION

Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

What to do if you have a concern:

If member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including **discussing with the school's designated safeguarding lead**, and where deemed necessary, **with children's social care**.

In Prevent priority areas, the local authority will have a **Prevent lead** who can also provide support.

You can also contact your local **police force or dial 101** (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone **helpline (020 7340 7264)** to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to **counter.extremism@education.gsi.gov.uk**. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

APPENDIX 5

EARLY HELP

Providing early help is more effective in promoting the welfare of children than reacting later.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care. Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

Identifying children and families who would benefit from early help

Local agencies should have in place effective ways to identify emerging problems and potential unmet needs for individual children and families. This requires all professionals, including those in universal services and those providing services to adults with children, to understand their role in identifying emerging problems and to share information with other professionals to support early identification and assessment.

Local Safeguarding Children Boards (LSCBs) should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area.

Training should cover how to identify and respond early to the needs of all vulnerable children, including: unborn children; babies; older children; young carers; disabled children; and those who are in secure settings.

Professionals should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect.

Professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need.

Practitioners need to continue to develop their knowledge and skills in this area. They should have access to training to identify and respond early to abuse and neglect, and to the latest research showing which types of interventions are the most effective.

Effective assessment of the need for early help

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment.

These early help assessments, such as the Common Assessment Framework, should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- the assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- a teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional.

Provision of effective early help services.

The early help assessment carried out for an individual child and their family should be clear about the action to be taken and services to be provided (including any relevant timescales for the assessment) and aim to ensure that early help services are coordinated and not delivered in a piecemeal way.

Local areas should have a range of effective, evidence-based services in place to address assessed needs early. The early help on offer should draw upon the local assessment of need and the latest evidence of the effectiveness of early help and early intervention programmes. In addition to high quality support in universal services, specific local early help services will typically include family and parenting programmes, assistance with health issues and help for problems relating to drugs, alcohol and domestic violence.

Services may also focus on improving family functioning and building the family's own capability to solve problems; this should be done within a structured, evidence-based framework involving regular review to ensure that real progress is being made. Some of these services may be delivered to parents but should always be evaluated to demonstrate the impact they are having on the outcomes for the child.

Accessing help and services

. The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and families. . Where need is relatively low level individual services and universal services may be able to take swift action. For other emerging needs a range of early help services may be required, coordinated through an early help assessment, as set out above.

Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns (reasonable cause to suspect a child is

suffering, or likely to suffer, significant harm) local authority social care services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.