

# Bhaktivedanta Manor School



## Safeguarding and Child Protection Policy

<b>Authority</b>	<b>Name</b>	<b>Approved Date</b>	<b>Next Review Date</b>
Headteacher	W Harrison (Padma dasi)	September 2018	February 2019
Chair of Gov	Kartik Khandwala	September 2018	February 2019
Governing Body	Members	September 2018	February 2019

**\*This document should be read in conjunction with the DfE document – Working together to Safeguard Children 2018 and safer recruitment in education**

# Safeguarding and Child Protection Policy

## **Part One**

### **Introduction**

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

This Safeguarding/Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. In particular this policy should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Physical Intervention Policy, Bullying Policy, Code of Conduct/Staff Behaviour Policy and E-safety Policy.

#### **Purpose of a Child Protection Policy:**

- To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

#### **Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures:**

The school follows the procedures established by the Hertfordshire Safeguarding Children Board; a guide to procedure and practice for all agencies in Hertfordshire working with children and their families. Email: [admin.hscb@hertfordshire.gov.uk](mailto:admin.hscb@hertfordshire.gov.uk). Website: [www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-board](http://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-board) Tel: 01992 588757

#### **School Staff & Volunteers:**

- All school staff have a responsibility to provide a safe environment in which children can learn.
- All school staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.
- All school staff will receive appropriate safeguarding children training annually internally, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. The Designated Lead and Headteacher will receive Specific training for that level of responsibility with Herts Safeguarding board every 2 years. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person-including Child Protection Policy and staff behaviour policy (code of conduct)

## **Mission Statement**

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Staff members working with children are advised to maintain an attitude of “it could happen here” where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

**Implementation, Monitoring and Review of the Safeguarding /Child Protection Policy** The policy will be reviewed annually by the governing body. It will be implemented through the school’s induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Senior Person and through staff performance measures.

## **2. STATUTORY FRAMEWORK**

### **Safeguarding Children is Defined As:**

The actions we take to promote the welfare of children and protect them from harm.

Safeguarding is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.

Practitioners who work with children in this school should read this policy within the framework of:

- KCSIE 2018 Update Keeping children safe in education, Department of Education
- Working Together to Safeguard Children (2015) and Changes to statutory guidance- Working Together to Safeguard Children (2018)
- Protecting children from radicalisation: the prevent duty 2015. Statutory Revised Prevent Duty Guidance March 2016, which explains schools’ duties under the Counter-Terrorism and Security Act 2015
- Supervision of Activity with Children 2014
- LGfL Safeguarding Board guidance July 2016
- Use of reasonable force: Advice for Principals, staff and School Stakeholders Committee (SSC) bodies Use of Reasonable Force 2015 update
- London Child Protection Procedures, 5th Edition ( 2010);
- Safeguarding Children and Safer Recruitment in Education (2010);
- Disqualification under the childcare act ( June 2015)
- Teacher Misconduct Information for teachers (July 2016 update)
- The Children Act 1989 (and 2004 amendment),
- Multi Agency Statutory Guidance on FGM (revised 2016), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- What to do if you are worried a child is being abused 2015
- Information Sharing (March 2015)
- Guidance-for-Safer-Working-Practices (2015)

We believe in supporting all aspects of children and young people’s development and learning, and creating the support needed so that they can learn to keep themselves safe.

We recognise that safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- Pupils' health and safety
- The use of reasonable force
- Meeting the needs of children with medical conditions.
- Providing first aid
- Educational visits
- Intimate care
- Internet or e-safety
- Appropriate arrangements to ensure school security, taking into account the local context

Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

- (a) a child may have been abused or neglected or is at risk of abuse or neglect
- (b) a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

### **3. Bhaktivedanta Manor School**

#### **Safeguarding Policy**

Bhaktivedanta Manor School is a unique school as it is located next to the Hilton Hotel complex.

Safeguarding and staff training is carried out annually with all the staff so that we can review and assess our current practice. The children are supervised at all times and there is never an occasion where the children wander freely on the site.

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say.

Every individual within our school will play their part, including working with professionals from other agencies, to meet the needs of all our children, including the most vulnerable, and keep them safe.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected – our approach is child centred;
- They are aware of the indicators of abuse and know how to share concerns appropriately;
- They work within an assessment framework which considers the child's academic
- and
- developmental needs, the capacity of the family and other environmental factors
- All paid and unpaid staff are subject to rigorous recruitment and/or vetting procedures and receive appropriate support, training and guidance.
- The School is fully committed to providing the highest standards of pupil welfare and takes proactive steps to actively promote and safeguard all its children. This policy exists to establish the safest possible learning and working environments for all.

Our school actively promotes:

- Personalised approaches towards learning;
- Proactive whole school approaches towards the safeguarding of our pupils;
- Reflective practice, in an open, fair and honest environment.

Educational staff have a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.

The School is committed to referring those concerns, via the Designated Safeguarding Officer (DSO), to the appropriate organisation, normally the local authority Children's Social Care, contributing to the assessment of a child's needs and, where appropriate, to on-going action to meet those needs.

## **4. THE DESIGNATED SENIOR PERSON**

**N.B. Keeping Children Safe in Education, DfE 2018 refers to this role as Designated Safeguarding Lead - DSL**

“Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder’s job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.”

During term time the designated safeguarding lead and or a deputy will always be available for staff in the school or college to discuss any safeguarding concerns and in the case of her absence the Deputy Designated Officer will be available.

The **Designated Senior Person** for Child Protection in this school is:  
**Gwyneth Milan (Gunacuda dasi)**

There should be a Deputy Designated Senior Person (DDSP) in the absence of the lead DSP.

The **Deputy Designated Senior Person** for Child Protection in this school is:  
**Wendy Harrison (Guru Carana Padma dasi)**

**The broad areas of responsibility for the Designated Senior Person are:**

- Refer all cases of suspected abuse or neglect to the Local Authority Children’s Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaise with the Headteacher of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Support staff to make referrals
- Share information with appropriate staff in relation to a child’s looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.

### **Training**

The Designated Senior Person should undergo formal training every two years. The DSP should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments) at least annually to:

1. Understand the assessment process for providing and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
2. 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

3. Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time
4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. 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
6. Be able to keep detailed, accurate, secure written records of concerns and refer
7. Obtain access to resources and attend any relevant or refresher training courses
8. 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

## **5. RAISING AWARENESS**

The designated safeguarding person should ensure the school policies are known, understood and used appropriately.

- Ensure the school safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and 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 in this.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

## **6. THE GOVERNING BODY**

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools is effective and complies with the law at all times.

The nominated governor for child protection is:

**Mr. Kartik Khandwala**

The responsibilities placed on governing bodies and proprietors include:

- Their contribution to inter-agency working, which includes providing a coordinate offer of early help when additional needs of children are identified
- ensuring that an effective child protection policy is in place, together with a staff behaviour policy
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2018) – Appendix 1 and are aware of specific safeguarding issues

- Ensuring that staff induction is in place with regards to child protection and safeguarding
- appointing an appropriate senior member of staff to act as the Lead Designated Senior Person. It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Senior Person.
- Ensuring that all of the Designated Senior Persons (including deputies) should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e- bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensuring that children are taught about safeguarding in an age appropriate way
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material
- Having a governing board lead to take leadership responsibility for the organisation's safeguarding arrangements

## **PART TWO**

### **From Policy to Practice – Implementing the Policy at Bhaktivedanta Manor School**

- The Head Teacher is ultimately responsible for child protection in school
- The designated Lead teacher for child protection is Gwyneth Milan (Gunacuda dasi)
- If the Designated teacher is not in school, any matter arising should go directly to the Head Teacher or in the case of both of their absence then to the next senior teacher
- The Head teacher and designated teacher have both had current designated child protection training
- All staff should be aware of the Different types of abuse and how to recognise them
- If you observe what you consider to be unusual behaviour or suspect abuse, whether it is emotional, physical injury, sexual or neglect, your observations should be recorded, signed and dated in a book called “Logging a Concern” which is kept in a locked cupboard in each classroom. (see appendix ) You must consult your designated teacher named above or the head teacher with you concerns or suspicions.
- If a child or young person makes a disclosure to you, record the conversation as factually as possible, sign it and date it. Then inform the designated safeguarding member of staff or head teacher as a matter of urgency.
- Strict confidentiality is essential. The head teacher and designated teacher will be made aware of children and young people whose names are on the Child Protection register. They will inform others only on a “need to know” basis.

#### **1) CONFIDENTIALITY**

All records that are confidential will be locked in the school office.

The matters referring to child protection will be shared with designated teacher, social services, parents where appropriate, and staff only.

#### **2) VISITORS TO THE SCHOOL**

1. The main / cottage building door is locked from the inside during the school day.
2. The outside gates in the KS1/Reception Area and Year 3-6 Area is locked from the inside during the school day.
3. For deliveries - all visitors will report to the School Reception (via the main / cottage building).
4. Any visitor to the school must first visit the School Office to sign in and get a guest badge and on leaving they must sign out.
5. Any member of the public who is not cooperating with boundaries set out by the school will be reported to the Headteacher.

### **3) CAMERAS/IPADS**

All staff must lock their devices away or put them out of sight in the classroom. At break times and at lunchtimes they can be used. Each class has an IPAD and cameras for photos. Personal phones or cameras should not be used for school photos.

### **4) E-safety**

Regular sessions with the children on Internet Safety. At the beginning of their time in school (Year 1) the children are asked to sign an agreement in regards to safe use of the internet. Parents sign the same form. (See separate E-safety policy)

### **5) SAFETY WEEK**

Every Autumn we hold a safety week consisting of talks from police, fire and Bhaktivedanta Manor child protection team. The Child Protection Team addresses all types of concerns to the children about feeling safe and how they can discriminate in matters of abuse.

### **6) WHEN VISITING THE TEMPLE PREMISES**

When children are walking from one area to the other they walk in single file with one teacher at the front and another at the back.

### **7) ABUSE**

Children have a right to be cared for and protected and protecting them is everyone's responsibility at the school. Staff are trained in Child Protection and the Head teacher and Designated Child Protection Officer have specific training once every two years. We hold annual training days for the staff full and part time included.

It is unlikely that a single incident is indicative of abuse. However a cluster of examples may suggest that abuse should be suspected and that a child protection referral should be made.

Also, if there are any major changes in a child's behaviour, which are unusual for that child, and there has been no change to that child's medication or routine, the possibility that the child is being abused should be considered.

It is important to note that all matters of concern should be noted and dated in the logging a concern book and brought to the attention of the head teacher and/or the designated child protection person.

## 8) WHEN TO BE CONCERNED

### **A child centred and coordinated approach to safeguarding:**

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Person any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence, divorce
- Children who are showing early signs of abuse and/or neglect.

School staff members should be aware of the main categories of maltreatment: Physical abuse, emotional abuse, sexual abuse and neglect.

They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

## 9) TYPES OF ABUSE

**Physical abuse** includes deliberate aggressive actions on the child that inflict pain. Wounds, bruises, burns, and sore muscles are all examples of signs of physical abuse.

**Neglect**, or the absence of parental care, can have damaging effects on a child's well-being. It is also the most common form of child abuse. The non-treatment of injuries, the non-administration of medicine or drugs, dirty clothes continuously, non-grooming body and hair, no snacks given could all be considered to be indicators of “neglect”.

**Emotional Abuse** - All behaviours toward children that cause mental anguish or deficits constitute psychological abuse. It is also termed 'emotional abuse' because damage caused to one's mental state inevitably creates emotional damage.

**Sexual Abuse** - When someone touches a child in a sexual way or commits a sexual act with him or her, they have committed sexual abuse. **Sexual abuse** includes any type of behaviour toward a child that is intended for an offender's sexual stimulation. Fondling, forced sexual acts, or indecent physical exposure are some examples. Abuse includes one isolated event as well as incidences that go on for years.

### Other Specific Safeguarding Issues

There are a range of potential safeguarding issues that professionals also need to be vigilant of. Further detail in these areas is provided by either supplementary procedures produced by the London Safeguarding Board or information contained within documents listed at the beginning of this policy, in particular, KCSIE Table Below

These include:

<p>Bullying including Cyberbullying          Child Sexual Exploitation          Children Missing from Home or Care          Children Missing Education          Criminal exploitation of children and vulnerable adults: county lines          Domestic abuse Drugs          Fabricated or induced illness Faith based abuse          Female genital mutilation (FGM)          Forced Marriage          Gangs and youth violence          Gender based violence/violence against women and girls</p>	<p>Honour based violence Hate Information and communication technology (ICT)–based forms of abuse          Looked after children          Missing children and adults          Mental Health          Not attending school          Parental lack of control          Parental mental illness          Parents with learning disabilities          Parents who misuse substances          Peer on peer abuse          Pregnancy          Private fostering</p>	<p>Radicalisation and Extremism          Relationship abuse          Self-harming and suicidal behaviour          Sexually active children          Sexually exploited children          Sexting          Sexual violence and sexual harassment between children in schools and colleges          Trafficking and exploited children modern slavery          Young carers          Spirit possession or witchcraft.</p>
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## **Radicalisation**

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The internet and use of social media have become major potential risks in the radicalisation of young people. Our school's E-safety policy and curriculum embeds understanding of these particular risks using departmental guidance from Use of Social Media for Online Radicalisation (2015) to support this.

The Counter-Terrorism and Security Act 2015 places a duty on schools (and other specified authorities) to have due regard to the need to prevent people from being drawn into terrorism. Radicalisation is usually a process not an event – It is possible to intervene to prevent vulnerable people being drawn into terrorism. Vulnerable individuals identified as being at risk of radicalisation are referred to the Channel Programme. This is a multi-agency panel that provides support to the individual through specialised intervention providers.

Whilst the risk of radicalisation is remote it is still a possibility to consider when assessing behavioural changes. If any staff member has any concerns about any child/family at risk of radicalisation or if that member sees a change in behaviour/dress which is not normal, they will complete a cause of concern form and pass this to the DSO who will then submit a referral to the Prevent Institutions Officer and/or the Local Authority Social Care Team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and SSC members can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321

## **Channel Programme**

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Guidance is available at: Channel guidance. E learning channel awareness programme for staff is available at: Channel General Awareness. 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. Advice regarding PREVENT or referrals to the Channel programme can be obtained from the Prevent team on 02089012690

## **Child Sexual Exploitation (CSE)**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online.

Further Information on child sexual exploitation:

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

## Sexting

Sexting involves sending sexually explicit images or videos between electronic devices such as smartphones, tablets or computers. This can include:

- sending and receiving naked or semi-naked pictures of yourself or others
- sexualised text messages or videos.

It is illegal to take, possess or share 'indecent images' of anyone under 18, even if the child her/himself is the person in the picture. While police will always seek to avoid criminalising children involved in sexting, they need to focus on the well-being of the child/ren in question, which can result in serious actions being taken.

Children participate in sexting for different reasons. For some it may be a voluntary action, but it can also be due to coercive behaviour on the part of friends, peers or a boyfriend/girlfriend. Some of the main reasons may be as follows:

- Copying others who may be involved in similar activity
- Pressure from a boy or girl friend
- Coercion and/or bullying by others
- Seeking acceptance by friends and others by engaging in such activity
- Exploring or experimenting their own sexuality
- To show their feelings for another person

Talking openly about these behaviours is important so children understand the difference between voluntary or coercive sexting as well as the serious personal and legal consequences of engaging in both. The children should know where they can help for themselves and persons they know who might be in a similar situation. They should know and understand that sharing naked images/photos of themselves and/or others is unacceptable to the school not just because it is illegal but because of the risk this carries. They should also know that sharing naked images of someone else is a form of child abuse. Agree on someone they should talk to if they have any worries (this may not be their teacher, but should be a trusted adult like their parent, older sibling, or another member of staff).

If an illegal picture has been shared online, the website has a duty to remove the photo(s), but the school can contact:

- Childline works with the Internet Watch Foundation who can help you get the photos taken down.
- ThinkUKnow has advice for parents on protecting children online.
- NSPCC has helpful listing of help available to schools and parents.
- Make a confidential report to CEOP (Child Exploitation and Online Protection) if you're worried about a child being the victim of a sexual crime online.
- <https://www.nspcc.org.uk>
- Parents can be supported by giving them the contact details for Children 1st helpline on 08000 28 22

## **Honour Based Violence (HBV)**

So called 'honour-based' violence encompasses crimes which have been committed to protect or defend honour of the family and/or the community, including Female Genital Mutilation, forced marriage and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSO. Professionals and all staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **1. Indicators**

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place here are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

### **2. Actions**

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see FGM section)

## **Female Genital Mutilation (FGM)**

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for nonmedical reasons. It's also known as female circumcision. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health. There is a mandatory requirement on healthcare professionals, social workers and teachers to report cases of FGM in girls under 18 years of age. Information on when and how to make a report can be found at -Mandatory reporting of female genital mutilation procedural information. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. All staff at will receive updated information and this will be included in the annual safeguarding training.

Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, teachers will face disciplinary sanctions for failing to meet it.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSO and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is at risk of FGM must speak to the DSO who will follow our local safeguarding procedures.

## **Faith Based Abuse**

Child abuse is condemned by people of all cultures, communities and faiths, and is never acceptable under any circumstances. The Government set up a National Working Group that reported in 2015 and recognised the work being done by communities to tackle child abuse that arises from certain beliefs which are not related to a specific faith, culture, nationality or ethnic community. The national plans concluded that the kinds of abuse arising from specific beliefs can include ‘witchcraft, spirit possession, demons or the devil, the evil eye or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which may lead to such abuse are not confined to one faith, nationality or ethnic community.

The number of cases of child abuse linked to such beliefs is small but when it occurs it causes significant harm. Everyone working or in contact with children has a responsibility to recognise when such abuse takes place. Schools should develop their knowledge and understanding on how to act on evidence, concerns and signs that a child may be in distress or may be suffering, or is likely to suffer, significant harm. If such abuse or neglect is suspected, standard child safeguarding procedures apply in all cases.

Sometimes schools may find that abuse linked to a faith or belief reflects a wider context of a child being treated as a scapegoat for unwelcome circumstances within a family such as mental health problems, violence or economic deprivation.

Please refer to the National Action Plan or further guidance on actions a school can take to prevent such abuse and support children at risk:

<http://www.education.gov.uk//childrenandyoungpeople/safeguardingchildren/a00212811/ safeguarding-children-from-abuse-linked-to-faith-or-belief>

## **Peer on Peer Abuse**

Staff should recognise that children are capable of abusing their peers and understand the gendered nature of peer on peer abuse (that it is more likely that girls will be victims and boys perpetrators) but that all peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can manifest itself in many ways for example, sexual violence and sexual harassment, gender issues –girls being touched inappropriately or boys being subject to initiation/hazing type violence, bullying and cyber bullying. Safeguarding issues raised in

this way may include physical abuse such as hitting, kicking, shaking, biting or otherwise causing physical harm, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

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

We are aware that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Any such concerns are reported to the DSO Lead who will action these concerns immediately

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSO and record the allegation, but do not investigate it
- The DSO will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSO will put a risk assessment and support plan in place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSO will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### **Children Missing Education**

The Education (Pupil Registration) Regulations 2006 sets out the circumstances in which a school/academy can remove a child from roll. If a pupil leaves the provision without forwarding details being provided, the home Local Authority will be notified and police and social care may be alerted. Where a pupil is missing for 5 days without justifiable cause and whereabouts is unknown a referral will be made to the home local authority where the pupil resides.

The School has adopted guidelines as outlined in Annex A of Keeping Children Safe in education September 2016 and guidance in Children Missing Education (Sept 2016).

### **Private Fostering**

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority. At this school we will confirm the status of every pupil's care arrangements on admission (or when a pupil's care arrangements change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face. Click [here](#) for information on what constitutes private fostering and [here](#) for details of The Children's Act 1989: private fostering.

### **Bullying and Cyber Bullying**

Our school's policy on the prevention and management of bullying is set out in a separate document and is reviewed annually by the Trust. This policy includes reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. See further statutory guidance on bullying.

### **Children with Disabilities or Special Education Needs**

Our school is committed to ensuring that children with disabilities or special educational needs have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the same outcomes as non-disabled children. We recognise that disabled children do however require additional action because they can experience greater vulnerability as a result of negative attitudes and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairments. In particular, we are aware that these additional barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may overempathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

This understanding is incorporated into our staff training, so that we all remain vigilant to identifying the additional vulnerabilities for these children in our care.

### **Trafficking**

Our school will remain alert for children trafficked into the country who may be registered at our school for a term or longer, before being moved to another part of the UK or abroad. We will bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, Traveller or migrant families – who collectively go missing from school. For further statutory guidance refer to Safeguarding Children who may have been trafficked practice guidance.

### **Domestic Abuse**

Our school recognises the immediate and long-term impact of domestic abuse on a child's development and emotional wellbeing. All staff will remain vigilant to identifying the signs so that early help and protective action can be instigated where appropriate. We endeavour to provide the child with a safe and caring environment at school to help mitigate the impact of home-life stresses.

All notifications of domestic abuse will be managed in accordance with statutory guidance on domestic violence and abuse reporting.

### **Online Safety**

Our school policy is set out in a separate document. We ensure that online safety is included in the curriculum at all levels and that information is also provided to parents/carers. All staff are made aware of the school policy on online safety which sets our expectations relating to:

- Creating a safer online environment;
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line;
- Inspiring safe and responsible use and behaviour;
- Safe use of mobile phones both within school and on school trips/outings;
- Safe use of camera equipment, including camera phones;
- What steps to take if you have concerns and where to go for help

For further guidance, staff will refer to the Acceptable Use, Bring your Device to Work and Online-Safety Policies.

### **Children Missing Education or Missing From Home and Care**

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel

- Go missing or run away from home or car
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority\*\* if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

\*\* The Education (Pupil Registration) Regulations 2006 sets out the circumstances in which a school/academy can remove a child from roll. If a pupil leaves the provision without forwarding details being provided the home Local Authority will be notified and police and social care may be alerted. Where a pupil is missing for 5 days without justifiable cause and whereabouts is unknown a referral will be made to the home local authority where the pupil resides. The School has adopted guidelines as outlined in Annex A of Keeping Children Safe in education and Children Missing Education (2016)

### **Looked After and Previously Looked After Children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Principal's will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children ( and previously looked after children) safe in their schools. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Each school will ensure an appropriately trained designated teacher leads on the education and care of children looked after. The school will secure information about each child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. See statutory guidance with respect to the roles and responsibilities of the designated teacher. The designated teacher for looked after and previously looked after pupils 2018.

### **Gangs and Youth Violence**

Schools are increasingly recognised as places where early warning signs can be spotted that younger children may be at risk of getting involved in gangs or youth violence. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. We recognise that even low levels of youth violence can have a

disproportionate impact on a pupil or the wider school/community environment. We will therefore, support children in developing safeguarding skills to prevent involvement in risky behaviours, and where serious concerns arise we will work collaboratively with our partner agencies to help prevent escalation of harm. For further information refer to statutory guidance on advise to schools on gangs and youth violence.

### **Forced Marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. A lack of consent can be where a person does not consent or where they cannot consent e.g. if they have learning disabilities. There can also be links to

Honour Based Violence.

Our school recognises that it has an important role in safeguarding children from forced marriage by educating pupils about the law and their rights and in identifying signs of risk. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them. The Forced Marriage Unit has published multi- agency statutory guidance with pages 32-36 focusing on the role of schools and colleges. The Unit can be contacted for advice or information on 020 7008 0151 or email: [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk)

### **Children with Mental Health Difficulties**

Most calls (up to 1 in 3) made to the Childline counselling services are about emotional health and well-being. All children are different but NSPCC lists some of the common signs of mental health problems in children as follows:

- becoming withdrawn from friends and family
- persistent low mood and unhappiness
- tearfulness and irritability
- worries that stop them from carrying out day to day tasks
- sudden outbursts of anger directed at themselves or others
- loss of interest in activities that they used to enjoy
- problems eating or sleeping

### **Depression and Anxiety Amongst Children**

- Depression is more than someone feeling down sometimes. People with depression feel sad for long stretches at a time – and this can be experienced by young people as well as adults.
- Similarly, everyone can feel anxious and nervous at times but some children and young people can find it harder to control anxiety.
- Young people may find it hard to express their feelings and open up to others. If suffering from depression they may feel like there is no hope and find it difficult to imagine ever being happy again. Children who are anxious may be even more worried about talking to someone about how they feel.

As the lead person, the DSO should liaise with the member of staff the child is particularly close to in order to help the child and their family. All staff should be made aware of self-harm and mental illness. A named member of staff should be identified as the child's contact so that they can go to them if they are feeling low, need to talk or are wanting to harm themselves. All staff should be made aware of the concerns related to a child and keep an eye on them for reassurance and their safety and well-being. The DSO should seek help and professional advice and guidance from the specialist local services to support the child's needs. The school should be able to provide a named member of staff who your child can go to if they're struggling with low mood or wanting to harm themselves. In some situations the named person will work closely with others who might bring greater expertise in helping the child. This might be a counsellor, a mentor or a nurse, for example.

For help children, staff and Parents can be referred to the support, advice and guidance offered by the following links:

<https://www.nspcc.org.uk/> <https://www.selfharm.co.uk>  
<https://youngminds.org.uk> <https://www.familylives.org.uk>

### **Assuring Good Practice: Keeping Children Safe**

The School's procedures for safeguarding children will be in line with The London Safeguarding Children's Board Procedures 5th edition and "Working Together to Safeguard Children September 2015 and Keeping Children Safe in Education 2018.

We will ensure that: The Headteacher understands and fulfils its safeguarding responsibilities. The Manor School Board Members receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities

All employees and SSC members will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity. The chair of the board of trustees will have their DBS check countersigned by the secretary of state. All trustees, proprietors and members of the SSC will have the following checks:

- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material in line with the guidance in Annex C of Keeping Children Safe in Education (DFE 2018) and in part by the risk assessment required by the Prevent Duty.

We have a designated safeguarding officer (DSO) of the leadership team for child protection who has undertaken Designated Staff training at Level 2 and who undertakes refresher training every two years or sooner if there are significant changes at either local or national levels. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSOs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

We have a member of senior team who will act in the DSO's absence. Deputy DSOs, where applicable, will be trained to the same standard as the DSO and will be fully briefed in the role. Whilst the activities of the DSO can be delegated to appropriately trained deputy DSOs, the ultimate lead responsibility for safeguarding and child protection remains with the DSO. This responsibility will not be delegated.

Each member of staff will receive external training as arranged by the DSO to develop their understanding of the signs and indicators of abuse or neglect every three years. This will include specific safeguarding issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

All staff will be updated by the designated teacher on a regular basis (termly) to enable them to fulfil their responsibilities in respect of child protection effectively. Staff will also receive regular safeguarding and

child protection updates (for example, through emails, e- bulletins and staff meetings) as required, but at least annually. All staff will also have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Each member of staff, volunteers and members of the SSC will be made aware of how to respond to a pupil who discloses abuse or neglect and the procedure to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect.

Each member of staff, volunteers and members of the SSC will know the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.

Each parent/carer will be made aware of the school's responsibilities regarding child protection procedures through publication of the school's child protection policy, and reference to it in our home school agreement/website

The names and photographs of the designated staff members will be clearly shown in the school and on the school's website with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect.

All adults, (including supply teachers and volunteers) new to our school will be made aware of the name and contact details of the DSO and have their role explained as part of their induction into the school. All new staff at the school (including volunteers and supply staff) will receive a copy of this policy, the staff code of conduct and KCSIE Part 1, along with our basic child protection/safer working practices information leaflet prior to taking up post or on the first day of starting work at the school. They will then within the first half term/first week receive in- house training (Level 1) from the DSO.

Any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school. We recognise our legal duty to refer to the DBS and any other relevant professional body details of anyone who has harmed or poses a risk of harm to a child.

## Roles and Responsibilities

The designated safeguarding officer (DSO) takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. Most settings have one DSO although it is good practice for settings to have a Deputy DSO. Usually, the DSO is also the named person who following the Principal's delegation responds to allegations made against members of staff. The DSO should be a senior member of staff with the authority and seniority to carry out the functions of the role.

### Designated Safeguarding Officer (DSO):

- To refer suspected abuse and neglect to the First Response Service;
- Report allegations made against members of staff to the Local Authority Designated Officer or LADO;
- Review and make recommendations to the Principal and Trust on this policy;
- Develop and update related school specific child protection/safeguarding policies, ensuring that staff, children/families/parents and carers are aware of them;
- Provide support and advice to all members of staff within the setting regarding child protection concerns;
- Keep the Principal informed about any issues that arise;

- Ensure that a child protection file is copied for the new educational establishment when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file;
- Ensure that staff receive appropriate child protection and safeguarding training, and maintain training records;
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child
- Inform the local authority when they suspect or become aware that a child is subject to a private fostering arrangement
- Co-operate with any requests for information from the local authority, such as child protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with the Section 11, Children Act 2004
- The full roles and responsibilities of the DSO are outlined in the job description
- 

#### All Staff

- To report suspicions or student disclosure to the DSO or their Deputy, paying due regard to the context of any observations i.e. a relatively minor concern may take on greater significance within the wider context of knowledge of a child or family the DSO may not have.
- To report staff allegations as follows
  - Teacher to the Principal,
  - Non-teaching to Principal or DSO
  - Principal to Chair Education Director
  - Chair of SSC to CEO
- To inform the DSO when they suspect or become aware that a pupil is subject to a private fostering arrangement
- To provide the DSO or their Deputy with relevant information in a detailed written format, as required.
- To comply with the clear boundaries given by the DSO or the Deputy DSO.
- Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 will immediately report this to the police, personally and will also inform the DSO
- Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSO and follow our local safeguarding procedures.
- Any member of staff who suspects a pupil is at risk of FGM must speak to the DSO who will follow our local safeguarding procedures

#### Headteacher

- To authorise any action taken by the DSO.
- To lead or delegate to a senior member of staff (usually DSO) any safeguarding issues made against a member of staff other than him/herself and to lead these where they involve the DSO.

## **Procedures for Allegations Against Adults**

### **Accusations Against a Member of Staff/Volunteer**

Where accusations are made against a member of staff/volunteer, the Principal will be notified and the following procedures will be followed. The Principal will:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation has been made;
- Ensure that the LADO is contacted immediately, before any action is taken by the school;
- Make a referral to the Children's Service where the child resides, if appropriate;
- Ensure that the parents/carers of the child are contacted following advice from the LADO;
- Ensure that an appointed senior lead (most often the DSO) attends strategy meetings convened by the Local Authority Designated Officer (LADO) and act upon the decisions made at these meetings.

Suspension (a neutral act) will be considered when:

- There is a risk that for the investigation to proceed, impartially and without impediment a suspension ought to be implemented;
- There is a cause to suspect a child is at risk of significant harm or;
- The allegation warrants investigation by the police or;
- The allegation is so serious that it might be grounds for dismissal. (London Child Protection Procedures)

### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises
-

## **Record Keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)
- If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.
- The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

## **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Where abuse is suspected, pupils who have difficulties in communicating should be given the chance to express themselves to a member of staff with appropriate communication skills.

Staff are trained to **RECOGNISE, RESPOND and REFER**. All referrals to Children's services are to be conducted by the Head teacher or designated officer. Any allegations are reported by the Headteacher or Designated Officer to the LADO within one day. Any allegations against the Headteacher should be reported to the Designated Safeguarding Officer or the Governor in charge of Safeguarding. Posters are in each classroom regarding procedure for Child Abuse.

### **Hertfordshire Children's Services Number: 0300 123 4043**

- First Response Service:
- Private Fostering
- Disabled Children's Team
- Children in care Services.

**Herts Local Safeguarding Children's Board:** 01992 588757

Hertfordshire Constabulary Police: 0845 339 9222

NSPCC Child Protection Helpline: 0808 800 5000

Child Line: 8088 11 11

Call 999 if it is an emergency

### **PREVENT: Making a PREVENT referral - Channel Referral Form**

If you have to make a referral to CHANNEL this is the form to use.

- Word 2010, 30kb/3 pages, 07/09/2015, [channel referral form v2.docx](#)
- Radicalisation and Extremism

## 10) DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff /volunteer should:

1. Listen to what is being said without displaying shock or disbelief
2. Accept what is being said
3. Allow the child to talk freely
4. Reassure the child, but not make promises which it might not be possible to keep
5. Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
6. Reassure him or her that what has happened is not his or her fault
7. Stress that it was the right thing to tell
8. Listen, only asking questions when necessary to clarify
9. Not criticise the alleged perpetrator
10. Explain what has to be done next and who has to be told
11. Make a written record (see Record Keeping)
12. Pass the information to the Designated Senior Person without delay (see Records)

## 11)

### LOYALTY/ALLEGATIONS

If any member of staff considers that it is unprofessional to report suspicions and allow their silence to protect someone else, the questions has to be asked: “Who will protect the child who may have been abused?”

In any such divergence of interest, the school will put the interests of the child first and follow up with any member of staff who allows professional relationships with other staff to jeopardise a child’s welfare.

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors. Our **Chair of Governors is Kartik Khandwala** and his email is:

[kartik@manorschoolgovernors.co.uk](mailto:kartik@manorschoolgovernors.co.uk)

In the absence of the Chair of Governors, the Co-Chair should be contacted.

**The Co- Chair is Kapila Monet** and his contact details are:

[kapila@manorschoolgovernors.co.uk](mailto:kapila@manorschoolgovernors.co.uk).

**The Vice Chair is Diptesh Patel** and his contact details are [diptesh@manorschoolgovernors.co.uk](mailto:diptesh@manorschoolgovernors.co.uk)

Allegations should then be addressed to the Designated Safeguarding Lead who will contact the Local Authority Designated Officer (LADO). If an allegation is made against the Headteacher this should be addressed to the DSO or the Governor in charge of Safeguarding. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any

concerns with the Designated Senior Person if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2018, for further information).

### **Safer working practice**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy. The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school's behaviour management policy for more information

### **12) CONFIDENTIALITY AND PARENTS AND STAFF**

On receipt of any information from parents or staff about suspected abuse, you must refer the matter to the Designated Teacher as a matter of urgency.

As we are close knit community, we must guard against inappropriate conversations out of school with other members of the community outside of school regarding any aspect of children in our care. Both the children and adults have a right to confidentiality and any information should only be shared with designated persons.

### **13) CONFIDENTIALITY AND CHILDREN**

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.
- If the child then decides against telling you what is troubling them, you should try and encourage the child to speak to someone else they know and trust. If the child is uncomfortable with this, reassure him/her that you would be happy to see them another time.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

All children in the school should know of the national agencies such as Childline they can approach for advice if they do not feel able to talk to anyone they know. (See examples below)

The NSPCC conduct sessions in the school every 2 years. Child  
Line: Tel 08001111 free 24 hour telephone service

National Society for the Prevention of Cruelty to Children Helpline: Tel: 0800 800500 free 24 hour  
telephone service

Children's Legal Centre Tel: 01206 873820

#### **14) COMMUNICATION WITH PARENTS**

Bhaktivedanta Manor School will ensure the Child Protection Policy is available publicly either via the school website or by other means.

Parents should be informed prior to referral, unless it is considered to do so might place:

- the child at increased risk of significant harm by:
- The behavioural response it prompts e.g. a child being subjected to abuse,
- maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;
- (The school may also consider not informing parent(s) where this would place a member of staff at risk).

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

#### **15) RECORD KEEPING**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the Logging a Concern Record sheet wherever possible in the purple file in the classroom (see appendix )
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.
- The Designated Senior Person will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.
- If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.
- Any lunchtime or break time staff who fill in a form must get it signed off by the teacher who will keep it secure and decide on further action

- If the concern is of a safeguarding nature the teacher will immediately tell the Designated lead or Headteacher who will decide on appropriate action

## **16) CURRICULUM**

Through personal and social education and education for citizenship, we can help to encourage children to develop realistic attitudes towards adult life. There is potential for teaching children and young people with a view to preventing abuse taking place and/or continuing. As with road, fire and water safety and protection from bullying, all children and young people have a right to the education as it is impossible to predict those individuals at risk.

If education PSE is to succeed in achieving its aim of behavioural change, then it needs to address attitudes and identify the skills, knowledge and understanding which most pupils and young people could be expected to acquire by the end of a Key stage 2 or as they move into their teenage years. Included in these courses should be the contact numbers of agencies that children and young people can turn to as specified above.

## **17) SEX AND RELATIONSHIP EDUCATION IN SCHOOL**

Bhaktivedanta Manor School has a Sex and Relationship education policy which includes sex education in the curriculum (see separate policy). In addition many topics are discussed during our annual safety week where the children are visited by the residing Child Protection Officers who deliver a talk on personal sexual safety age appropriately.

For KS2 children, a separate single sex education session is arranged in the summer term of their graduating year. We also discuss with them issues that may arise in the greater community including Female Genital Mutilation, Child sexual exploitation and forced young marriages.

## **18) PEER ON PEER ABUSE**

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual. Education settings recommend the use of The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>.

## **19) BULLYING**

The ways in which pupils, including those of different cultural groups, relate to one another and the way we monitor bullying is a key aspect of our school

We consider any form of bullying as a form of abuse and Bhaktivedanta Manor School has strategies in place for encouraging a positive response from pupils towards each other. (Please see separate bullying policy). Staff realise that children who are bullies may themselves have been abused. We encourage children to problem solve with each other or with a mediator when minor issues arise.

## **20) SUPPORTING AN ABUSED CHILD**

One of the most common effects of abuse on a child is low self-esteem. At Bhaktivedanta Manor we create an ethos where children can feel secure and valued. Ways in which we support an abused child in school are through constancy and fairness of approach.

1. Trust them to take responsibility for others and to demonstrate ability in something they are able to do well
2. Help them to take some control of their lives by listening to them, involving them in decision-making and respecting their rights as individuals
3. We have counsellor lead workshops (nurture groups) with groups of children in different classrooms whereby the children use different modalities and creative processes to explore their emotions and feelings. After these sessions a the same trained counsellor is available on a drop in session basis for children who want a safe and confidential space to express themselves or any concerns.

## **21) SEN/Disabilities**

Children with any disability may be especially vulnerable to abuse. It is often more difficult for children to speak out against a familiar or trusted adult. This can be even more difficult for children with severe learning needs, as there is a stronger dependence on the adults who may have to direct their lives to a very high degree determining what they wear, eat and how they live their lives. Indeed, owing to the often close contact between adults and children or young people to meet the physical needs, they are exposed to potentially greater risks than their peers.

They may:

1. Be less able to disclose through the nature of their disability, for example, speech impairment
2. Be less able to protect themselves from abusive behaviour
3. Have low self esteem and lack the confidence to tell anyone if they are being abused
4. Have less access to information about abuse

## **22) INTIMATE CARE**

Staff should be aware of how others see them in the intimate care of children who have severe learning difficulties. It may be helpful to explain to others present what you are doing

and why it is necessary. For those assistants or welfare staff at Bhaktivedanta Manor School supporting children with a Statement of Needs, at certain times it may be advisable to have another adult present when meeting their physical needs of the child. Where this is not possible, staff should discuss with the Head teacher what arrangements will be reasonable in all circumstances.

In addition some of the children in the EYFS may need some support with intimate care/toileting. (see separate policy). We have agreed to get written consent from parents in this regard. We have provided non allergenic wet wipes to assist them to develop this independence. If a teacher's assistance is needed he/she will wear gloves but will, if possible have another adult present.

### **23) PREVENT**

Teachers will help students to be aware of world issues, including terrorism, radicalisation and other controversial issues, particularly in Year 5/6 and through their transition to secondary school. We actively promote British Values in our school and our religious community and school is based on principles of Ahimsa or non-violence. We also encourage the children in their self-esteem and having a sense of belonging to our religious community but a deep sense of respect for other faiths (also through our Multi Faith education). However, at the same time, our staff have been trained to NOTICE any signs of religious discrimination or prejudice even in young children. They are to be always aware of radical terminology. They will then CHECK with the headteacher who is the PREVENT LEAD and if necessary we would share anything with the CHANNEL Panel.

The Headteacher and Designated Child Protection Officer are trained to work in partnership with outside agencies like the Police, CHANNEL, Social Services etc., Children's Centres etc and to make referrals where necessary.

### **24) FIRST AID**

In the event of administration of first aid staff should, wherever possible, ensure that other children or another adult is present if there is any doubt over the possibility of any physical contact being misconstrued.

### **25) SCHOOL TRIPS AND CAMPING**

If an allegation of abuse is made by a child or young person whilst on a school trip, the accompanying adults must contact the Designated Safeguarding officer or the Head teacher immediately who will then decide on what action to take.

### **26) ATTENDANCE**

If the monitoring of attendance leads a school or educational establishment to believe that a child whose name is on the Child Protection Register or has been referred to Children's Social Work, has left the Manor School, every effort should be made to trace the new school

through the Education Welfare Service and the Social Services should be informed immediately.

## **27) CHILDREN MISSING EDUCATION**

If we have any concerns about a child who fails to attend school, the Education Welfare officer should be informed as a matter of urgency via the Head teacher.

## **28) PARENTS AND VOLUNTARY HELPERS**

For a parent helping out in a classroom under the supervision of a teacher, it is not compulsory that a DBS check is done. However if the parent is helping on a regular basis, even under the guidance of a teacher, a DBS MUST be carried out.

If an adult or young person offers support, either where a teacher or member of staff is not present, or is in regular contact with children, a check should generally be made. All after school club volunteers and teachers MUST be police (DBS) checked.

## **29) WORK EXPERIENCE**

Work experience pupils under 18 who will be working with children in the school do not require police checks. However they should never be left alone with the children in the school. This includes student teachers from the University of Herts although a copy of their DBS certificate is either shown or the University confirms that they have had an enhanced check.

## **30) APPOINTING STAFF**

At present, we ensure that our recruitment procedures include a police check prior to appointment, along with at least two references. We also conduct an in depth interview and observe the candidate in the classroom. We follow all current advice on Safeguarding including making additional checks if necessary including Prohibition from Teaching checks, right to work in the UK, Barring by Association, Time abroad.

## **31) HOME VISITS**

Reception teachers and other members of staff, when making home visits are advised to notify the Head teacher if they have cause for concern resulting from the visit.

## **OUR AIMS REGARDING CHILD PROTECTION**

- To raise the awareness of all staff, teaching and nonteaching staff, including voluntary staff, of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
- To develop a school procedure to be adhered to by all members of the school community

- To encourage the need for effective communication between all members of the school community
- To develop and promote an effective means of monitoring children for whom there are child protection concerns
- To integrate a child protection programme within the curriculum including a kidscape programme, a visit from the NSPCC or the local Child protection officers one week per year
- To support the child or young person in ways which foster security and promote confidence and independence
- To promote ways of inter agency working and partnership

Next Review Date: February **2019**