Safeguarding & Child Protection Policy
2021-2022

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MORE HOUSE SCHOOL
KNIGHTSBRIDGE

This policy is available on the School website and can be made available in large print or other accessible format if required.

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Section 1: Safeguarding and Child Protection at More House School

A. Mission Statement & Introduction

At More House School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other students in the school. All members of our school community should be treated with equal value as human beings and have the right to respect and tolerance in line with the teachings of the Catholic Church. Our approach to safeguarding is child-centred and we ensure that we consider, at all times, what is in the best interests of the child.

Safeguarding and promoting the welfare of children is everyone's responsibility and is defined for statutory purposes as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. 'Children' includes everyone under the age of 18. We have assessed the risks to girls posed at More House School and detailed how to respond to concerns in this policy.

The core safeguarding principles of More House School, hereafter referred to as the 'School', are:

- It is the responsibility of the School to safeguard and promote the welfare of children;
- Children who are and feel safe make more successful learners;
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review;
- Safeguarding policies will be reviewed annually by the Governing Body, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

This policy (which includes all sections and all of the appendices in this document) is one of a series in the School's integrated safeguarding portfolio (See section 11 of this document). This policy has been authorised by the Board of Governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the School website. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit.

This policy has been developed in accordance with the principles established by:

- the Children Acts 1989 and 2004;
- the Education Act (2002);
- the Education (Independent School Standards) (England) Regulations 2014 as amended in January 2013;
- and in line with government publications:
- Working Together to Safeguard Children (2018)
  Keeping Children Safe in Education (KCSIE) 2021
- Dealing with Allegations of Abuse against Teachers and other Staff (2012) What to do if you think a child is being abused (2015)
- Information sharing (2018)
- Safeguarding Children Partnership (LSCP) Arrangements (2019)
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015

- Female Genital Mutilation Act 2019 (Children Act 1989)
- Sexual violence and sexual harassment between children in schools and colleges (updated July 2021)
- Child Sexual Exploitation (2017)
- Mental Health and behaviour in school (2018)

Any deficiencies or weaknesses in the child protection arrangements will be remedied without delay.

B. Policy Statement

The School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected, valued and listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

C. Principles and Aims

Principles

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment:

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activities;
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection: to feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties;
- All staff have an equal responsibility to act, in accordance with this guidance, on any suspicion, concern or disclosure that may suggest a child is at risk of harm;

A child's wishes or feelings will be taken into account when determining what action to take and what services to provide to protect them; children will be given the opportunity to express their views and give feedback wherever possible.

The School is committed to operating safer recruitment procedures in compliance with relevant legislation and in accordance with the School's Safer Recruitment Policy; where staff from another organisation are working with pupils on another site, the School will have received written confirmation that appropriate child protection checks and procedures apply to those staff.

All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so.

The School will work with other agencies, including social care, the police and health services (and in line with multi-agency safeguarding arrangements put in place by the safeguarding partners) wherever such work is needed to ensure adequate arrangements to identify, assess and support those children who are suffering harm or who may suffer harm without appropriate intervention.

Aims

- To provide all staff (including the DSLs, the Head), volunteers and Governors with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children;
- To ensure consistent good practice across the school;
- To demonstrate the School's commitment with regard to safeguarding children.
- To provide pupils with the means to keep themselves safe (for example, through the PSHEE, RSE and assembly progammes, the curriculum and co-curriculum)

D. Context

Section 87(1) of the Children Act 1989, Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2014 (as amended) require the proprietor of the School to have arrangements and any guidance issued by the Secretary of State - to safeguard and promote the welfare of pupils at the school. The latest statutory guidance covering this policy is contained in the documents Keeping Children Safe in Education (KCSIE) 2021 and Working Together to Safeguard Children 2018. The Kensington & Chelsea Safeguarding team also publish guidance and information for schools in our area.

The School and its staff form part of the wider safeguarding system for children. This system is described in Working Together to Safeguard Children 2018. The School works with social care, the police, health services and other services, as and where appropriate, in accordance with our statutory responsibility, to promote the welfare of children and protect them from harm.

Every school is required to have a designated safeguarding lead (DSL) who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The DSL and Deputy DSL are most likely to have a complete safeguarding picture and be the most appropriate people to advise on the response to safeguarding concerns.

The DSL for More House (and their nominated deputy) are named in this policy (see section 4) and their responsibilities are outlined (see section 5). The Local Safeguarding Children Partnership (LSCP) maintains a list of all designated senior persons (DSLs) for safeguarding and child protection.

E. Key personnel

Parents should contact the DSL in the first instance if they have concerns or any of the personnel listed below thereafter.

The **designated safeguarding lead (DSL)** at More House is: **Davina Reid** (Director of Pastoral Care): 020 7235 2855,
directorofpastoralcare@morehousemail.org.uk

The **deputy DSL (DDSL)** at More House is: **Michael Keeley** (Associate Head): 020 7235 2855,
keeley.head@morehousemail.org.uk

The Head is **Faith Hagerty**, 020 7235 2855,
office@morehousemail.org.uk

Child Protection Governor for the School

The **nominated Child Protection Governor** for the School is: **Susan Sturrock**, office@morehousemail.org.uk

Chair of Governors for the School

The **Chair of Governors** for the School is: **James Fyfe**, jfyfe@morehousemail.org.uk

Vice Chair of Governors for the School

The **Vice Chair of Governors for the School** is: **Sue Shale**, office@morehousemail.org.uk

Section 2: The Role of School Staff

A. All Staff

School staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. The School also recognises the expertise that staff build by undertaking safeguarding training and managing concerns and therefore considers their feedback carefully in shaping safeguarding arrangements and this policy.

All staff have a responsibility to provide a safe environment in which children can learn and to be aware of the systems within our school which support safeguarding. These will be explained as part of staff induction and will form part of regular/annual updates/training. All staff are expected to have read and to understand the following:

- The More House School Safeguarding & Child Protection Policy;
- The More House School Behaviour Policy;
- The Staff Code of Conduct;
- Part one of Keeping Children Safe in Education 2021 and;
- Additional policies listed in Appendix 2.

In addition, staff should:

- Know the safeguarding response to children who go missing in education;
- Know the role and identity of the DSL and the identity of the Deputy DSL;
- Be aware of the local early help process and understand their role in it and their responsibility to identify children who may benefit from it;
- Be aware of the process for making referrals to children's social care;
- Be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and in such circumstances to take appropriate action, working with the DSL and other services as needed;
- Know what to do if a pupil tells them that they are being abused or neglected, maintain an appropriate level of confidentiality and never promise the child that

they will not tell anyone about a report of abuse;
- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments and should consider whether children are at risk of abuse or exploitation in situations outside of their families.

All staff are required to attend appropriate annual safeguarding and child protection training to provide them with relevant skills and knowledge to safeguard children. All staff are also required to adhere to safeguarding updates given in staff briefings and pastoral meetings.

B. Designated Safeguarding Leads

The Governing Body ensures that an appropriate member of the senior leadership team is appointed to the role of DSL. The DSL and deputy DSL should take lead responsibility for safeguarding and child protection (including online safety).

The broad areas of responsibility for the designated safeguarding lead (DSLs) are[2]:

[2] As defined in KCSIE 2021 (Annex C)

Manage referrals

The DSL is expected to:

- Refer all cases of suspected abuse to the LSCP children's social care as required.
- Support staff who make referrals to LSCP children's social care.
- Refer cases to the Channel programmes where there is a radicalisation concern as required and support other staff who make referrals to Channel.
- Refer cases where a person is dismissed or has 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 (referring to NPCC guidance – When to call the Police).

Work with others

- Liaise with the Head to inform her of safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations; take a lead for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school.
- As required work with the "case manager" and the Local Authority Designated Officer (LADO) at the LSCP for child protection concerns in cases which concern a staff member.
- Liaise with staff (especially form tutors and Head of Learning Support) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise to staff on matters of safe working, safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies; in addition, supporting them to consider how safeguarding, welfare and educational outcomes are linked, including to inform

the provision of academic and pastoral support.

- Attend and/or contribute to child protection conferences in accordance with local procedure and guidance.
- Coordinate the School's contribution to child protection plans.
- Ensure that the School knows who its' cohort of children who have/have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for them; support teaching staff to provide additional academic support or reasonable adjustments to help them achieve their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on their outcomes; in addition, work with the LSCP and use this information to inform decisions about safeguarding and about promoting the welfare of that child.

Training

The DSL (and Deputy DSLs) will receive appropriate training annually (or more often, as necessary) to provide them with the knowledge and skills to carry out their roles. The DSL and DDSL will undertake Prevent awareness training and they will refresh their knowledge regularly to allow them to understand and keep up with any developments relevant to their role so that they:

- Understand the assessment process for providing early help and intervention, including local criteria for action and LSCP children's social care referral arrangements.
- 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.
- Understand the importance of the role the DSL has in providing information and support to children in social care in order to safeguard and promote the welfare of children.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- Ensure each member of staff has access to, and understands the More House School Safeguarding & Child Protection Policy and procedures, Behaviour Policy, the Staff Code of Conduct and associated policies listed in Appendix 2, especially new and part time staff.
- 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.
- Are alert to and support 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.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Can access resources and attend any relevant or refresher training courses.
- Can encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- Understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.
- Understand the importance of information sharing, both within the School and with other schools and colleges on transfer (in year and between primary and secondary education) and with safeguarding partners, other agencies, organisations and practitioners. In addition, understand the relevant data protection legislation.

The DSL will ensure that:

- All staff have received the required training and have signed to indicate that they have read and understood this policy, the Staff Code of Conduct, The Behaviour Policy, Part One of KCSIE 2021 and associated policies listed in Appendix 2 and that they know who the DSL is;
- Ensure that all staff are re-trained as and when required and that an accurate record of staff attendance at induction and refresher training is maintained;
- Make sure that staff are aware of training opportunities and the latest local policies on local safeguarding arrangements.

Raising Awareness

The DSL will ensure the School's policies are known, understood and used appropriately and:

- Ensure the School's Safeguarding and Child Protection Policy and Code of Conduct are reviewed annually and that procedures and implementation are updated and reviewed regularly in light of changes in local procedures and national statutory requirements and guidance, and work with the Governing Body and the Head 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.
- Develop effective links with relevant statutory and voluntary agencies and in particular links with the LSCP, to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Notify children's social care if a child with a child protection plan is absent for more than two days without explanation.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, for example through ICT, PSHE, RS and the new statutory RSE (Relationships and Sex Education) curriculum.
- Ensure appropriate safeguarding responses are in place and are implemented to deal with pupils who go missing from the School, in particular any pupils who go missing on repeat occasions.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- 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; ensure that the School and staff, know who these children

are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; support 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.

The DSL will hold a weekly meeting with the deputy DSL at which matters pertaining to safeguarding at More House School will be discussed. The minutes of these meetings will be circulated with names obscured to the Head, Director of Finance and Resources, Chair of Governors, Governor with responsibility for safeguarding and other members of the governing board.

Child Protection Files

- Where a child with a child protection plan leaves the School, ensure their child protection file is transferred to the new school or college as soon as possible (within 5 days for in year transfers or within 5 days of the start of the new term) but transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt. The DSL should also ensure that the child's social worker is informed. In addition to the child protection file the DSL should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.
- The DSL is responsible for ensuring that child protection files are kept up to date. Records should:
    - Include a clear and comprehensive summary of the concern;
    - Contain details of how the concern was followed up and resolved;
    - Include a note of any action taken, decisions reached and the outcome;
    - Only be accessed by those who need to see them and shared in line with sharing advice in Parts 1 & 2 of KCSIE 2021.

Availability

- During term time the DSL or Deputy DSL should always be available (during school hours) for staff in the School to discuss any safeguarding concerns. The DSL or Deputy DSLs will also be available via phone during any out of hours/ out of term activities.

C. Deputy Designated Safeguarding Lead

The deputy DSL is trained to the same level as the DSL. Whilst the DDSL undertakes delegated duties to support the DSL, ultimate lead responsibility for child protection remains with the DSL. In the absence of the DSL, the DDSL carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL, a deputy will assume all of the functions above.

D. Governing Body

It is the Governing Body's overall responsibility to ensure compliance with child protection statutory requirements. The Governing Body takes seriously its responsibility to uphold the aims of the charity and its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. The reporting of Safeguarding practice at the School enables the Governing Body to ensure compliance with current legislation and to identify areas for improvement. The Governing Body recognises that close liaison with the local authorities is also vital in order that appropriate support and training can be given. The Governing Body has a lead representative who is responsible for the school's safeguarding arrangements.

The **Governing Body** will ensure that:

- It has strategic leadership responsibility for the School's safeguarding arrangements and complies with its duties under legislation, having regard for the guidance in KCSIE 2021 and ensuring that policies, procedures and training in the School are effective and comply with the law at all times.
- It facilitates a whole school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, operating at all times with the best interest of the child at their heart.
- There are effective and statutorily compliant child protection policy and procedures in place, together with a Staff Code of Conduct and that these are provided to all staff (including temporary staff and volunteers) on induction. They should ensure that the School's procedures are in accordance with the government guidance and refer to the procedures put in place by the Local Children Safeguarding Board. They should also ensure that the policy is updated annually and is available publicly.
- The Staff Code of Conduct includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- Appropriate safeguarding responses are in place to deal with pupils who go missing from the School, in particular any pupils who go missing on repeat occasions. The School will hold more than one emergency contact number for each pupil.
- A proportionate risk-based approach is taken to the level of information that is provided to temporary staff and volunteers.
- DSLs are appointed and that they have the appropriate authority and the time, funding, training, resources and support to fulfil the role and responsibilities as outlined above;
- The School contributes to inter-agency working in line with statutory guidance in Working Together to Safeguard Children 2018 through effective implementation of the child protection policy and procedures and good cooperation (including the sharing of information) with local agencies and practitioners.
- Relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR.
- The School's safeguarding arrangements take into account the procedures and practice of the LSCP as part of the inter-agency safeguarding procedures;
- A member of the Governing Body is nominated to:
  -have oversight of child protection matters;
  -liaise with the LSCP and/or partner agencies on issues of child protection;
  -instigate the annual review of this policy;

-handle allegations of abuse made against the Head;

- The School has statutorily compliant procedures for dealing with allegations of abuse made against members of staff (including supply staff and volunteers and contractors) including allegations made against the Head (see part four of KCSIE 2021 and Appendix 1 of this document);
- The School also has procedures in place to handle allegations against other children (including those that take place online) and that recognise that peer abuse may be taking place even if there are no reports of it;
- The School operates safer recruitment policies and procedures that include the requirement for at least one member of a recruitment panel to have undertaken safer recruitment training and for appropriate checks to be made in line with national guidance (see part three of KCSIE 2021 and the School's Safer Recruitment policy)
- The School operates an effective training strategy that ensures all staff, including the Head, receives child protection training, with refresher training annually.
- The DSL and Deputy DSL receive refresher training annually.
- An annual review of safeguarding (including online safety) is instigated, carried out and approved and that the minutes of governing body meetings record in detail the relevant discussion and actions taken in carrying out and approving their annual review of safeguarding.
- Any weaknesses or areas of concern will be rectified without delay.
- Where necessary, an appropriately trained and informed teacher is appointed to promote the educational achievement of any child who is 'looked after'

E. The Head

The Head:

- Ensures that the safeguarding and child protection policy and procedures adopted by the Governing Body are implemented and followed by all staff;
- Allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively.
- Ensures that children's safety and welfare is addressed through the curriculum.
- Receives the required child protection training and training in order to understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.

F. Pupils

- It is recognised that pupils themselves have a responsibility to report any concerns that they might have relating to a member of staff, a volunteer or a fellow pupil by either speaking directly to the DSL or another member of staff or by using the Student Concern Form (Appendix 4). This information is clearly displayed in each classroom, and referenced through the PSHE programme and assemblies.

Section 3 – Safeguarding Procedures

A. Safer recruitment

- The School is committed to safer recruitment and is responsible for implementing the practices as set out in the School's Safer Recruitment Policy (Staff Handbook – Section C1, No. 7).

B. Health & Safety, Extended School Activities and Educational Visits

The School's Health & Safety and Educational visits procedures are set out in separate documents, and reflect the consideration given to the protection of our children both physically within the School environment and away from the School when undertaking School trips and visits.

Where extended school activities are provided by and managed by the School, our own Safeguarding and Child Protection Policy and procedures apply. Where other organisations provide services or activities on our site the member of the School's staff responsible for arranging the services or activities will check that the service or activity providers have appropriate procedures in place, including relevant risk assessments and safer recruitment procedures.

When our children attend off-site activities, including those abroad on School trips we will check that effective child protection arrangements are in place and request written confirmation from the alternative provision that all safer recruitment checks have been completed on individuals working at the establishment. Appendix 7 - Alternative Provision Request for Information.

All staff are bound by the School's Educational Visits Policy when arranging and organising off-site trips. All trip leaders have a meeting with the DSL during the planning stages of the trip to assess safeguarding risks and the DSL checks risk assessment and final arrangements before departure.

If More House were to organise exchange visits where pupils are accommodated by host families, those responsible are required to check host families and get appropriate assurances from partner schools overseas. Appendix 8 – Policy for Exchange and Visits.

If a visiting school wishes their pupils to stay with host families, we would ensure that all adults within the host families had undertaken a DBS check and that there were no safeguarding concerns.

C. Work Experience (read in conjunction with Work Experience policy – Section C1, No. 8)

- Work experience arrangements include safeguarding information for employers and a requirement that they accept their Child Protection responsibilities. Appendix 9 – Safeguarding Information for Work Experience Providers.
- The School recognises it has a legal responsibility, so far as is reasonably practicable, to take steps to ensure we do not expose students to risks to their health and safety. It is therefore essential that students are properly prepared and briefed on the hazards of the workplace and the control measures provided to reduce or eliminate the risk of injury, before they start their placement. The School takes steps to ensure employers, workplace supervisors and other employees know exactly what is expected of them and are aware of their legal responsibilities.

- It is the School's responsibility to determine whether a particular child is suitable for a placement. Hence if a child is considered vulnerable, the School will take this into account when finding a suitable placement.
- Although the School has a responsibility for ensuring students' welfare with regard to personal medication, it is the responsibility of the parent / carer to ensure medication is provided on the site should it be needed. Placement providers are made aware of any medical requirements and actions needed in case of emergencies.
- The School recognises its responsibility to monitor the suitability of potential placements, including checks carried out for Health and Safety and also to ensure that businesses have up to date and full Employers' Liability insurance. In the event of these criteria not being met pupils are advised that the placement cannot go ahead and the School works with the pupil to find an alternative placement. When a parent wishes their child to attend a placement not covered then the School must have a written declaration of authority from the parent stating they take full responsibility for the safeguarding of their child while on placement.
- Students on work experience have the same status as employees under HSWA, and employers have a general duty (under section 2) to ensure their health, safety and welfare.
- The Working Time Regulations (1998) apply to students on work experience; however, the number and patterns of hours worked is normally agreed by the provider, school and student. If possible, normal working hours should be worked and where any requirement is outside of those hours then parental consent has to be obtained prior to the placement starting.
- Contact is made by the School at least once during the work experience placement and, where possible and appropriate for specific vulnerable students, visits are undertaken to the placement.

D. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children, we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent via the annual indemnity form sent to parents
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them
- ask for photos taken during school events not to be shared on social media and recommend that people check the privacy settings of their social media account to understand who else will be able to view any images they share.

Further guidance for staff on the taking and storing of photographs and images of pupils is contained in the Staff Code of Conduct and E-Safety Policy.

E. Children Missing in Education

A child going missing from education, which includes within the school day, is a potential

indicator of abuse and neglect, including sexual exploitation. Unauthorised absences will be monitored and followed up in line with procedures as set out in the school's Absence Policy (see staff handbook Section C1, No.8 particularly where children go missing on repeated occasions). All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

All pupils will be placed on admission and attendance registers as required by law. We will inform the LSCP of any child removed from our admission register. We will inform the LSCP of any pupil who fails to attend for a continuous period in line with local guidelines. School has more than one emergency contact number for each pupil.

F. **Online Safety**

The use of technology has become a significant component of many safeguarding issues with many pupils having unlimited access to the internet. We recognise, in particular, that the introduction of a Bring Your Own Device policy in September 2021, will provide further internet access for pupils on site. This access means that some pupils may, whilst at school, sexually harass their peers, share indecent images (consensually or non-consensually) and view and share pornography and harmful content. Furthermore, technology often provides the platform that facilitates harm in the form of child sexual exploitation, radicalisation or sexual predation. Such issues may be categorised into four areas:

- Content: being exposed to illegal, inappropriate or harmful content;
- Contact: being subjected to harmful online interaction with others;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm;
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We take a whole school approach to online safety to protect and educate pupils and staff in their use of technology and have robust mechanisms to identify, intervene and escalate any concerns that may arise. Our approach is set out in detail in our Staff Code of Conduct, E-Safety Policy, Policy on the Use of Mobile and Smart Technology, Policy on Sexual Violence and Sexual Harassment and ICT Acceptable Use Policy. Some of the measures in place include:

- The use of IBoss filtering and monitoring systems to prevent exposure to inappropriate content or harmful media. Pupils are required to hand in their mobile phones at the start of the school day and all pupils sign an acceptable use agreement. 6th Formers are able to access 3G/4G in the sixth form area; they are given advice about appropriate use in school and how to report a concern if they receive any inappropriate messages or images.
- The requirement for pupils in years 7-11 as part of BYOD that devices are only used for educational purposes under staff supervision during lessons and are stored in lockers during non-lesson time
- Pupils receive guidance on safe use of the web (including anti-bullying) through the ICT and PSHE curricula and in year group assemblies. Cyber-bullying by children, via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through our Anti-bullying Strategy and procedures.
- Chat rooms and social networking sites are higher risk sources of inappropriate and harmful behaviour in the digital arena. Some children will undoubtedly be 'chatting' on mobile or social networking sites at home. The School runs parent seminars to help parents understand the possible risks.
- As part of the safeguarding training programme online safety training for staff is updated regularly in the form of bulletins and INSET.

G. Secure premises

The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

The School keeps a visitors' book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.

If there is a situation where a parent's physical or mental state or behaviour is of concern the School Office will be informed and a risk assessment will be completed as required.

H. Children with SEN and Disabilities (SEND)

Children with SEN(D) can face additional safeguarding challenges. They have a higher risk of being left out, of being isolated from their peers and they are disproportionately affected by bullying. Additional barriers can exist when recognising abuse and neglect including:

- assuming that indicators of abuse (eg behaviour, mood and injury) relate the child's condition;
- they are more prone to peer group isolation or bullying (including prejudice-based bullying);
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges.

Pupils with SEND are supported by their form tutor and SENCO. The DSL attends the Department for Support for Learning department meetings and liaises with form tutors during pastoral team meetings to ensure that all SEND pupils are receiving adequate support.

For particularly vulnerable members of our school community the DSL will carry out a risk assessment which responds to the potential risk to the pupil in school and outside, for example, travelling to and from school.

I. Peer on Peer Abuse

All staff should recognise that children are capable of abusing their peers. Staff understand that abuse is abuse and should never be tolerated or passed off as 'banter', 'having a laugh' or 'part of growing up'. Staff have read and understood the anti bullying and behaviour policy in order to minimise the risk. The different forms that peer on peer abuse can take include:

- sexual violence and sexual harassment
- physical abuse
- sexting
- initiation

Further information and guidance on Peer on Peer abuse is available in section 3.

J. Abuse of trust and inappropriate relationship

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

The School's Staff Code of Conduct (Section C1, No. 2) separately sets out expectations of teaching and support staff.

Section 4: Child Protection Procedures

It is important that a child at risk or in need, receives the right help at the right time to address risks and prevent issues escalating. It is therefore important that all staff understand their responsibility to: identify, act on and refer the early signs of abuse and neglect; keep clear written records; listen to the views of the child; reassess concerns when situations do not improve; share information quickly and challenge inaction.

A. Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life. Any child may benefit from early help, but all School staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has special education needs (whether or not they have a statutory education health and care plan);
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing or goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse/and or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child;
- Is vulnerable to being bullied, or engaging in bullying;
- Is living in temporary accommodation;
- Is living transient lifestyles;
- Is vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- Is not making age appropriate progress and the causes are unclear.

Special consideration and attention includes the provision of safeguarding information, resources and support services in accessible formats. It may also include, as necessary, the appointment of an appropriately trained and informed teacher to promote the educational achievement of any child who is 'looked after' or who is otherwise considered in need of such support. Where a member of staff is placed in a position of working with a 'looked after' child, they will be provided with all necessary information, including: the child's status, contact arrangements with parents, care arrangements and delegated authority to carers and information available to the DSL.

B. What to do if you have concerns about a child

If a member of staff is concerned that a pupil may be suffering harm or is at risk of harm, the matter should be referred to the DSL as soon as possible using theRecord of Concern Form (see: Appendix 3). This should be completed by hand and given to the DSL in a sealed envelope.

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed; their art or written work could be concerning or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Use the Record of Concern Form (see: Appendix 3) to record these early concerns and pass it to the DSL immediately. If the child does begin to reveal that they are being harmed or is at risk of harm you should follow the advice in the section 'If a child discloses information to you' below.

If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and / or abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell, they may have lost all trust in adults or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen; if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely;
- Remain calm and do not overreact – the child may stop talking if they feel they are upsetting you;
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child;
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother thinks about all this;
- At an appropriate time tell the child that in order to help them you must pass the information on;
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong;
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day;

- Follow the procedure outlined below:

Taking action: advice for staff

- Write up your conversation as soon as possible on the Record of Concern Form and hand it to the designated person.
- In an emergency take the action necessary to help the child, for example, call 999;
- Report your concern to the DSL as soon as possible, unless it involves an allegation against a member of staff or volunteer in which case the procedures in Appendix 1 should be followed.
- If the DSL is not available, ensure the information is shared with a deputy DSL (or in their absence, with the most senior person in the school) that day. If there is a risk of immediate serious harm to a child and it is not possible to report the matter in accordance with this procedure, a referral should be made to children's social care immediately. See paragraph 5 below.
- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Seek support for yourself if you are distressed.

A Record of Concern Form is provided in Appendix 3 of this document.

C. Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined above. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputies, the Head and/or the Chair of Governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the child's safety.

Anybody can make a referral.

Under these circumstances, you (or, if necessary, the most senior person in the school that you can find to help you) should contact the Social Services team at Kensington & Chelsea in the first instance for advice on how to refer:

020 7361 3013 - Social Services Line, Monday to Friday: 8.30am - 5pm
020 7373 2227 - Emergency social worker, out of hours service.

You will be required to give the following information:

- Your Name and the School Address
- Name, Address and Date of Birth of the child that you have concerns about

This information is taken to help the specialist safeguarding team make enquiries and contact you again if necessary. Information you supply is held in the strictest of confidence and not disclosed to any party, including those connected to the child you have concerns about. If the child does not live within the borough of Kensington & Chelsea, then you will be advised which borough to contact with your concerns.

Other ways to report your concerns:

Call the local specialist Police child protection team on 101

NSPCC – for help if you are unsure whether to report your concerns. Call 0808 800 5000 to speak in confidence, or text anonymously to 88858.

D. Notifying parents

The School will normally seek to discuss any concerns about a child with their parents and provide contact details of the relevant local authority. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care. This is also subject to advice from the LSCP if the allegation involves a member of staff.

E. Action by the DSL - referral to children's social care

The DSL (or in their absence, a deputy DSL) will make a referral to children's social care immediately if it is believed that a child has suffered or is at risk of suffering significant harm.

In situations where a pupil is not at risk of suffering significant harm but is instead in need of additional support from one or more agencies, the DSL will still liaise with children's social care and, depending on their advice, will complete a CAF form to recommend assessment/referral of the pupil and/or his parents for appropriate social care services. Many School pupils are resident in other boroughs; in these cases, a CAF form should be obtained by contacting local children's services team for the borough of residence.

If there is room for doubt as to whether a referral should be made, the DSL will consult with children's social care on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to children's social care will be made without delay.

If the initial referral is made by telephone, the DSL will confirm the referral in writing to the children's social care within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact the children's social care again.

All concerns, discussions and decisions made and the reasons for these decisions will be recorded in writing on the Record of Concern Form and updated as necessary.

F. What to do if you have concerns about a member of staff (including supply staff and volunteers and contractors)

If staff have safeguarding concerns, or an allegation is made about staff (including supply staff and volunteers and contractors) posing a risk of harm to children then:

- This should be referred to the Head
- Where there are concerns/allegations about the Head this should be referred to the Chair of Governors, without the Head being made aware of the concern or allegation
- If the allegation is made against a supply teacher, contractor or other person not directly employed by the School, the organisation or agency of employment will be informed.

The School's complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. The complaints procedure is available to all parents, pupils and staff via the School Policies page of the School's website.

Complaints from staff are dealt with under the School's complaints and disciplinary and grievance procedures.

The procedure in Appendix 1 will apply if there is an allegation that a teacher or other member of staff or volunteer or contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Low level concerns, which do not meet the criteria outlined above, should be reported to the Head as outlined in Appendix 1.

G. What to do if you have concerns about safeguarding practices

All staff and volunteers should feel able to raise concerns about poor or unsafe practice or safeguarding failures. All concerns will be taken seriously by the senior leadership team.

If staff do have concerns about safeguarding practices they should follow the **whistle blowing procedures** (available on the staff shared drive and School website).

H. Monitoring and review

Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors. Where an incident involves a member of staff, social services will assist in this review to determine whether any improvements can be made to the School's procedures. In addition, the DSL will ensure that this policy is reviewed annually and its procedures and implementation are updated and reviewed regularly, working with the Governors as necessary.

The Governors will undertake an annual review of this policy and its procedures including good cooperation with local agencies and of the efficiency with which the relevant duties have been discharged.

The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

I. Confidentiality and sharing information

The governing body will ensure relevant staff have due regard to the relevant data protection principals, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

All staff will understand that child protection issues warrant a high level of

confidentiality, not only out of respect for the child and staff involved, but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, the deputy DSL, Head or Chair of Governors (depending on the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. This point relates to the School's Communications and Confidentiality policy (Staff Handbook – Section C4,No. 4).

The School will cooperate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working together to safeguard children 2018. Safeguarding records are requested from feeder schools of all new pupils using a pro-forma letter Appendix 6). Likewise, the School will pass on relevant safeguarding records when pupils move to a new school.

Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

Record of Concern Forms and other written information will be stored in a locked facility, separate from other pupil records, and any electronic information will be password protected and only made available to relevant individuals.

Section 5- Recognising Abuse

To ensure that children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody (adult or child) may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a young or immature child home alone.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect, as defined in part one of KCSIE 2021. At More House we encounter all four kinds of abuse, but children whose parents work long hours and are unsupervised before and after school are particularly vulnerable to neglect and teachers should be aware of this and report any concerns to the DSL.

A. Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

B. Emotional abuse

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

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

C. Sexual abuse

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

D. Neglect

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

E. Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries or show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather, be concerned about changing for PE or swimming; look unkempt and uncared for;

- change their eating habits;
- have difficulty in making or sustaining friendships; appear fearful;
- be reckless with regard to their own or other's safety; self-harm;
- frequently miss school or arrive late; show signs of not wanting to go home;
- display a change in behaviour;
- go from quiet to aggressive, or happy-go-lucky to withdrawn; challenge authority;
- become disinterested in their school work; be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

If you have concerns that a child is being neglected or suffering from abuse, complete a Record of Concern Form and hand it to the DSL as soon as possible.

Section 6: Specific Safeguarding Concerns

All staff should have awareness of safeguarding issues that can put children at risk of harm.

A. Child Criminal Exploitation (CCE) & Child sexual exploitation (CSE)
B. Children in the Court System
C. Domestic abuse, drugs and alcohol abuse.
D. Fabricated or Induced Illness
E. Faith Abuse
F. Female Genital Mutilation (FGM), Forced Marriage and Honour Based Abuse
G. Gang related violence
H. Homelessness
I. Mental Health
J. Peer on peer Abuse, Bullying and Children with Harmful Behaviour
K. Sexual Violence and Sexual Harassment between children
L. Private Fostering
M. Preventing Radicalisation
N. Sexting
O. Trafficking
P. Upskirting
Q. County Lines

A. Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

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.

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; and
- children who suffer from sexually transmitted infections or become pregnant.

Teenage girls are particularly vulnerable to child sexual exploitation and staff should be vigilant and report any concerns to the DSL immediately. The DSL will investigate any concerns and make a referral as necessary.

B. Children in the Court System

Children are sometimes required to give evidence in court, either because they have been a victim of crime or have witnessed a crime taking place. If a pupil at More House is required to go to court, the DSL will support this pupil using the child arrangements information tool produced by the Ministry of Justice. The pupil may need support from the School's counsellor and the DSL will arrange this if required.

C. Domestic Abuse, drugs and alcohol abuse

The cross-government definition of domestic violence and abuse is: 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. The abuse can encompass, but is not limited to: the psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Exposure to domestic abuse can have a serious, long lasting, emotional and psychological impact on children. Children who are exposed to domestic abuse, drug or alcohol abuse are themselves at greater risk to abuse, particularly neglect. If staff have concerns of this nature about the home life of a pupil, they should report to the DSL straight away who will investigate and make a referral if necessary.

D. Fabricated or Induced Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

A high absence rate from school is an indicator of FII, especially if the child does not appear to be ill or have symptoms of their illness at school.

If you have concerns of this nature you should not speak to the parent directly about this. Please report to the DSL who will investigate and make a referral if necessary.

E. Faith Abuse

Faith and belief-based child abuse, including practices around 'spirit possession' and 'witchcraft', is a hidden crime and police believe that this kind of abuse is under-reported in London.

Faith Abuse can be separated into five different areas;

- Abuse as a result of a child being accused of being a 'witch';
- Abuse as a result of a child being accused of being possessed by 'evil spirits';
- Ritualistic abuse which is prolonged sexual, physical and psychological abuse;
- Satanic abuse which is carried out in the name of 'Satan' and may have links to cults; and
- Any other harmful practice linked to a belief or faith.

If you have concerns of this nature you should not speak to the parent directly about this. Please report to the DSL who will investigate and make a referral if necessary.

F. Female Genital Mutilation, Forced Marriage and Honour Based Abuse.

Honour Based Abuse includes incidents or crimes which have been committed to protect or defend the honour of the family and community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of honour based violence are abuse and should be reported to the DSL as a safeguarding concern.

FGM comprises all procedures involving partial or total removal of external female genitalia or other injury to the genital organs. It is illegal in the UK.

Section 5B of the Female Genital Mutilation Act (2003) places a statutory duty on teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

Symptoms of FGM may include:

- Prolonged or repeated absences from school;
- Difficulty walking, standing, or sitting;
- Appearing withdrawn, anxious or depressed;
- Drop in academic performance;
- Spending a prolonged amount of time in the toilets.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Teachers must personally report to police if they suspect that FGM has been carried out, but should also discuss their concerns with the DSL.

A Forced Marriage is one entered into without the full will and consent of one or both parties and where violence or threats are used to coerce the person into marriage. If you suspect that a pupil is involved or being prepared for a forced marriage report concerns to the DSL using the Record of Concern Form immediately. The DSL will investigate and then

contact social services if necessary.

G. Gang related violence

Children and young people involved with, or on the edges of, gangs might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations. There are lots of reasons why young people feel the pressure to join gangs. They might be bored and looking for excitement or feel attracted to the status and power it can give them. They might join due to peer pressure, money or family problems. Gang membership can also make a child feel protected and that they belong.

If you suspect that a pupil is involved in or thinking of joining a gang, report concerns to the DSL using a Record of Concern Form immediately. The DSL will investigate and then contact social services if necessary.

H. Homelessness

Being homeless or being at risk of homelessness presents a real risk to a child's welfare. In most cases school staff will consider homelessness in the context of children who live with their families, but we should also recognise the cases of children who are 16 or 17 and who have been excluded from the family home. If you have concerns that a child is homeless or at risk of homelessness, report them immediately to the DSL, who will investigate and contact social services if necessary.

I. Mental Health

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, teachers and particularly form tutors and class teachers see their pupil's day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate a problem. Children can develop mental health problems when difficult events happen in their lives:

- Loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- Life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form. Exam pressures.
- Traumatic events such as abuse, domestic abuse, bullying, violence, accidents, injuries or natural disaster

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. 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.

Schools should be mindful that some groups of children are more vulnerable to mental health difficulties than others. These include, but are not limited to, looked after children, children with learning difficulties, children on the autism spectrum and children from disadvantaged backgrounds.

Indicating factors

- Confused thinking;
- Prolonged depression (sadness or irritability);
- Feelings of extreme highs and lows;
- Excessive fears, worries and anxieties;
- Social withdrawal;
- Dramatic changes in eating or sleeping habits;
- Strong feelings of anger; and
- Strange thoughts (delusions).

School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. There is a lot of early help provision within the School and all concerns about a pupil's mental health or wellbeing should be reported to the DSL, who will take necessary action. Please also refer to the self-harm and eating disorder policies.

J. Peer on Peer Abuse – Bullying and Children with Harmful Behaviour

The School is determined that no kind of peer abuse (including online abuse) will be tolerated, whether on or off site; neither will it be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. Furthermore, it is important to realise that, even in the absence of reported cases of peer abuse, such abuse may still be taking place and is simply not being reported. Pupils are able to and should report any instances of peer abuse, wherever it has taken place, in person either to a DSL or another member of staff or anonymously, using a Student Concern Report Form. The School will ensure that the methods of reporting are well promoted. When a report of peer abuse is received, it will be treated seriously and acted on promptly; the victim will be supported and kept safe. The School has in place a robust and differentiated programme of educational events and initiatives aimed at minimising the risk of peer on peer abuse. It also places great importance on engaging with all stakeholders, including parents, pupils and staff to develop its policies and procedures.

Forms of peer on peer abuse may include (but are not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair bullying, or otherwise causing physical harm;
- sexual violence and sexual harassment; and
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos

The School's Anti- bullying strategy and Policy on Sexual Violence and Sexual Harrassment (Staff Handbook section C1) can be found on the staff drive and the School website. The School acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying. If there is a concern that a child is at risk of serious harm, the School's Child Protection Procedures must be followed.

Children may be harmed by other children or young people and will be supported through the pastoral system, including tutors, senior staff and the School counsellor as appropriate. Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. The School recognises the particular vulnerability of girls (and, in particular those with SEN/D) to abuse and these girls are

supported by their form tutor on a daily basis.

There will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. All such instances must be reported to the DSL and will be dealt with in accordance with this and the named associated policies. A factual record will be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the DSL will refer the abuse to external agencies, including, as necessary, the police, and children's social care services. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils.

A pupil (or pupils) against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate her if it is necessary to suspend her during the investigation.
Where neither social services nor the police accept the complaint, a thorough School investigation will take place into the matter using normal disciplinary procedures. If the school considers a safeguarding risk is present, a risk assessment will be prepared, along with a preventative supervision plan. The plan will be monitored and a date set for a follow- up evaluation with everyone concerned.

More detailed information on the systems in place to support victims, perpetrators and any other pupils affected by peer on peer abuse as well as the processes for recording and investigating instances can be found in the School's Anti- bullying Strategy, E-safety Policy and Policy on Sexual Violence and Sexual Harrassment (Staff Handbook section C1).

K. Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment can be between two children or a group of children. Girls are more likely to be victims and boy are more likely to be perpetrators of sexual harassment; children with SEND are likely to be more vulnerable. Sexual violence refers to rape, assault or initiation/hazing type violence and sexual harassment includes sexual comments, jokes, physical behaviour such as deliberately brushing up against someone, sexting and upskirting.

The management of children and young people with harmful behaviour (including sexually harmful behaviour, gender based violence, sexual assaults and sexting) can be complex and the School will work with other relevant agencies to maintain the safety of the whole school community. Such issues will always be taken seriously and acted upon, under the appropriate policy and not dismissed as 'banter' or 'part of growing up'.

At More House we take a whole school approach to this issue and we will raise awareness of inappropriate behaviour through the PSHE and RSE curriculum. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Due to the nature of our

school community the risk of Sexual Violence and Sexual harassment may appear low but the School takes the view that 'it could happen here' and recognises that a lack of reported incidents may mean that some instances in fact go unreported.

If you have concerns regarding sexual violence and sexual harassment you should report these to the DSL immediately using the Record of Concern Form (Appendix 3). It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. They should never be made to feel ashamed or made to feel that they are creating a problem by reporting sexual violence or harassment.

The DSL will take action on any concerns of this nature in accordance with the procedures outlined in Sexual Violence and Harassment policy. (Staff Handbook section C1, No. 13)

L. Private Fostering

- A private fostering arrangement is one that is made privately (without the involvement of the LSCP) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.
- A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.
- Parents and private foster carers both have a legal duty to inform the relevant LSCP at least six weeks before the arrangement is due to start; not to do so is a criminal offence.
- Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the LSCP, particularly when the child has come from another country.
- In some cases, privately fostered children are affected by abuse and neglect, or may be involved in trafficking, child sexual exploitation or modern-day slavery.
- Schools have a mandatory duty to report to the LSCP where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the LSCP, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.
- School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The School itself has a duty to inform the LSCP of the private fostering arrangements.

M. Preventing Radicalisation

- Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- The School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes

with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

- The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 5. It should be emphasised that vulnerability indicators towards radicalisation have much in common with other forms of harm (lack of role model, isolation, new peer relationships, glorifying violence etc.).
- The School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- The School Governors, the Head and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RS curriculum, SEND policy, PSHE, Counselling and Mentoring Policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying strategy and other issues specific to the School's profile, community and philosophy.
- This risk assessment will be reviewed as part of the annual review of safeguarding.
- Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for More House School is the deputy DSL (MK). The responsibilities of the SPOC are described in Appendix 6. The school or individuals may also contact the local Prevent Schools Officer:

Tina Bencik
Secure email:
tina.bencik@lbhf.gov.uk Tel:
02087532992
prevent@lbhf.gov.uk
Counter-extremism@education.gsi.gov.uk

- When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and/or use the Record of Concern Form (see Appendix 3). Training on Prevent-related issues can be accessed by contacting either the SPOC or Prevent Schools Officer (see contact above).
- Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

N. Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles,

tablets, smartphones, laptops - any device that allows you to share media and messages. Sexting may also be called trading nudes, dirties or pic for pic.

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created

If you discover or suspect that a child has been involved in sexting, report your concern to the DSL as soon as possible using the Record of Concern Form and they will take action in accordance with our safeguarding policies as appropriate (staff handbook Section C1).

O. Trafficking

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. It can be difficult to identify a trafficked child, but the following are possible indicators:

- Children have no documents when registering with the School (birth certificate or passport)
- It is unclear who the child lives with, or the relationship between the child and carer is unclear
- The adult speaks for the child
- Children look intimidated and behave in a way that does not correspond with behaviour typical of children their age
- Children and young people being overly tired in school
- Children disclosing exploitation, for example being made to do excessive household work or being forced to commit crime
- Not being registered with a school or a GP practice, or appearing to change school and GP frequently
- Symptoms of STIs or pregnancy, signs of sexual or physical assault, poor dental health
- Poor school attendance with no or vague explanation/s given for absences
- Receiving repeated unexplained or unidentified phone calls
- Seen entering or leaving vehicles driven by unknown adults
- Possesses money or goods not accounted for
- Having a history with gaps and unexplained moves or going missing for periods of time.
- Having what appears to be a prepared story, which lacks credibility.

In general terms they may show indicators of extreme psychological distress including flashbacks, lack of concentration, anxiety, social aggression or withdrawal, finding it difficult to relate to others in the school setting. If you have concerns about a pupil relating to trafficking report to the DSL immediately and they will investigate and make a referral if required.

P. Upskirting

Upskirting typically involves taking a picture under a person's clothing without them

knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.
If you discover or suspect that a child has been involved in upskirting, report your concern to the DSL as soon as possible using the Record of Concern Form and they will take action in accordance with our safeguarding policies (staff handbook Section C1).

Q. County Lines

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism103 should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Section 7 – Related policies and Key Contacts

A. Related policies

The following documents are available via the Staff Handbook on the S Drive or via Firefly. Those available to parents are on the web-site:

- Anti-Bullying Policy
- Staff Code of Conduct
- Policy on Formal Complaints
- Data Protection
- Drugs Policy
- First Aid Policy
- Procedure for the management of allegations of abuse by a member of staff– Appendix 1 of this document
- Staff grievance, lack of capability and disciplinary procedures
- Safer Recruitment Policy
- SEN register – available on ISAMS and S:Drive
- Policy on Restraint and Corporal Punishment

- Policy on Behaviour and Discipline
- Work Experience Policy
- Public Interest Disclosure (Whistle Blowing Policy)
- PE Code of Conduct
- Self-harm Policy
- Eating disorder Policy
- E-Safety Policy
- Policy on Sexual violence and Sexual Harassment
- SEN(D) Policy
- Remote Learning Policy
- Staff Wellbeing Policy

B. Key service and professional contacts

If you:

- wish to report any abuse or discuss concerns in relation to children and young people;
- wish to find details of local procedures, please contact:

Hammersmith & Fulham - familyservices@lbhf.gov.uk or tel: 020 8753 6600
Kensington and Chelsea - socialservices@rbkc.gov.uk or tel: 020 7361 3013
Westminster - accesstochildrensservices@westminster.gov.uk or tel: 020 7641 4000

LADO: Aqualma Daniel
Safer Organisations Manager & Local Authority Designated Officer (LADO) RBKC and Westminster
Royal Borough of Kensington and Chelsea / City of Westminster
Tel : 07870481712
Email Aqualma.Daniel@rbkc.gov.uk

LSCP (website: Hammersmith & Fulham/Kensington & Chelsea/Westminster): https://www.rbkc.gov.uk/lscb/

NSPCC 0808 800 5000 TEXT 88858

Ofsted whistleblower hotline
0300 123 3155

Tina Bencik Prevent Schools Officer Email:
tina.bencik@lbhf.gov.uk Secure email: tina.bencik@lbhf.gov.uk
Tel: 020 8753 2992

Appendix 1

Procedure to be followed in the event of an allegation against a member of staff (including supply teachers, volunteers or contractors) of abuse

The DFE has issued statutory guidance which all schools and local authorities must follow when a potential child protection allegation is made against a member of staff. The guidance is contained within the document: Keeping Children Safe in Education (2021), Part Four.

Section 1: The School's procedures for allegations that meet the harms threshold

The School's procedures for dealing with allegations made against staff will be used where the member of staff (including supply staff), volunteer or contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child and/or;
- Possibly committed a criminal offence against or related to a child and/or;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children and/or;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children; this may have happened outside school; this is known as a transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt the School will always contact the LADO.

Reporting an allegation against staff or volunteers

All allegations, complaints, concerns or suspicions against staff should be reported directly to the Head, or, in their absence, to the Chair of Governors, unless that person is the subject of the concern.

All allegations, complaints, concerns or suspicions about the Head should be reported to the Chair of Governors (or in his absence, the Vice Chair) without the Head being informed of the complaint, concern or suspicion.

All allegations, complaints, concerns or suspicions about the Chair of Governors should be reported to the Head (or in their absence, the Vice Chair of Governors).

The initial response to the allegation

Where the School identifies that child has been harmed, that there might be an immediate risk of harm to a child or if the situation is an emergency, the DSL should immediately contact children's social care and, if appropriate, the police.

There are two areas to consider when an allegation is made:

1. **Looking after the welfare of the child -** the DSL is responsible for ensuring that the child is not at risk and will refer cases of suspected abuse to children's social care.

2. **Investigating and supporting the person subject to the allegation** - the Head or Chair of Governors or Vice Chair of Governors will act as the 'Case Manager' and will discuss with the LADO the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations the School will:

- apply common sense and judgement
- deal with allegations quickly, fairly and consistently; and
- provide effective protection for the child and support the person subject to the allegation.

Before contacting the LADO, the School will conduct basic enquiries to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise future police investigation. Possible questions to consider before speaking to the LADO are:

- was the individual in school at the time of the allegations?
- did the individual - or could they have - come into contact with the child?
- are there any witnesses?

The Head will consider carefully when to inform the individual of the allegation and will do this with guidance from the LADO, and if appropriate children's social care and the police.

The Head will consult the DSL if there are concerns about the welfare of other children in the community or the member of staff's family. The DSL will complete a risk assessment and make referrals as required.

Working with the LADO

The School is fully aware of Kensington and Chelsea's arrangements for managing allegations against School staff and the LADO's contact details can be found in section 12 of the Child Protection Procedures. All discussions with the LADO will be recorded in writing.

The LADO will be informed within one working day of all allegations that come to the School's attention or that are made directly to the police. The LADO must also be informed of any assessments/allegations about a professional's personal /family life which could suggest that they may be a risk to children with whom they are working.

The LADO will provide advice and guidance to the School when considering allegations against adults working with children. The LADO's role is not to investigate the allegation but to ensure that an appropriate investigation is carried out, whether that is by the police, children's services, the School or a combination of these.

Timescales

All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Head should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

No further action

Where the initial discussion leads to no further actions, the Head and the LADO will:

- record the decision and justification for it; and

- agree on what information should be put in writing to the individual.

Further enquiries

Where further enquiries are required to enable a decision about how best to proceed, the LADO and the Head will work together and the LADO will advise the Head how best to undertake the investigation alongside the police or children's services, if required. If the nature or complexity of the allegation requires it, the School will secure the services of an independent investigator and will liaise with Kensington and Chelsea and the LADO about this.

The Head will monitor the progress of the case and ensure that it is being dealt with as quickly as possible in a thorough and fair process. Reviews will be conducted at fortnightly or monthly intervals, depending on the complexity of the case. The first review should take place no later than four weeks after the initial assessment and dates for subsequent reviews should be set if the investigation continues.

Supply teachers and all contracted staff

Whilst the School is not the employer of supply teachers, it will ensure allegations are dealt with properly. The School will inform agencies of its process for managing allegations.

The School will not cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

The supply agency will be fully involved and co-operate with any enquiries from the LADO, police or children's social care.The School will take the lead as they will have the information required by the LADO as part of the referral process.

Supply staff, whilst not employed by the School, are under the supervision, direction and control of the Governing Body when working at the School. They will be advised to contact their trade union, if they have one or a friend or colleague for support. The LADO will organise an allegations management meeting and this will involve the supply agency to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation. The school will inform the agency of its process for managing allegations, but also take into account the agency's policies and their duty to refer to the DBS as personnel suppliers.

Governors

If an allegation is made against a Governor the School will consult the LADO and follow the local procedures. When an allegation is substantiated, the School will follow the procedures and consider removing them from office.

Suspension

Suspension will not be an automatic response when an allegation is reported and all options to avoid suspension should be considered first. Consideration will be given as to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children. These alternatives allow time for an informed decision but depend on the nature of the allegation.

The Head will consider carefully whether the circumstances warrant suspension from contact with children at the school, or until the allegation is resolved. Suspension will only be considered in a case where there is cause to suspect a child or other children at the School is or are at risk of significant harm or the allegation is so serious that it might be grounds for dismissal.

The School will listen to views of the LADO, police and children's social care when making a decision about suspension.

If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided. The report will include what alternatives to suspension have been considered and why they were rejected.

The LADO will seek the views of the police and childrens' services about whether the accused member of staff should be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment about whether the person poses a risk of harm to children.

Supporting those involved

Duty of Care

The welfare of a child is paramount and this will be the prime concern in terms of investigating an allegation against a person in a position of trust.

When a safeguarding allegation is being investigated it is likely to be very stressful for the adult involved and their families. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. The individual concerned will be advised to contact their trade union representative, if they have one, or a colleague for support. He/she will also be given access to welfare counselling and medical advice.

The School will offer appropriate support at such time and recognises the sensitivity of the situation. Information is confidential and will not be shared with other staff, children or parents who are not involved in the investigation.

The Head (case manager) will appoint a named representative to keep the member of staff informed of the progress of the case and to consider what other support might be appropriate. If the member of staff is suspended, he/she will also be kept up to date with current work-related issues and be permitted to have social contact with colleagues, unless there is evidence to suggest this may prevent gathering of evidence.

Parents and carers of the child or children involved will be told formally about the allegation as soon as possible. The Head will first contact the LADO, childrens' social care and police so that they are aware of what information can be disclosed. Parents and carers will be kept informed about the progress of the case in relation to their child and no information can be shared about the staff member.

Parents and carers will be made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress.

Confidentiality and Information sharing

In an allegations management meeting or during the initial assessment of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim. Where the police and children's services are involved the school will ask them to obtain consent from the individuals involved to share their statements and evidence for use in the School's disciplinary process.

The School will make every effort to maintain confidentiality and guard against unwanted publicity whilst the allegation is being investigated or considered. The school will adhere to the reporting restrictions outlined in the 2011 Education Act and will not disclose any information that could lead to the identification of the staff member involved until the accused is charged with the offence or the Secretary of State publishes information arising from the allegation. These restrictions do not apply if the staff member waives their right to anonymity by going public themselves or gives written consent for someone else to do so. The School will also make parents aware of the restrictions on publishing information.

The Head will take advice from the LADO about who needs to know and exactly what information can be shared, how to manage speculation, leaks and gossip, what if any information can be reasonably given to the wider community to reduce speculation and how to manage press interest.

Allegation outcomes

The School will use the definitions below to determine the outcome of an allegation.

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious**: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person who is the subject of the allegation.
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The options open to the School will depend on the nature and circumstances of the allegations and the evidence and information available. These will range from taking no further action, to dismissal or a decision not to use the person's services in the future.

If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met as per the guidance published by the DBS.

If the accused person resigns or ceases to provide his / her services, this will not prevent child protection allegations being followed up in accordance with this policy and the statutory guidance. A referral to the Disclosure and Barring Service (DBS) will be made as soon as possible if the criteria are met as per the guidance published by the DBS.

Staff should be aware that the DBS has statutory authority to bar a person from working in regulated activity with children and/or vulnerable adults in the UK.

Where a teacher is dismissed (or would have been dismissed had he/she not resigned), separate consideration will be given as to whether a referral to the Teacher Regulation Agency (TRA) should be made, as per the flow chart that appears in the guidance published by the TRA.

Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

Following a criminal investigation or a prosecution

The School will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

Unsubstantiated, unfounded, false or malicious allegation

Where an allegation by a pupil is found to have been unsubstantiated, unfounded, false or malicious the Head will discuss alongside the DSL and LADO, whether the child involved may be in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to childrens' social care may be appropriate.

If the allegation is deemed to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

Returning to work

If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and/or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage contact with the child[ren] who made the allegation.

Managing the situation and exit arrangements

Resignation and settlement agreements

Settlement agreements will not be used and the school will not cease its investigation if the person leaves, resigns or ceases to provide their services. The School will make every effort to reach a conclusion on all safeguarding allegations even if the person concerned refuses to cooperate or if their period of notice has expired. The School will reach and record an outcome wherever possible and inform the person concerned of the allegations and sanctions that might be imposed.

Other than when the allegations are false, malicious, unsubstantiated, or unfounded, the outcome will be made clear when providing references to prospective employers. The information provided will be factual and will not include opinions.

Record keeping

A clear and comprehensive summary of any allegations made against a member of staff, and all details leading to and including a resolution, and a note of any actions taken and decisions reached will be kept on the confidential personnel file and will be retained until the accused has reached normal retirement age or for a period of **10 year**s if that is longer. A copy will also be provided to the person concerned, where agreed by Children's Social care and/or the police.
The School will keep records for the same amount of time regardless of whether the allegations were unfounded. However, if it is found that allegations are malicious the School will destroy the record immediately. All record keeping will follow current statutory guidance.

Learning Lessons

Following a substantiated allegation the School will work with the LADO to review the circumstances of the case and assess whether there are any improvements that could be made to the School's procedures to help prevent similar events in the future. If the member of staff was suspended, the School will reflect upon the process used and consider how future investigations could be carried out without suspending the individual.

Non recent allegations

Where an adult makes an allegation to the school that they were abused as a child, the individual will be advised to report the allegation to the police and the School will also report the allegation to the LADO.

Section Two: Concerns that do not meet the harm threshold.

This section outlines the action the School will take when dealing with concerns (including allegations) which do not meet the harm threshold outlined in section 1.

The School promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the School (including supply staff, volunteers and contractors) are dealt with promptly and appropriately.

All staff are clear about professional boundaries and act within these boundaries and in accordance with our School ethos. Appropriate behaviour and professional boundaries are included in our safeguarding induction, staff code of conduct and also repeated during regular safeguarding training and updates.

A low-level concern would not be referred to the LADO, but will be taken seriously. It is when a staff member behaves in a way that is not consistent with the staff code of conduct, including inappropriate conduct outside of School. Examples of such behaviour could include; being over friendly with children, having favourites, taking photographs of pupils on their mobile phone, engaging with a child on a one-to-one basis in a secluded area of the School, using inappropriate sexualised, intimidating or offensive language.

It is important that any such concerns are shared responsibly with the DSL and recorded and dealt with appropriately. It might be that a staff member has a 'nagging doubt' about

something they have seen or heard and staff are regularly reminded of the importance of reporting these concerns and of the need to adhere to the staff code of conduct.

The School will:

- ensure staff are clear about what appropriate behaviour is and confident about what this looks like in terms of teacher-pupil relationships. This is addressed through staff induction, safeguarding training and regular updates.
- ensure staff feel confident to share low-level concerns with the DSL by creating a culture of openness, transparency and trust.
- address unprofessional behaviour and support the individual to correct it at an early stage.
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised;
- identify any weakness in the School's safeguarding procedures through the annual audit.

Sharing low-level concerns

Low level concerns should be reported to the Head and, if the concern is about the Head, it should be reported to the Chair of Governors.

The school encourages staff to come forward and self-refer if they have found themselves in a situation that could be misinterpreted or if they feel they have behaved in a way that would be considered below the expected standard.

If the low-level concern relates to a person employed by a supply agency or a contractor, the concern should be shared with the Head and the supply agency should be informed so that any potential patterns of inappropriate behaviour can be identified.

Recording low-level concerns

All low level concerns will be recorded in writing by the Head. The record should include details of the concern, the context in which the concern arose and action taken. The name of the individual sharing the concern should also be noted, but they can remain anonymous if they so wish.

The School will keep these records securely in a password protected folder. The Head will be able to access these records. These records will be reviewed in order to identify patterns of concerning or inappropriate behaviour. If a pattern is identified, the LADO will be informed and advice taken about the next steps. If, during review there appears to be issues within the school that have enabled this behaviour to occur, then policies will be reviewed and further staff training will be given to minimise risk of it happening again.

Records will be retained until the individual leaves their employment, but will not be included in references unless they relate to issues which would normally be included in a reference such as misconduct or poor performance. Any substantiated concerns that have met the threshold for a referral to the LADO will be included in a reference as outlined in section 1 of this Appendix.

Responding to low-level concerns

The Head will respond to safeguarding concerns by speaking directly to the person who has raised the concern, unless it has been raised anonymously. The Head will then speak to the individual concerned and any witnesses. They will use this information to determine what further action may need to be taken and will record all of this information along with the rationale for the action and decisions taken.

The Head may decide it is necessary to discuss the cas informally with the LADO without naming the School or individual until the LADO has advised whether a referral is required.

Appendix 2

Confirmation of having received, read and understood the Safeguarding and Child Protection Policy and associated policies

Name:

- I confirm that I have received, read and understand the School's Safeguarding and Child Protection Policy, including the procedure for reporting concerns about a child.
- I confirm that I have read and understand part one of Keeping Children Safe in Education (2021)
- I confirm that I have read and understand the School's Staff Code of Conduct.
- I confirm that I have read and understand the School's Whistleblowing Policy
- I confirm that I have read and understand the School's Policy on Behaviour and Discipline.
- I confirm that I have read and understand the School's Absence Policy.
- I confirm that I have read and understand the School's E-Safety Policy
- I confirm that I have been made aware of my duty to safeguard and promote children's welfare.
- I confirm that I know who the DSL and deputy DSL are at More House School
- I understand that I am required to inform the School of any criminal convictions (except minor traffic offences) since the start of my employment at More House

Signature:

Date:

Please sign and return this form to the designated safeguarding lead:

DSL Signature:

Date:

THIS FORM MUST BE RETURNED BY THE DSL TO THE DIRECTOR OF FINANCE AND RESOURCES

Safeguarding Induction completed:

Date:

Name:

Signed:

Signed DSL:

Appendix 3

Form for reporting and recording concerns about a pupil
Record of Concern Form
Please complete this form if you have any concerns about a pupil

Pupil Name			
Day/Date/Time		DoB	
Member(s) of staff noting concern			

Concern (Please describe as fully as possible) Signature: Date:

Actions Taken			
Date	Person taking action	Action	Signature

Would you like feedback about this concern? ☐ Yes ☐ No Date Given.....

Please pass this form in a sealed envelope to the Designated Safeguarding Lead when completed. This form should be completed on the day that you are made of the concern and please use full names when referring to pupils and staff

Appendix 4

Student Concern Form

You can use this form to report any concerns that you might have (for example bullying, abuse or neglect) about yourself or someone else

Instructions: Please complete both pages, responding only to the questions that you feel comfortable answering and are able to accurately answer. You may choose to include your name (which will be confidential) at the bottom of the form or you may submit it anonymously. Please note that the school's ability to investigate an anonymous complaint may be limited.

Please either hand in or email the completed form to Ms Reid (directorofpastoralcare@morehousemail.org.uk) or

Mr Keeley (keeley.head@morehousemail.org.uk) or

Another member of staff

Describe what happened/what is happening:
When did it happen?
Where did it happen?
Who was involved in the incident?

Who was the target of the incident?
Did anyone else witness the incident (if yes, please list)?
Were you or others physically hurt (please explain)?
Was there damage to anyone's personal property?
Have you or the target missed any school or made any changes to your daily routine as a result of the incident(s)?
Have you told anyone about the incident?

Have you previously filed a report (this information is used to determine if retaliation is occurring)?
Your Name (optional & confidential):

Appendix 5

Indicators of vulnerability to radicalisation

- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- Extremism is defined by the Government in the Prevent Strategy as:

  Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- Extremism is defined by the Crown Prosecution Service as:

  The demonstration of unacceptable behaviour by using any means or medium to express views which:

  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.

- There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
- Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
- Indicators of vulnerability include:

  - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

- More critical risk factors could include:
    - Being in contact with extremist recruiters;
    - Accessing violent extremist websites, especially those with a social networking element;
    - Possessing or accessing violent extremist literature;
    - Using extremist narratives and a global ideology to explain personal disadvantage;
    - Justifying the use of violence to solve societal issues;
    - Joining or seeking to join extremist organisations; and
    - Significant changes to appearance and / or behaviour;
    - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 6

Preventing violent extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for More House School is Michael Keeley, who is responsible for:

- Ensuring that staff of the School are aware that he is the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the School's RS curriculum and PSHE, Counselling and Mentoring Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the School about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the School for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students / pupils into the Channel process.

Appendix 7

Letter requesting SAFEGUARDING and CHILD PROTECTION information for new pupils:

Dear Sir/Madam,

On behalf of More House School, I would be grateful to receive any safeguarding and child protection records for the following named pupil(s):

Name(s)

I would be grateful if you could also forward any disclosures of, or welfare concerns related to:

- Self harming behaviour and disordered eating
- Involvement in bullying
- Mental Health
- Acrimonious family relations
- Referrals to Child Social Services

Please could you send these safeguarding and child protection records in a sealed envelope marked 'Strictly Confidential' for my attention.

If there are any particular concerns or needs, of which we need to be aware, please contact me at directorofpastoralcare@morehousemail.org.uk or by telephone on 020 7235 2855.

Thank you in advance for your assistance.

Yours sincerely,

Davina Reid
Designated Safeguarding Lead

Appendix 8 - Alternative Provision PE

As we have limited sports facilities in school we use alternative facilities to provide a broad and balanced PE and extra-curricular programme. This activities take place at the following venues:

1. Ethos Sports Centre, Imperial College - bookings contact; Iain Reid. i.reid@imperial.ac.uk
2. Enable Leisure and Culture, Battersea Park Millennium Arena - bookings contact; Joshua Lino Da Costa jlino-dacosta@enablelc.org
3. Enable Leisure and Culture, Battersea Park Astro Pitches - bookings contact; Mick Boshell mboshell@enablelc.org
4. Id Verde, Battersea Park Grass Pitches / Falcon Park - bookings contact; Mandi Ware Wandsworth.Sports@idverde.co.uk
5. Fulham Reach Boat House, Rowing - bookings contact; Meghann Jackson Meghann@fulhamreachboatclub.com
6. PFP Leisure, Latchmere Leisure Centre - bookings contact; Sam Glassett SamGlassett@pfpleisure.org
7. Will to Win, Hyde Park Grass Pitches - bookings contact; Tim ofp@willtowin.co.uk

Before allowing the girls to take part in activities at these venues we obtain written confirmation that the individuals employed by the alternative provider adhere to safer recruitment policies.

Girls are escorted to the venues and supervised by members of staff, who will report any concerns to the DSL.

Residential Trips

During Activities Week, pupils visit various activity centres around the UK. As part of the safeguarding procedures trip leaders are required to obtain written confirmation that staff employed by the alternative provision provider adhere to safer recruitment policies.

Appendix 9 – Policy for residential trips staying with host families/ Policy

for residential trips staying with host families.

This policy is written to be used in conjunction with normal school policy and procedures for school trips and visits as set out in the Policy on School Visits and Outings and the Safeguarding and Child Protection Policy.

As part of the GCSE and A Level French course we offer trips to Montpellier in France, where pupils stay with host families and attend French language lessons at the LSF language school.

The girls can stay in pairs or alone with the host families, who are chosen and vetted by LSF.

All family members have a blank 'casier judiciaire' which means that they have no criminal record and are suitable people for the children to stay with.

LSF provide host families with clear written guidelines covering such things as provision of meals, standard of accommodation and any special instructions regarding medical conditions and allergies.

All girls are required to be back with their host families by 7.30pm and are required to send a text to the school mobile (party leader responsible for this) when they arrive home. If the party leader does not receive a text by 7.45 she contacts the pupil in question from the school mobile. Host families are required to contact the party leader if the pupil does not return home by 8pm.

Related policies:

Safeguarding Child Protection Policy (Staff Handbook Section C – Safeguarding No.1)
Policy on School visits and Outings (Staff handbook section C – Health and Safety No. 6)

Appendix 10 – Safeguarding Information for Work Experience Providers

Agreement between More House School and Work Experience Employer

As an employer it is the company's responsibility to make sure that the Work Experience pupil is safe during their Work Experience Week. Please confirm by ticking below that as the employer you agree to the following.

Statement	Yes	No
The Employer agrees to take_____on Work Experience between Dates:.....		
The Work Experience Supervisor has read and agrees to follow the Safeguarding and Child Protection Summary for the purpose of Work Experience placements.		
The Employer confirms that they follow Safer Working Practices and have made the student aware of any risks through *The Management of Health and Safety Regulations 1999*.		
The Employer ensures that the Pupil is covered by insurance against accident or injury caused to the student by the negligence of the employer or another employee (e.g. Employers Liability).		
The employer ensures it will accept or insure itself against liability for loss, damage or injury caused by the pupil, while acting as an employee/volunteer of the organisation, to the employer's property, other employees or a third party. (e.g. Public Liability)		

Printed Name of Work Experience Supervisor:

Signed: **Date:**

OR if signing on behalf of Work Experience Supervisor

Printed Name of Signee and Role: **Signature of Signee: on behalf of**

(Printed name)