SAFEGUARDING AND CHILD PROTECTION POLICY

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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 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);
- and in line with government publications:
  - Keeping Children Safe in Education (KCSIE) (2019)
  - 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 (2015)
  - Kensington & Chelsea interagency child protection and safeguarding procedures
  - section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
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 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 Co-Heads), 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 and assembly programmes, 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) 2019 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 DSLs for More House (and their nominated deputies) 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 for child protection at More House is:
Michael Keeley (Co-Head): 020 7235 2855,
keeley.head@morehousemail.org.uk

The deputy DSL at More House is: Davina Reid (Acting Director of Pastoral Care): 020 7235 2855,
dreid@morehousemail.org.uk
The Co-Heads are Michael Keeley and Amanda Leach, 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

Chairman of Governors for the School

The Chairman of Governors for the School is: James Fyfe, office@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.

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 and annexe A of Keeping Children Safe in Education 2019.

In addition, staff should:

- Know the safeguarding response to children who go missing in education
- Know the role and identity of the DSL and identify of the Deputy DSL
- Be aware of the local early help process and understand their role in it and 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 and child that they will not tell anyone about a report of the abuse.

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 As defined in KCSIE 2019

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 left due to risk/harm to a child to the Disclosure and Barring Service, as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the Co-Heads to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children’s act 1989 and police investigations.
- As required work with the “case manager” and the 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.
- Attend and/or contribute to child protection conferences in accordance with local procedure and guidance.
- Coordinate the school’s contribution to child protection plans.

Training

The DSL (and Deputy DSL) 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 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.
• Ensure each member of staff has access to, and understands the More House School Safeguarding & Child Protection Policy and procedures, Behaviour Policy and the Staff Code of Conduct, especially new and part time staff.
• 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 safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.

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 and Part One and Annex A of KCSIE 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.

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 Co-Heads 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 and/or RS.
• 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.

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 to with names obscured to the Co-Heads, bursar, chair of governors, governor with responsibility for safeguarding and other members of the governing board.

Child Protection File

• 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 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.

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 DSL will also be available via phone during any out of hours/ out of term activities.

C. Deputy Designated Safeguarding Lead

The deputy DSL is appropriately trained and, in the absence of the DSL, 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, the 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:

• There is an 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 be 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 with local agencies;
• 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 either of the Co-Heads;
• The School has statutorily compliant procedures for dealing with allegations of abuse made against members of staff including allegations made against the Co-Heads (see part four of KCSIE 2019 and Appendix 1 of this document);
• The School also has procedures in place to handle allegations against other children;
• 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 2019 and the School’s Safer Recruitment policy)
• The School operates an effective training strategy that ensures all staff, including the Co-Heads, receive child protection training, with refresher training annually.
• The DSL and Deputy DSL receive refresher training annually.
• An annual review of safeguarding 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 Co-Heads

The Co-Heads:

• Ensure that the safeguarding and child protection policy and procedures adopted by the Governing Body are implemented and followed by all staff;
• Allocate 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;
• Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively.
• Ensure that children’s safety and welfare is addressed through the curriculum.
• Receive 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 pupil concern form. 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 are responsible for implementing these practices. See 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 complete 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 a undertaken a DBS check and that they 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 the 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 for determining 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 any event of this 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 the 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.

Further guidance for staff on the taking and storing of photographs and images of pupils is contained in the Staff Code of Conduct.
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. Child sexual exploitation: radicalisation; sexual predation; technology often provides the platform that facilitates harm. The school uses IBoss filtering and monitoring systems to prevent exposure to inappropriate content or harmful media. Pupils are required to hand in their devices at the start of the school day and those and all pupils sign an acceptable use agreement. Pupils in year 7-11 do not have access to 3G or 4G devices during the school day. 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 school’s Staff Code of Conduct, E Safety Policy and ICT Acceptable Use Policy explain the responsibilities of staff in relation to keeping children safe in school.

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 policy 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 SEND have a higher risk of being left out, of being isolated from their peers and they are disproportionately affected by bullying. 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 relationships

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 is 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 have special educational needs
• 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
• A privately fostered child
• vulnerable to being bullied, or engaging in bullying
• living in temporary accommodation
• living transient lifestyles
• vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality.
• Age appropriate progress is not being made 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 the pupil 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 pupil 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 over react – 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.
- Seek support if you feel distressed.
- 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 the 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;
- Complete a pupils concern form (see Appendix 3)
- 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 deputy, the Co-Heads 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 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, the 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 pupil concern form and updated as necessary.

F. What to do if you have concerns about a volunteer or a member of staff

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

- This should be referred to the Co-Heads
- Where there are concerns/allegation about the Co-Heads this should be referred to the chair of governors, without the Co-Heads 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 may 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 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.

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.

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

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, Co-Heads 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 co-operate 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 2019. 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
- 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 pupil concern form and hand 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 sexual exploitation (CSE) & Child Criminal Exploitation
B. Children in the Court System
C. Domestic violence, drugs and alcohol abuse.
D. Fabricated or induced illness
E. Faith abuse
F. Female genital mutilation (FGM) honour based violence and forced marriage.
G. Gang related violence & County Lines
H. Homelessness
I. Mental health
J. Peer on peer abuse, including bullying and Sexual Violence and Sexual Harassment between children in schools and colleges.
K. Sexual Violence and Sexual Harassment between children
L. Private fostering
M. Radicalisation
N. Sexting
O. Trafficking
P. Upskirting

A. Child Sexual Exploitation

Child sexual exploitation is a form of child abuse and it occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a young person under the age of 18. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve contact; it can also occur through the use of technology.

Some of the following can be signs of child sexual exploitation:

- Children who appear with unexplained gifts of new possessions
- Children who associate with other young people involved in exploitation
- Children who have older girl or boyfriends
- Children who suffer from sexually transmitted diseases or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or who regularly come home late

Criminal exploitation of children is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban areas. A key indicator that a child may involve in such activity is unexplained absence from school.

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 counsellor and DSL will arrange this if required.

C. Domestic Violence, drugs and alcohol abuse
Exposure to domestic abuse can have a serious, long lasting, emotional and psychological impact on children. Children who are exposed to domestic violence, drug or alcohol abuse are 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 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
- 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 referral if necessary.

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

Honour Based Violence 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 DSL using pupil 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 DSL using pupil 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 to the DSL immediately who will investigate and contact social services if necessary.

I. Mental Health

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 violence, bullying, violence, accidents, injuries or natural disaster.

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.
• 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 lots of early help provision within 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 read 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 bullying will be tolerated. The School’s Anti-bullying policy (Staff Handbook section C1, No.8) can be found on Firefly 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 will 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 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 policy. A factual record should 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’ files.

A pupil 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 him if it is necessary to suspend him 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.

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 and children with SEND are likely to be more vulnerable. Sexual violence refers to rape, assault or initiation/hazing type violence and sexual harassment includes things such as sexual comments, jokes, physical behaviour such as deliberately brushing up against someone, sexting or 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 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 is low, but through education on the this issue we can build resilience and raise awareness as they may encounter sexual violence and harassment outside of school.

If you have concerns regarding sexual violence and sexual harassment you should report these to the DSL immediately using the pupil 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 of any concerns of this nature according to 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 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 designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the 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 Co-Heads 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, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy 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. The responsibilities of the SPOC are described in Appendix 6. The school or individuals may also contact the local Prevent Schools Officer:

  **Tina Bencik**  
  Email: [tina.bencik@lbhf.gov.uk](mailto:tina.bencik@lbhf.gov.uk)  
  Secure email: [tina.bencik@lbhf.gov.uk](mailto:tina.bencik@lbhf.gov.uk)  
  Tel: 02087532992

- 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 pupil concern form (see appendix 4). 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, diries 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 pupil concern form and they will take action in accordance with the sexting policy.

**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 identity a trafficked child, but the following are possible indicators:
- Children have no documents when registering with 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 pupil concern form and they will take action in accordance with this policy.

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 Handbook
- 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
• Sexual violence and Sexual Harassment between Children

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 - familieservices@lbhf.gov.uk or tel: 020 8753 6600
Kensington and Chelsea - socialservices@rbkc.gov.uk or tel: 020 7361 3013
Westminster - accessstochildrensservices@westminster.gov.uk or tel: 020 7641 4000

Contact details for the Tri-Borough Safeguarding and Organisations Manager and LSCP Designated Officer (LADO) for referral and management of allegations against staff:

Kembra Healy (Safer Organisation Manager and LSCP Designated Officer (LADO))
Telephone: 07522217314
Email: kembra.healy@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 or volunteer 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 (2019).

1. The School’s procedures

The School’s procedures for dealing with allegations made against staff will be used where the member of staff or volunteer has:

a) Behaved in a way that has harmed a child, or may have harmed a child;

b) Possibly committed a criminal offence against or related to a child; or

c) 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.

If an allegation is made against a member of staff or volunteer, the School’s priority will be to achieve a quick resolution of that allegation. Any unnecessary delay must be avoided.

The following definitions are to be used when determining the outcome of allegation investigations:

a. Substantiated: there is sufficient evidence to prove the allegation;

b. False: there is sufficient evidence to disprove the allegation;

c. Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

d. Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

2. Reporting an allegation against staff or volunteers

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

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

All allegations, complaints, concerns or suspicions about the Chairman of Governors should be reported to the Co-Heads (or in their absence, the Vice Chairman of Governors).

The Co-Heads or Chairman of Governors (or Vice Chairman), as appropriate, (the ‘case manager’) will decide whether or not to inform the LADO based on the established statutory criteria for such a referral (see above). The case manager will also inform the DSL, or, if the DSL is the subject of the allegation, the deputy DSL, (in accordance with KCSIE 2019. The LADO will be informed within one working day of all allegations that come to the School’s attention and appear to meet criteria and the LADO may consult this policy and children’s services as appropriate.

The LADO’s contact details can be found in section 12 of the Child Protection Procedures.
The case manager will not undertake an investigation of allegations without prior consultation with the LADO. Borderline cases will be discussed informally with the LADO without naming the school or individual until the LADO has advised whether a referral is required. Any allegations not meeting the criteria will be dealt with in accordance with Kensington and Chelsea’s Safeguarding Children Board’s procedures. All such cases will be handled within the School without delay.

All discussions with the LADO will be recorded in writing.

3. Disclosure of information

The case manager will inform the accused person as soon as possible after consulting the LADO and will provide as much information as possible at that time.

The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process.

Where the LADO advises that a strategy discussion is needed, or police or children’s social care services need to be involved, the case manager will not speak to the accused person or the parents or carers until those agencies have consulted and have agreed what information can be disclosed.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4. Action to be taken against the accused

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. 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 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.

Where an investigation by the police or children’s social care is unnecessary, the LADO will discuss the steps to be taken with the case manager. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person’s services in the future.

It may be necessary to undertake further enquiries to determine the appropriate action. If so, the LADO will discuss with the case manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the Kensington and Chelsea Safeguarding Children Board

5. Suspension
Suspension will not be an automatic response to an allegation and will only be considered in a case where:

a. there is cause to suspect a child or other children at the School is or are at risk of significant harm or
b. the allegation is so serious that it might be grounds for dismissal.

All options to suspension will be considered before taking that step. Consideration will be given 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. The School will give due weight to the views of the LADO when making a decision about suspension.

A member of staff will only be suspended if there is no reasonable alternative. 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.

**Criminal proceedings**

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.

**Return 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 the contact with the child[ren] who made the allegation.

**6. Ceasing to use staff**

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 – see above – 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 – see above – 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.
7. 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 Co-Heads 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.

8. Unsubstantiated or malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Co-Heads 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 Co-Heads 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.

9. Record keeping and references

Details of all allegations found to be malicious will be removed from personnel records.

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 years if that is longer. However, where an issue or concern relating to a member of staff and the safeguarding of children has been identified, records of any concerns, suspicions or investigations will be kept for 75 years. Such records will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The School will provide information regarding a substantiated allegation for the purposes of future references and DBS disclosures in accordance with the School's safer recruitment procedures. In cases where allegations are found to be malicious or unsubstantiated, reference will not be made in employer references.
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 (2019), including Annex A.
- 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 Behaviour Policy.
- I confirm that I have read and understand the School’s Absence 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 BURSAR

Safeguarding Induction completed:

Date:

Name:

Signed:

Signed DSL:
Appendix 3

Form for reporting and recording concerns about a pupil

Concern Form

Please complete this form if you have any concerns about a pupil

<table>
<thead>
<tr>
<th>Pupil Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Day/Date/Time</td>
<td>DoB</td>
</tr>
<tr>
<td>Member(s) of staff noting concern</td>
<td></td>
</tr>
</tbody>
</table>

**Concern (Please describe as fully as possible)**

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions Taken**

<table>
<thead>
<tr>
<th>Date</th>
<th>Person taking action</th>
<th>Action</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.
8. 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 5
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 you are 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 assembly 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 from in relation to referrals of vulnerable students / pupils into the Channel process.
Appendix 6

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 the attention of the Designated Safeguarding Lead, Mr M Keeley.

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

Thank you in advance for your assistance.

Yours sincerely,

Michael Keeley
Designated Safeguarding Lead
Appendix 7 – 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. In order to achieve 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 gain written confirmation that the individuals employed by the alternative provider adhere to safer recruitment policies.

Girls are escorted to and supervised (rowing remote supervision) by members of staff and they will report any concerns to the DSL.

Residential Trips

During Activities Week girls visit various activity centres around the UK. As part of the safeguarding procedures trip leaders are required to gain written confirmation that staff employed by the alternative provision provider adhere to safer recruitment policies.
Appendix 8 – 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 9 – 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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Employer agrees to take _______ on Work Experience between Monday 24th and Friday 28th June 2019.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Work Experience Supervisor has read and agrees to follow the Safeguarding and Child Protection Summary for the purpose of Work Experience placements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)
Appendix 10 - Child protection and safeguarding: COVID-19

Contents
Important contacts
1. Scope and definitions
2. Core safeguarding principles
3. Reporting concerns
4. DSL (and deputy) arrangements
5. Working with other agencies
6. Monitoring attendance
7. Peer-on-peer abuse
8. Concerns about a staff member or volunteer
9. Contact plans
10. Safeguarding all children
11. Online safety
12. Mental health
13. Staff recruitment
14. Safeguarding induction and training
15. Keeping records of who’s on site
16. Children attending other settings
17. Monitoring arrangements
18. Links with other policies

Important contacts

<table>
<thead>
<tr>
<th>ROLE</th>
<th>NAME</th>
<th>CONTACT DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designated safeguarding lead (DSL)</td>
<td>Michael Keeley (Co-Head)</td>
<td><a href="mailto:keeely.head@morehousemail.org.uk">keeely.head@morehousemail.org.uk</a></td>
</tr>
<tr>
<td>Deputy DSL</td>
<td>Davina Reid (Acting Director of Pastoral Care)</td>
<td><a href="mailto:dreid@morehousemail.org.uk">dreid@morehousemail.org.uk</a></td>
</tr>
<tr>
<td>Designated member of senior leadership team if DSL (and deputy) can’t be on site</td>
<td>Amanda Leach (Co-Head)</td>
<td><a href="mailto:leach.head@morehousemail.org.uk">leach.head@morehousemail.org.uk</a></td>
</tr>
<tr>
<td>Co-Heads</td>
<td>Amanda Leach</td>
<td><a href="mailto:leach.head@morehousemail.org.uk">leach.head@morehousemail.org.uk</a></td>
</tr>
<tr>
<td></td>
<td>Michael Keeley</td>
<td><a href="mailto:keeely.head@morehousemail.org.uk">keeely.head@morehousemail.org.uk</a></td>
</tr>
<tr>
<td>Local authority designated officer (LADO)</td>
<td>Kembra Healy</td>
<td><a href="mailto:kembra.healy@rbkc.gov.uk">kembra.healy@rbkc.gov.uk</a></td>
</tr>
<tr>
<td>Chair of governors</td>
<td>James Fyfe</td>
<td><a href="mailto:clerk@morehousemail.org.uk">clerk@morehousemail.org.uk</a></td>
</tr>
</tbody>
</table>

1. Scope and definitions
This appendix applies during the period of phased return following school closure due to COVID-19. It reflects updated advice from our 3 local safeguarding partners Hammersmith & Fulham, Kensington & Chelsea & Westminster and local authority (LA) Kensington & Chelsea.

It sets out changes to our normal child protection policy in light of the Department for Education’s guidance Coronavirus: safeguarding in schools, colleges and other providers, and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education’s definition of ‘vulnerable children’ includes those who:

▶ Are assessed as being in need, including children:
  • With a child protection plan
  • With a child in need plan
  • Looked after by the local authority
▶ Have an education, health and care (EHC) plan
▶ Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
  • On the edge of receiving support from children’s social care services
  • Adopted
  • At risk of becoming NEET (‘not in employment, education or training’)
  • Living in temporary accommodation
  • Young carers
  • Considered vulnerable at the provider and LA’s discretion

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

▶ The best interests of children must come first
▶ If anyone has a safeguarding concern about any child, they should continue to act on it immediately
▶ A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
▶ It’s essential that unsuitable people don’t enter the school workforce or gain access to children
▶ Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children continuing to attend or returning to school and those at home.

Parents: may report a concern to the DSL, deputy DSL, Co-Heads or Chair of Governors using the email addresses above;
Staff: may report a concern as set out in this policy; the form for reporting a concern (appendix 3) should be emailed to the DSL or deputy DSL;

Pupils: may report a concern by email to either the DSL, deputy DSL, directly to their tutor during form time or via Firefly (using the form found under Pupil Information: reporting a concern);

All staff should continue to work with and support children’s social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the ‘Important contacts’ section at the start of this appendix.

If our DSL (or deputy) can’t be in school, they can be contacted remotely by email using the contact details in the ‘Important contacts’ section at the start of this appendix.

We will keep all school staff and volunteers informed by email as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that the DSL and deputy DSL, wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be a Co-Head. You can contact them using the email shown in the ‘Important contacts’ section at the start of this appendix.

The Co-Head will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the Co-Head) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children’s social workers where they need access to children in need and/or
to carry out statutory assessments

5. Working with other agencies

We will continue to work with children’s social care and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this appendix where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children’s social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place:

Covid-19 Multi-Agency Safeguarding Practice Guidance April 2020

6. Monitoring attendance

We will resume taking our attendance register. We will also continue to submit the Department for Education’s daily online attendance form, until no longer asked to do so.

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by email or phone
Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. Email will be used to request changes to emergency contact details.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

Suspected cases of peer-on-peer abuse should be reported using the guidance in Section 3 above. Procedures for investigating such cases and providing support for victims remain as described in the school’s Safeguarding and Child Protection policy and related policies. Where it is not possible to hold a face-to-face meeting with either victims or perpetrators, a phone call or Google Meet will be arranged as appropriate.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

Concerns should be reported using the guidance in Section 3 above. The procedure for investigating such concerns remains as described in this the school’s Safeguarding and Child Protection policy and related policies and in accordance with the latest guidance from our local safeguarding partners. Where it is not possible to hold a face-to-face meeting with either victims or perpetrators, a phone call or Google Meet will be arranged as appropriate.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Contact plans

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where:

- They won’t be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn’t be in the child’s best interests); or
- They would usually attend but have to self-isolate

Each child has an individual plan, which sets out:

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We have agreed these plans with children’s social care where relevant, and will review them fortnightly.
If we can’t make contact, we will make a referral to children’s services or, in an emergency, contact the police.

10. Safeguarding all children
Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.
Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils’ mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

10.1 Children returning to school
The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before the child returns.
The DSL (and deputy) will be given more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return to school.
Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

10.2 Children at home
The school will maintain contact with children who are not yet returning to school. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.
Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any classes or video calls using Google Meet

11. Online safety
11.1 In school
We will continue to have appropriate filtering and monitoring systems in place in school.

11.2 Outside school
Where staff are interacting with children online, they will continue to follow our existing Staff Code of Conduct, E-Safety Policy, Online Home Learning Responsible User Agreement and Safeguarding Updates and Guidance for Staff during School Closure.
Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this appendix.
We will make sure children know how to report any concerns they have back to the school, and signpost them to other sources of support too.

11.3 Working with parents and carers
We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from the school.

Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources the school provides.

Know where else they can go for support to keep their children safe online.

Regular safeguarding bulletins will be issued to parents by email and further information provided in the weekly newsletter.

12. Mental health

12.1 Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have had on pupils’ mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

A pastoral and academic review will be conducted for all girls when they return to school. Appropriate support will be offered (whether by SLT, SENCO, counsellor or other agencies) according to the any identified need.

12.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Members of the pastoral and Support for Learning team will continue to provide support either during Google Meet sessions or by phone.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children’s and adults’ mental health.

13. Staff recruitment

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS. New staff must still present the original documents when they first attend work at our school.

Similarly, temporary measures allow right to work checks to be carried out by verifying scanned documents on a video call. If we need to take this approach, we will follow Home Office and Immigration Enforcement guidance.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren’t in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.
14. Safeguarding induction and training
We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

14.1 New and ‘on loan’ staff induction
New staff and volunteers will continue to receive:
- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff ‘on loan’ need. In most cases, this will be:
- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

14.2 DSL training
The DSL (and deputy) may not be able to take part in training during this period. If this is the case, the DSL (and deputy) will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

The DSL (and deputy) will do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

15. Keeping records of who’s on site
We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:
- Everyone working or volunteering in the school each day
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

16. Children attending other settings
Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information. Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:
- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child’s EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child’s social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can’t share this information, the Co-Head identified in section 4 will do this.
We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

17. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated, and as a minimum every 4 weeks by the Co-Head with oversight of safeguarding. At every review, it will be approved by the governor with oversight of safeguarding.

18. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding and Child Protection policy
- Staff Code of Conduct
- E-Safety policy
- Safer Recruitment policy
- Visitors and Visiting Speakers policy
- Employee Handbook
- Health and Safety Manual