



# Heathside School

## CHILD PROTECTION POLICY

Heathside is physically located on three separate sites, two primary school sites which fall in the Borough of Camden, and the Boarding & High School being situated in the Borough of Barnet.

This policy aims to cover the procedures, and lists the contacts, for both Boroughs.

Please refer to Appendix A for contact details of our Designated Safeguarding Lead and other important contacts.

### **Introduction**

Our priority at Heathside School is always putting our children's safety and wellbeing first. All our staff are committed to providing a secure environment for our children to thrive, both socially and academically.

We want our children, staff, volunteers, parents and visitors to feel confident about sharing any concerns that they may have about their own safety or the wellbeing of others.

We understand that the social and emotional well-being of each of our children underpins their educational development and contributes to the nurturing, happy learning environment that is so evident at Heathside.

There are three main elements to our child protection policy;

- Prevention through the creation of a positive school atmosphere and the teaching and pastoral support offered to pupils.
- Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.

- Support to pupils who may have been abused.

Our school therefore aims to:

- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are heard.
- Ensure that pupils know that there are adults within the school they can approach if they are worried or are in difficulty.
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating.
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships, e.g. computing lessons on E-safety, PSHE lessons.
- Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life.
- Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others.
- Facilitate understanding of wider issues within the context to learning about the values on which our society is founded and our system of democratic government.
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations.
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies

**Heathside School recognises its role is of referral and not of investigation.**

**Our role at Heathside against the possibilities of Child Abuse (Ref: Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2018):**

- Protecting children from maltreatment
- Preventing impairment of a child's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

**Heathside is not an investigating agency** – any probing may interfere with further investigations and make the child or young person repeat painful information; therefore, our role is to record any evidence revealed or observed and then to seek the advice of the appropriate agencies listed at the end of this policy.

All Heathside staff aim to ensure that:

- Our children feel safe and secure.
- Our children are listened to, respected and valued.
- Our children are taught about Safeguarding, relevant to them.
- Our staff are aware of indicators of abuse through the ‘Safeguarding and Child Protection Awareness’ training they frequently receive from the Camden Safeguarding Children Board and know how to refer any suspected abuse or neglect.
- Our new staff undergo the above training and all staff receive updated training when due, which is recorded and monitored by the school.
- Our staff are aware that they must report suspected abuse or neglect or other welfare matters to their Designated Safeguarding Lead.
- We follow safer recruitment procedures to reduce the possibility of Safeguarding and Child Protection breaches from prospective candidates.
- Our children are encouraged and taught by us to share their worries or concerns. We have procedures to support the mental, emotional and social needs of our children, using our specialist staff and outside relevant parties when required.

Heathside School ensures that the parents of children attending our school have access to our Safeguarding and Child Protection Policies and Procedures via our secure website and from our office in hardcopy, on request.

## **FRAMEWORK**

The school’s Child Protection Policy has regard to the following guidance and advice:

- Keeping Children Safe in Education (Sept 2018) (KCSIE)
  - including Disqualification under the Childcare Act 2006
- What to do if you’re worried a child is being abused 2015,
- Working Together to Safeguard Children (July 2018) (WT)
  - WT refers to non-statutory advice: Information Sharing (July 2018)
- The Prevent Duty Guidance: for England and Wales (March 2015),
  - The Prevent Duty: Departmental Advice for schools and childminders 2015 and
  - The Use of Social Media for Online Radicalisation (2015)
  - The Prevent Duty (updated July 2015)

- Children Acts 1989 and 2004 and The Children's and Families Act (2014)
- National Minimum Standards for boarding schools or residential special schools
- S157 of the 2002 Education Act (requiring proprietors of independent schools to have arrangements to safeguard and promote the welfare of children)
- 'What To Do If You're Worried A Child Is Being Abused' (2015) and procedures produced by the London Safeguarding Board and local authority guidance.
- Ofsted Inspecting Safeguarding in the Early Years (August 2016)

## **APPLICATION & ACCESSIBILITY**

This policy is a whole-school policy including the Early Years Foundation Stage (EYFS) provision and applies wherever staff and volunteers are working with pupils even where this is away from the School, for example an educational visit.

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

## **RELATED POLICIES**

The following policies, procedures and resource materials are also relevant to the School's safeguarding practices:

- Safeguarding Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Anti-bullying Policy
- Technology Acceptable Use Policy
- SEN Policy
- Administration of Medicines Policy

These policies procedures and resource materials are available to staff on the School's website and/or in the Staff Portal. Hard copies are also available on request.

## **PREVENT DUTY**

Heathside staff are aware that they are expected to assess the risk of any pupils susceptible to terrorism. We must seek to protect our children against messages of all violent extremism.

Online Prevent Duty training (Channel General Awareness Module) is undertaken yearly by all Heathside staff through the 'College of Policing'.

<http://www.college.police.uk/Pages/Home.aspx>

As a school, we must be conscious of the current threat from terrorism in the United Kingdom, which may include the exploitation of vulnerable people to involve them in terrorism or in any activity in support of terrorism.

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Our school is required to identify a **Prevent Single Point of Contact (SPOC)**. This is Ms. Helen Fayers, Designated Safeguarding Lead, and, in her absence, our Deputy Safeguarding Leads are: Suzanne Christensen (High School), Amanda Parker (Middle School), and Andrew-John Paterson (Lower School). If any staff have concerns related to terrorism or radicalisation, they must inform one or more of the Safeguarding Leads immediately.

## **RESPONSIBILITIES**

### **School responsibilities**

All adults working Heathside (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Person with responsibility for child protection.

The school will publish its Child Protection policy on its school website alongside 'Keeping Children Safe in Education' 2018.

***Details of Senior DSL and Deputy DSL are outlined under 'Key Contacts' as above.***

### **Designated Safeguarding Lead Responsibilities**

The Senior Designated Safeguarding Lead in school has responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures.

They must ensure that everyone in school (including temporary staff, volunteers and contractors) are aware of these procedures and that they are followed at all times. They will be a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Children's Social Care are made in accordance with the local authority Safeguarding Children's Board procedures. If, for any reason, the Designated Lead is unavailable, the Deputy Designated Safeguarding Leads will act in their absence and hold the same responsibilities.

The DSL is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the School's representation at CP conferences and Core Group meetings (including the submission of written reports for conferences).

When an individual concern/incident is brought to the notice of the DSL they will be responsible for deciding upon whether or not this should be reported as a safeguarding issue.

Where there is any doubt as to the seriousness of this concern, or disagreement between the DSL and the member of staff reporting the concern, advice will be sought from the Deputy Designated Members of Staff, the Local Authority's Designated Officer or the MASH.

**When a child who has a child protection plan leaves the school, the Safeguarding Lead should pass any information on to the Safeguarding Lead of the new school - including:**

- Any concerns that are being monitored
- Any child protection referrals or records of advice sought from the Local Safeguarding Children's Board (LSCB) or MASH team
- Any child protection conference minutes (current and historical)
- Any information relating to a time when the child was subject to a child protection plan (current and historical)
- To ensure that any records relating to child protection are treated under the Data Protection policy
- To ensure that when a child ceases to be of statutory age, their records are retained by the school until 35 years after the child has left the school.

The proprietor and school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children (see Safer Recruitment Policy for further information)

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will undertake an annual Safeguarding Audit in line with their responsibilities under S.157 of the Education Act 2002.

Designated Safeguarding Leads will cooperate with any requests from any relevant authority including the completion of forms in compliance with section 11 of the Children Act 2004.

The Designated Safeguarding Leads will ensure that the Child Protection policy is reviewed at least annually.

### **Staff Responsibilities**

It is the responsibility of **ALL Heathside staff** to ensure that **ALL** safeguarding concerns, both minor and serious, are reported to a Designated Safeguarding Leader as soon as is reasonably possible.

Heathside encourages open and honest discussion and all staff are encouraged to discuss practices that occur within the school. Shared discussion can also reveal other information regarding a child of which other staff members may not be aware.

### **Parental responsibility**

The concept of parental rights has been redefined as parental responsibility. Parental responsibility is therefore defined as the duty of parents to care for their child physically, emotionally and morally.

### **Partnership**

Professionals and families are to work together for the welfare of the children.

### **Participation**

Children's wishes and feelings should be ascertained so that they can contribute

appropriately to the situation.

## **PROCEDURES**

### **STEPS TO TAKE IF CHILD ABUSE IS SUSPECTED**

1. Consider what you know, what you have seen and think about the child that causes concern.
2. Listen to the child if s/he tells you of abuse. Reassure the child that they did the right thing to tell you. Never promise to keep something a secret. Let the child know you will be telling the Designated Safeguarding Lead for child protection as you have the responsibility to keep the child safe. Do not probe or interrogate the child - write down what the child told you using the child's own words.
3. Discuss your concerns urgently with the Designated Safeguarding Lead for Child Protection
4. The Designated Safeguarding Lead will discuss and review the concerns and advise on what actions to take next, including whether a child protection referral is necessary.
5. Unless consultation with parents / guardian is likely to place the child at risk of significant harm through delay or the parent's actions you, together with the designated Safeguarding Lead, will:
  - Arrange to see the child's parent / guardian. Be open and honest, tell the parents the reasons for your concerns and seek explanations for your concerns.
  - Explain your duty to report your concerns and try to get parental agreement for referral to the local authority Children's Specialist Services.
  - If the parent refuses to give permission for the referral, further advice should be sought and a referral made without consent if this is necessary to secure the child's safety.

The Designated Safeguarding Lead will keep a confidential written record of all concerns, any discussions with the child and parents, with social workers and other professionals and any decisions made.

### **What happens next?**

There are procedures for investigating cases where a child is at risk. The Children's Social Care Department has the main responsibility and may set up a Case Conference involving the appropriate agencies. They will:

- consider what you have told them together with any other information they may have already
- assess the strength of the allegation
- investigate if they suspect a child or young person is suffering from harm.

## **INFORMATION SHARING AND CONFIDENTIALITY**

Information sharing is vital to safeguarding and promoting the welfare of children. Parental consent is sought by Heathside to share information. However, you can and should share information without consent if a child is at risk of significant harm or harming someone else, the child needs urgent medical treatment, information is required as part of a statutory or legal proceeding or information is requested by the police.

Safeguarding and Child Protection matters are strictly confidential. As a Heathside Staff member, you have a duty to respect confidentiality and privacy and ensure you keep all information and details about parents and children confidential within the setting. However, Heathside staff must never promise to keep a secret with a child. Explain that you may not be able to keep secrets for them and that you may need to share the information with someone else in order to keep them safe.

If a member of staff wishes to speak to someone following a safeguarding or child protection incident they may do so with the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads.

Professional Counselling can be arranged if necessary.

## **WORKING IN PARTNERSHIP WITH PARENTS**

At Heathside, it is our policy to work in partnership with parents or guardians to secure the best outcomes for our children. We will therefore communicate as clearly as possible about the aims of this School:

- We will try to use clear statements in our brochures and correspondence.
- We will share information with the parents and pupils in the development of Behaviour Management policies and other policies as appropriate.
- We will liaise with agencies in the statutory, voluntary and community sectors that are active in supporting families.
- We will be aware that we have parents/guardians who do not have English as their first language.

**We will keep parents informed as and when appropriate.**

## **RECORDS**

One of the most important functions we can perform at Heathside is to ensure there is a full written and dated history about a child with a possible cause for concern so that this history can be given to Children's Social Care and any other agencies to support a referral if necessary.

Accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. This information may be shared with other agencies as appropriate. Parental consent will be sought before making a Child in Need (S17) referral to Children's Social Care. If consent is withheld, consideration will be given to the potential impact of this for the child and to the need for a child protection referral (S47). The School will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

Child protection records are not open to pupils or parents. CP records are securely kept by the Designated Safeguarding Lead, separately from educational records, and can only be accessed by the DSL and their Deputies. Referrals made to Children's Social Care under the LSCB procedures will be recorded on the Inter-Agency Referral form, with copies sent securely to Children's Social Care and the LA's Lead Officer.

## **SAFETY IN THE SCHOOL**

No internal doors to classrooms will be locked whilst pupils are present in these areas.

Doors that are secured physically or by constant staff supervision will control entry to school premises. Authorised visitors to the school will be logged into and out of the premises and be issued with school visitor badges. Unidentified visitors will be challenged by staff or reported to the Headteacher or School office.

There are CCTV cameras at all the school sites with video recording. School sites are also alarmed when the school is empty.

The presence of suspicious strangers seen loitering near the school or approaching pupils will be reported to the Police and LA, with a view to alerting other local schools through appropriate systems.

If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

## **ALLEGATIONS MADE AGAINST STAFF OR VOLUNTEERS**

Heathside School has procedures in place to manage allegations of abuse against staff. The procedure will apply where a staff person (anyone working with or in contact with the children at the school, whether paid or unpaid, volunteers, support staff, students etc.) has:

- Behaved in a way that has harmed or may have harmed a child
- Possibly committed an offence against or related to a child
- Behaved towards a child or children in a way that indicates that s/he is unsuitable to work with children.

They will also apply where:

- Concerns arise about the person's behaviour with regard to their own children
- Concerns arise about the behaviour in private or community life of a partner, member of the family or other household member.

If the concern is about a Designated Safeguarding Lead, this must be reported to the headteacher. If the concern is about the Headteacher, speak to one of the members of the Advisory Board:

**Judith Charlesworth: [jcharlesworth@heathside.net](mailto:jcharlesworth@heathside.net)**

**Charu Kashyap: [ckashyap@heathside.net](mailto:ckashyap@heathside.net)**

**Procedures are based on Local authority Safeguarding Children Board procedures, as follows:**

1. All allegations or suspicions against staff should be taken seriously and considered as requiring a child protection response/enquiry.
2. All services have a duty to report and refer to children's social care, the police and Ofsted any allegation or suspicion of child abuse made against any staff member. Children's Social Care will inform Ofsted of any child protection referrals in respect of your staff in their personal life.
3. Once your referral is made to children's social care, the allegation will be investigated by the Local Authority Designated Officer (LADO) or MASH who will consider the available information, decide whether an investigation is indicated and work out the details, who will be involved and arrangements for interviewing:
  - The child
  - Parent/guardian
  - Person to whom the allegation was made
  - Any witnesses.

Name and Contact details of the LADO / MASH is listed under 'Key Contacts' as above in this policy for both Camden and Barnet.

4. An allegation may require consideration from any of the following four inter-related perspectives:
  - Child protection
  - Criminal investigation
  - Staff disciplinary procedures
  - Complaint procedures.
5. Information about an allegation must be restricted to those who have a need to know in order to:
  - Protect children
  - Facilitate enquiries
  - Manage disciplinary/complaints aspects
  - Protect any rights of the alleged perpetrator.
6. Employers have a dual responsibility – to safeguard the children in their care and to ensure staff are treated fairly.
7. If a staff member is faced with an allegation against them, they may benefit from the independent advice of a solicitor.
8. If an allegation is made, this staff member should not have any contact with children or their records until the matter has been resolved.
9. Suspension is a neutral act, and it should not be automatic. It should be considered in a case where:
  - There is cause to suspect a child is at risk of significant harm, or
  - The allegation warrants investigation by the police, or
  - The allegation is so serious that it might be grounds for dismissal.
10. The final decision regarding the person's continued employment formally rests with the employer but should be informed by the outcome of the child protection investigation and/or criminal investigation.
11. The school will not accept a staff member's resignation as an alternative to dismissal.
12. Even if the police decide there is not enough evidence to bring criminal charges, the employer must decide whether to proceed with a disciplinary hearing on the basis of prima facie evidence under the Disciplinary Code.
13. Even when there is insufficient evidence to support a criminal investigation, Ofsted may pursue the matter under disciplinary, regulatory or complaints procedures and/or bring civil or criminal proceedings against registered or unregistered day care providers.

## **UNSUBSTANTIATED AND FALSE ALLEGATIONS**

False allegations are rare and may be a strong indicator of abuse elsewhere which requires further exploration. If an allegation is demonstrably false, the employer, in consultation with the Local Authority Designated Officer and Ofsted, should refer the matter to the local authority Children's Social Care to determine whether the child is in need of services, or might have been abused by someone else.

Where it is concluded that there is insufficient evidence to substantiate an allegation, the chair of the strategy discussion or initial evaluation should prepare a separate report of the enquiry and forward this to the designated senior manager of the employer to enable her/him to consider what further action, if any, should be taken.

Ofsted may also take further actions, as above.

If it is established that an allegation has been deliberately invented, the police may be asked to consider what action may be appropriate.

## APPENDIX A

### TYPES & SIGNS OF ABUSE

#### **Abuse can be explained in four main ways:**

1) **Physical abuse** may take many forms, e.g. 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 fabricated the symptoms of or deliberately induces illness in a child.

#### **The following are often regarded as indicators of concern:**

- An explanation, which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury)
- Family use of different doctors and accident & emergency departments
- Reluctance to give information or mention previous injuries.

#### **The following must be considered as indicators of harm unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed below:**

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in some small babies, which may indicate force-feeding
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising to the head or on sites unlikely to be injured accidentally
- Variation in bruising colour possibly indicating injuries caused at different times
- The outline of an object used, e.g. belt marks, hand prints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting; bruising around the face; bruising on the arms, buttocks and thighs, which may be an indicator of sexual abuse
- Grasp marks on small children
- Bite marks – those over 3cm in diameter are more likely to have been caused by an adult or older children
- Burns and scalds with a clear outline may be suspicious, e.g. circular burns from cigarettes, linear burns from hot metal rods, scalds that have a line indicating immersion or poured liquid with no splash marks
- Fractures – non-mobile children rarely sustain fractures. The history provided is vague, non-existent or inconsistent with the fracture type. There is a delay in seeking medical attention.
- Scars – a large number of scars, or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## **Domestic Abuse**

Heathside recognises domestic abuse as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who or have been intimate partners or family members regardless of gender or sexuality.

This can include but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional. Domestic abuse can include abuse inflicted on, witnessed by or threatened against children. Heathside is committed to actively supporting, in a safe environment, victims who are experiencing, or have experienced, domestic abuse.

A Designated Safeguarding Leader must be informed of any suspicions and then follow up their enquiry with the police and the Camden Safeguarding Board (CSCB).

If a victim of abuse is identified as a member of the School community, Heathside staff may be required by law, to attend a Multi-Agency Risk Assessment Conference (**MARAC**) where information is shared on the highest risk cases of domestic violence and abuse between different statutory and voluntary sector agencies.

**2) Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Causing children to feel frightened or in danger, e.g. witnessing domestic violence or experiencing bullying from siblings or peers
- Exploiting or corrupting children

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should be aware that emotional abuse might also signify the presence of other kinds of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer, e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Appeasing behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others.

**3) Sexual abuse** involves forcing or enticing a child to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery, oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Recognising sexual abuse can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional and behavioural. Boys and girls of any ages may be sexually abused and are often scared to say anything due to fear and/or guilt. It is particularly difficult for a child to talk about their sexual abuse. Disclosure can often initially be indirect as the child tests the professional's response.

**Behavioural indicators include:**

- Inappropriate sexualised contact
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Anxious unwillingness to remove clothes for sports/swimming (but this may be related to cultural norms or physical difficulties)
- Parents may ask staff not to undress or change their child
- Continual, excessive or inappropriate masturbation
- Self-harm (including eating disorder), self-mutilation or suicide attempts
- Involvement in sexual exploitation.

**Physical indicators include:**

- Pain or itching of genital area
- Bloodstains on underwear
- Physical symptoms such as injuries to the genital or anal area; bruising to buttocks, abdomen and thighs; sexually transmitted disease; presence of semen on vagina, anus, external genitalia or clothing.

**4) 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 and development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Neglect may involve a parent failing to:

- Provide adequate food and clothing
- Provide shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of adequate care-taking
- Ensure access to appropriate medical care or treatment
- Meet or being unresponsive to a child's basic emotional need to feel loved and secure.

## **Recognising neglect**

Evidence of neglect is often built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet essential physical needs, e.g. adequate or appropriate food, clothes, warmth, hygiene and medical care
- Failure by parents or carers to meet essential emotional needs, e.g. to feel loved and valued, to live in a safe, predictable home environment
- A child seen as listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school/setting
- Child left with inappropriate carers, e.g. too young, complete strangers
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods.

Potential risk to an unborn child:

- Domestic violence or parental substance abuse or mental ill health
- These concerns should be addressed as early as possible before the birth, so that a full assessment can be undertaken and support offered to enable the parents, wherever possible, to provide safe care.

## **Female Genital Mutilation - FGM**

Staff have a statutory duty to report any instances of Female Genital Mutilation (either through physical evidence or through disclosure).

A report must be made to police in accordance with Section 5B of the Female Genital Mutilation Act 2008 and the staff must also notify the Safeguarding Lead – Hannah Burman - who will discuss with Children’s Social Care as appropriate.

## **Information from someone else**

Any Heathside staff member given information by a third person about alleged or suspected abuse has a responsibility to act on the information given and speak with their Designated Safeguarding Lead.

## **Abuse of Trust**

The Sexual Offences Act (2000) has established the criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-19 year olds within school or outside of school.

A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a child by virtue of work or nature of the activity being undertaken.

Neither heterosexual nor homosexual relationships are acceptable within this position of trust. 'Grooming' a child or a person under 18 with a view for future sexual relationship is an offence.

All members of staff are deemed to be in a position of trust, irrespective of whether they work with pupils at the school on a daily basis, or if they are employed purely in a support or administrative role. Any member of staff who becomes aware of any inappropriate relationships between members of staff and pupils, even via social media e.g. Facebook, Twitter, text messaging, Tumbler, Instagram, Snapchat or WhatsApp etc. should immediately discuss with a Designated Safeguarding Lead.

## APPENDIX B

### SPECIFIC CHILD PROTECTION ISSUES

KCSIE 2018, acknowledges the following as specific safeguarding issues:

- bullying including cyberbullying
- children missing education (see section 2.2 below)
- children missing from home or care
- child sexual exploitation (see section 2.3 below)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence / violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking.

#### **Children Missing in Education**

A child going missing from education is a potential indicator of abuse or neglect. The school will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without the school's permission for a continuous period of 10 days or more. School will inform the local authority of any pupil deleted from the admission register under circumstances as outlined in Keeping Children Safe in Education (September 2016) Annex A.

In addition, the school will alert the Local Authority in the following cases:

- Where the child is removed from school to be home educated;
- Where the family has apparently moved away;
- When the child has been certified as medically unfit to attend;
- When the child is in custody for more than four months, or has been permanently excluded.

**A child's name will only be removed from the School's Admissions Register in accordance with the Pupil Registration Regulations or with the agreement of the Education Welfare & Attendance Service.**

School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about her welfare.

### **Child sexual exploitation (CSE)**

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Female genital mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance Mandatory Reporting of Female Genital Mutilation - procedural information for further details about the duty.

Guidance published by the Department for the Health also provides useful information and support for health professionals which will be taken into account by the School's wellbeing team.

## **Forced marriage**

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Staff should speak to the DSL if they have any concerns. Staff should refer to the Multi-agency guidelines: Handling case of forced marriage focus on the role of schools in detecting and reporting forced marriage and the Forced Marriage Unit can be contacted on 020 7008 0151 or [fmufco.gov.uk](mailto:fmufco.gov.uk) for advice and information.

## **Radicalisation and the Prevent duty**

- The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.
- The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.
- The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

- Extremism: "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"
- Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti social behaviour, family tensions, race/hate crime, lack of self esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others.

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The DfE's briefing note the use of social media for on-line radicalisation (2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

## **Special educational needs and disabilities**

The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's Policy on Special Educational Needs and Learning Difficulties and Disability Policy.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
- pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

## **Information from someone else**

Any Heathside staff member given information by a third person about alleged or suspected abuse has a responsibility to act on the information given and speak with their Designated Safeguarding Lead.

## **Abuse of Trust**

**The Sexual Offences Act (2000) has established the criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-19 year olds within school or outside of school.**

A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a child by virtue of work or nature of the activity being undertaken.

Neither heterosexual nor homosexual relationships are acceptable within this position of trust. 'Grooming' a child or a person under 18 with a view for future sexual relationship is an offence.

All members of staff are deemed to be in a position of trust, irrespective of whether they work with pupils at the school on a daily basis, or if they are employed purely in a support or administrative role. Any member of staff who becomes aware of any inappropriate relationships between members of staff and pupils, even via social media e.g. Facebook, Twitter, text messaging, Tumblr, Instagram, Snapchat or WhatsApp etc. - should immediately be discussed with a Designated Safeguarding Lead.

## Appendix A

### Key Contacts:

#### **The Senior Designated Member of Staff for Child Protection:**

- **Helen Fayers, DSL**  
020 3058 4011  
hfayers@heathside.net

#### **In her absence, the Deputy Designated Members of Staff for Child Protection:**

- **Suzanne Christensen, (Heathside High)**  
020 3058 4011  
schristensen@heathside.net
- **Andrew John Paterson, (Lower School)**  
020 7435 7189  
ajpaterson@heathside.net
- **Amanda Parker, (Middle School)**  
020 7794 5857  
aparker@heathside.net

#### **LONDON BOROUGH OF CAMDEN**

Child protection lead officer and Local Authority Designated Officer (LADO):  
Name: Bodil Mlynarska, London Borough of Camden, Judd Street, London WC1H 9JE  
Tel: 020 7974 6999  
Email: [Bodil.Mlynarska@camden.gov.uk](mailto:Bodil.Mlynarska@camden.gov.uk)

Multi-agency safeguarding hub (MASH) team:  
Manager: Jay Fente - Tel: 020 7974 1553/3317

E-safety contact officer:  
Name: Jenni Spencer - Tel: 020 7974 2866

Child and family contact team:  
Name: Emma Haigh  
Tel: 020 7974 8832/8791

## **LONDON BOROUGH OF BARNET**

**In Barnet you can get advice and guidance from the LADO (Local Authority Designated Officer) by contacting the MASH on 020 8359 4066 or Emergency Duty Team – 0208 359 2000**

If you have concerns about a child's welfare or safety and are unsure where on the threshold the case sits, then you should refer directly to the MASH, using the [MASH referral form](#). The MASH will then decide if a child's needs a social work assessment, a CAF, or just signposting to universal services.

### **MASH**

North London Business Park  
Oakleigh Road South  
London  
N11 1NP

#### **Phone number**

020 8359 4066

#### **Email**

[mash@barnet.gov.uk](mailto:mash@barnet.gov.uk)

## **Prevent Single Point of Contact (SPOC) at Heathside School**

- **Helen Fayers, DSL**  
Tel: 020 3058 4011  
[hfayers@heathside.net](mailto:hfayers@heathside.net)

### **In her absence, the SPOC's are:**

- **Suzanne Christensen, (Heathside High)**  
020 3058 4011  
[schristensen@heathside.net](mailto:schristensen@heathside.net)
- **Andrew John Paterson, (Lower School)**  
020 7435 7189  
[ajpaterson@heathside.net](mailto:ajpaterson@heathside.net)
- **Amanda Parker, (Middle School)**  
020 7794 5857  
[aparker@heathside.net](mailto:aparker@heathside.net)

#### General

- Local Police non-emergency contact number for FGM Reporting: 101
- Police emergency number (including high risk Prevent enquiries) 999
- OFSTED Safeguarding Children (Monday to Friday from 8am to 6pm) 08456 404046 [Whistleblowing@ofsted.gov.uk](mailto:Whistleblowing@ofsted.gov.uk)
- The Disclosure and Barring Service PO Box 181, Darlington, DL1 9FA 01325 953 795
- Non-emergency DfE advice: 020 7340 7264 or [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)
- Anti-Terrorist Hotline 0800 789 321

NSPCC helpline can be contacted on:

- National Society for the Prevention of Cruelty to Children (NSPCC)  
Tel: 0800 028 0285 Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Childline can be contacted on:

- Tel: 0800 1111