



## Safeguarding and Child Protection Policy

This policy is made available to all parents, prospective parents, staff and prospective employees of *Lion House – a Hurlingham School* on our website, and a hard copy can also be viewed at our School Office and applies to all aspects of *Lion House – a Hurlingham School's* work, including the Nursery and Early Years Foundation Stage.

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## Key Personnel and Contact Details

### Lion House – a Hurlingham School

Role	Name	Telephone	Email
<b>Principal</b> Designated Member of Staff (DMS) with status and authority for Child Protection for the whole school including EYFS	Fiona Goulden	020 8874 7186	<a href="mailto:fiona.goulden@hurlinghamschool.co.uk">fiona.goulden@hurlinghamschool.co.uk</a>
Designated Member of Staff with status and authority for Child Protection working in the Nursery and Early Years Foundation Stage	Jane Appleby	020 8874 7186	<a href="mailto:jane.appleby@lionhouseschool.co.uk">jane.appleby@lionhouseschool.co.uk</a>
<b>Headmaster</b> (fully DMS trained and will act in the absence of other designated members of staff or in the event that an allegation is made against the DMS).	Jonathan Brough	020 8874 7186	<a href="mailto:jonathan.brough@hurlinghamschool.co.uk">jonathan.brough@hurlinghamschool.co.uk</a>
<b>Deputy Head</b> (fully DMS trained and will act in the absence of other designated members of staff).	Paul Swinden	020 8874 7186	<a href="mailto:paul.swinden@hurlinghamschool.co.uk">paul.swinden@hurlinghamschool.co.uk</a>
<b>Director of Sport</b> (fully DMS trained)	Scott Stanley		<a href="mailto:scott.stanley@hurlinghamschool.co.uk">scott.stanley@hurlinghamschool.co.uk</a>
<b>Chairman of the Board of Directors</b>	George Duncan	020 8871 9992	<a href="mailto:gduncan@gdco.fsnet.co.uk">gduncan@gdco.fsnet.co.uk</a>

### Wandsworth Local Authority

[http://www.wandsworth.gov.uk/info/200407/childrens\\_services/400/childrens\\_specialist\\_services](http://www.wandsworth.gov.uk/info/200407/childrens_services/400/childrens_specialist_services)

Role	Name	Telephone	Email
Safeguarding in Education Officer for Wandsworth	Stella Macaulay	020 8871 7961 Blackberry: 07775 417475 Mobile: 07931 325 665	<a href="mailto:smacaulay@wandsworth.gov.uk">smacaulay@wandsworth.gov.uk</a>
Wandsworth Safeguarding Children Board		020 8871 7401	<a href="mailto:wscb@wscb.org.uk">wscb@wscb.org.uk</a>
MASH / referral and assessment service		020 8871 6622 Outside of normal office hours (after 5pm weekdays or on weekends): 020 8871 6000.	<a href="mailto:mash@wandsworth.gov.uk">mash@wandsworth.gov.uk</a>
Local Authority Designated Officer (LADO) for Wandsworth, Assistant Head of Safeguarding Standards Service	Vrushali Pendharkar	020 8871 7226	<a href="mailto:Lado@wandsworth.gov.uk">Lado@wandsworth.gov.uk</a>
LADO Duty	Margaret Hurrell	020 8871 7207	

	Chantel Langenhoven	020 8871 7440	
Safeguarding Standards Service	Manager: Ruth Lacey Principal administrator: Jackie Reynolds WSCB development manager: Linde Webber	020 8871 7208 020 8871 8610	
Wandsworth safety net (for Independent Domestic Abuse advisors)		0207 801 1777	

### Prevent / Counter extremism

Role	Name	Telephone	Email
School Prevent Lead (also DMS and Deputy DMS)	Fiona Goulden	020 88747186	<a href="mailto:fiona.goulden@hurlinghamsschool.co.uk">fiona.goulden@hurlinghamsschool.co.uk</a>
	Jonathan Brough		<a href="mailto:jonathan.brough@hurlinghamsschool.co.uk">jonathan.brough@hurlinghamsschool.co.uk</a>
Wandsworth L.A. PREVENT Lead	Simon Cornwall	Tel: 020 8871 6094 Mob: 07774 331 640	<a href="mailto:scornwall@wandsworth.gov.uk">scornwall@wandsworth.gov.uk</a>
Local police force	Wandsworth	Emergency 999 Non-emergency 101	
Anti-terrorist hotline		0800 789321	
DfE dedicated telephone helpline and mailbox for non-emergency PREVENT advice for staff and governors		020 7340 7264	<a href="mailto:Counter-extremism@education.gsi.gov.uk">Counter-extremism@education.gsi.gov.uk</a>

### Other Local Authorities

Anyone concerned about a child can contact the Children's Social Care Services Department in the local authority where the child is resident. Authorities near to the School include:

Local Authority	Working Hours	Out of Hours
Hammersmith and Fulham	020 8753 6600	020 8748 8588
Kensington and Chelsea	020 7361 3013	020 7361 3013
Richmond	020 8891 7969	020 8770 5000
Kingston	020 8547 5008	020 8770 5000

### Other numbers

The following telephone numbers may be useful for pupils and parents:

ChildLine	0800 1111
NSPCC	0808 800 5000
Child Exploitation Online Prevention (CEOP)	0870 000 3344
Ofsted's Whistleblower Hotline	0300 123 3155

### Important Notice

## SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IS EVERYONE'S RESPONSIBILITY

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All professionals should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child

Staff members must raise any safeguarding concerns with the appropriate safeguarding lead without delay. Concerns must be logged.

If a staff member has serious concerns about immediate risk to a child or that a child has suffered significant harm and continues to be at risk, they should contact Wandsworth Multi-Agency Safeguarding Hub (MASH) immediately - wherever possible with the support of the designated safeguarding lead or a deputy lead. If a child is in immediate danger the police should also be contacted.

Staff members should ensure they are prepared for the referral with clear details of their concern and the child's name, D.o.B., address and contact details for parents / carers.

An Early Help assessment is not immediately required in these circumstances but should be provided within 48 hours.

Referrals to MASH can be made by:

Telephone: 020 8871 6622

e-mail: [MASH@wandsworth.gov.uk](mailto:MASH@wandsworth.gov.uk)

The MASH is in operation Monday – Friday 9.00am to 5.00pm. At other times please contact the Out of Hours Duty Service on 020 8871 6000.

## 1. Introduction

This Safeguarding and Child Protection Policy applies to all aspects of *Lion House – a Hurlingham School's* work, including the Nursery and Early Years Foundation Stage. It should, where necessary, be read in conjunction with the documents specified in Section 23, and other related policies and procedures to which this policy has clear links including the following:

- Safeguarding and Safer Recruitment Policy
- Staff Code of Conduct (contained within the staff handbook)
- Whistleblowing Procedures (contained within the staff handbook)
- Anti-bullying Policy (including information about sexual and cyber-bullying)
- PSHEE Policy and Scheme of Work (including information about cyber-bullying)
- Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy
- Health and Safety Policies
- First Aid Policy
- Staff Guidance Booklet on Prevent
- Policy Regarding Acceptable Use of Computing and Online Safety, including Mobile Phones
- Taking, Using and Storing Images of Children Policy (Appendix 11)
- Pupil Restraint Policy (Appendix 8)
- Procedures for when a Member of Staff, Volunteer, Child Protection Officer, Headmaster or Principal faces Allegations of Abuse (Appendix 4)
- Self-harm (Appendix 9)

Each of these policies is also concerned with the protection of all children in the school from various kinds of harm.

All of these policies and any others referred to in the main body of this policy are available upon request from and to view in the School Office.

This policy has been prepared with regard to the DfE guidance publications entitled 'Keeping Children Safe in Education' (September 2016) (KCSIE).

- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (June 2016)
- KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015)

London Child Protection Procedures 2015 (5<sup>th</sup> Edition amended 31st March 2016)  
and

'Working Together to Safeguard Children' (March 2015) (WT).

WT refers to the non-statutory advice: Information sharing (March 2015)

Prevent Duty Guidance: for England and Wales (July 2015) (Prevent).

Prevent is supplemented by non-statutory advice and a briefing note:

- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)

This policy has been prepared in consultation with Wandsworth Children's Specialist Services and has additional regard to the requirements set out in both:

- the Children Act 2004 and 2006 which provide the legal basis for how social services and other agencies deal with issues relating to children and the guiding principles for the care and support of children and
- Section 175 of the Education Act 2011 regarding the arrangements schools must have in place to safeguard and promote the welfare of pupils.  
and the non-statutory document:
- Mental Health and Behaviour in Schools (March 2015)
- SEND Code 2015

The purpose of this policy is to assist the Proprietor in ensuring that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State.

## 2. Our Aims

Safeguarding and promoting the welfare of children is defined 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
- Taking action to enable all children to have the best outcomes

We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil, and which takes a child-centred approach.

We support open practice, good communication and a safe culture in which children can thrive and learn.

With this in mind, the aims of our Safeguarding and Child Protection policy are to:

- ensure that every member of staff, volunteer and senior advisor knows the name of the designated member of staff in school and their role
- raise awareness amongst all school staff, including volunteers, of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- emphasise the need for good communication between all members of staff in matters relating to child protection and concerns about possible radicalisation ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and know that these concerns will be taken seriously by the leadership team and dealt with sensitively and appropriately
- implement a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- provide a systematic means of monitoring pupils known or thought to be at risk of significant harm
- work openly and in partnership with parents in relation to child protection concerns
- support all pupils' development in ways that will foster security, confidence and independence
- promote safe practice and challenge poor and unsafe practice
- promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children
- to ensure that all adults working within our school have been checked as to their suitability to work with children, in line with current guidance
- integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages
- take account of and inform policy in related areas, such as anti-bullying (including sexual bullying); e-safety; discipline and behaviour; health and safety; restraint procedures; missing children; child sexual exploitation; FGM; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice and Safeguarding and Safer Recruitment policy.

## 3. Our Responsibilities and Duties

The Principal and staff of *Lion House – a Hurlingham School* fully recognise the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all pupils at the school (section 157 of the Education Act 2002). All staff, including volunteers, have a full and active part to play in

identifying children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

We understand that it is essential that children receive the right help at the right time to address risks and prevent issues escalating. All staff are trained to appreciate the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

The Principal, the Board of Advisors and the Board of Directors will ensure that they comply with their duties under legislation. They will ensure that the policies, procedures and training are effective and comply with the law at all times and take into account the procedures and practice of the WSCB. The Board of Advisors and the Board of Directors review and approve the DMS's Job Description annually and this is confirmed by the Chair of each Board. As the DMS is not a member of the teaching staff, part of her daily responsibilities is to oversee all safeguarding matters, including provision of adequate time, funding, supervision and support for herself and all other members of staff in order to ensure that the School's child welfare and safeguarding responsibilities are carried out effectively.

The Principal will remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to her attention without delay.

We understand that safeguarding children - the action we take to promote the welfare of children and to protect them from harm – is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play and that children are best protected when professionals are clear about what is required of them individually, and how they need to work together.

We understand that it is our duty not only to safeguard children who have suffered or are likely to suffer significant harm but also to support those who are in need of additional support from one or more agencies. Such cases would lead to inter-agency assessment under the guidance of Wandsworth Local Authority and would include the use of the 'Common Assessment Framework' (CAF) and the 'Team around the Child' (TAC).

We recognise that a child may be at risk of harm as a result of being drawn into extremist or terrorist behaviour. Under the Government's 'Prevent' strategy school staff must be able to identify children at risk of being drawn into terrorism, challenge extremist ideas and know how to refer children for further help. Information about the Prevent duty and the School's approach to identifying and supporting children at risk of radicalisation is set out in Appendix 6.

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk of harm. No child or group of children should be treated any less favourably than others in being able to access services which meet their particular needs.

Our school provides a child centred approach to safeguarding with a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil. This approach is based on a clear understanding of the needs and views of children.

It is our responsibility and duty to report Child Protection / Safeguarding concerns to the social work service within Children's Specialist Services (previously Social Services) and to assist Children's Specialist Services in Child Protection enquiries and in supporting Children in Need.

We raise Child Protection, Safeguarding and Radicalisation concerns with parents / carers at the earliest appropriate opportunity, and work in partnership with them and other agencies to improve outcomes. However, if the child is at risk of significant harm parental consent is not required but consideration must always be given as to who informs the parents / carers and when.

The school will ensure that all staff are provided with the appropriate training in Child Protection and Prevent issues, as recommended in the guidance. In particular designated members of staff will be

released to attend the necessary enhanced training courses to enable them to carry out their role effectively.

All staff are required to read this policy carefully and to be aware of their role in these processes. All new staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process.

## **Key Principles**

We believe that all children have a right to be protected from harm and /or abuse.

We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background.

### **We recognise that:**

- because of the day to day contact with children school staff are extremely well placed to observe outward signs of abuse
- a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self-blame.
- the school may provide the only stability in the lives of children who have been abused or are at risk of harm.

We recognise that abuse and neglect are complex issues and rarely stand-alone events and therefore require a culture of vigilance, professional curiosity and respectful challenge and effective recording and monitoring systems.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.

We know that it is important that children feel secure, are encouraged to talk and are listened to sensitively, and that children know that there are adults in school whom they can approach if they are worried or unhappy.

We acknowledge that (although all designated / key staff have the skills and experience to respond to a variety of situations and issues) there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, a pupil can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate.

We adhere to the principles of working in partnership with those who hold parental responsibility for each child.

**The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.**

### **We will therefore ensure that**

- All staff are provided with the appropriate training in Child Protection and Safeguarding issues, including Early Help processes, as recommended in the guidance. In particular the designated safeguarding leads will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively.
- We have a designated member of staff who has received appropriate training and support for this role, in accordance with mandatory requirements.
- We have a minimum of one additional member of staff who will act in the absence of the designated member of staff and has also received appropriate training for this role.

- We will ensure designated staff attend training every year and all staff are also provided with annual training.
- Every member of staff and volunteer knows the name of the designated member of staff (DMS) and their role and what the back-up arrangements are if the DMS is unavailable.
- All staff are familiar with the school's Safeguarding and Child Protection Policy as well as the staff code of conduct and these issues are included in the induction for each new staff member.
- Designated leads will ensure that all staff are provided with Part One of Keeping Children Safe in Education 2016 guidance and assisted to understand and discharge their roles and responsibilities as set out in this guidance.
- All staff ensure that, while working with pupils in the Nursery and EYFS, all mobile phones are not used and are put fully away into a bag, pocket or locked cupboard. In the case of pupils of Nursery and Reception age, this is a legal requirement. The only exception is in the event of an emergency in order to summon help. Staff must report anyone found using a mobile telephone in the presence of Nursery and EYFS pupils to a member of the SLT immediately. (Please refer to the *Policy Regarding Acceptable Use of Computing and Online Safety, including Mobile Phones and the Taking, Using and Storing Images of Children Policy*.)
- All staff develop their understanding of signs and indicators of abuse and report any concerns to the designated lead but know that they can also refer direct to Children's Services (Social Services) if needed
- We will ensure that all staff are aware that it is important to identify any concerns about children at as early a stage as possible so that their needs can be identified and monitored and appropriate support put in place
- When considering referrals to support agencies the school will act in accordance with WSCB Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds
- All staff are aware that they should raise any concerns about colleagues or other adults with the DMS
- All staff know how to respond to a child who discloses abuse.
- All staff know the standard procedure of reporting any concerns to the DMS but are also aware that anyone can make a referral if necessary. Anyone other than the DMS making a referral, however, MUST notify the DMS of the referral at the earliest opportunity.
- All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures. All parents are informed that the school has a child protection / safeguarding policy and is required to follow WSCB guidelines in respect of reporting suspected abuse to Children's Social Care.
- Pupils and parents will be made aware of how the school's safeguarding system works and with whom they can discuss any concerns.
- We take account of and inform policy in related areas, such as anti-bullying; e-safety; discipline and behaviour; health and safety; missing children; child sexual exploitation; FGM; honour based violence; anti-radicalisation; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice

- We refer any child believed to have suffered or to be likely to suffer significant harm to the Children's Specialist Services within 24 hours, and will follow up any such referral in writing within 48 hours.
- We ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary.
- We have effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course.
- We contribute to multi-agency assessments of children's needs where appropriate.
- We provide a systematic means of monitoring pupils known or thought to be at risk of significant harm or where there are ongoing concerns.
- If a child's situation does not appear to be improving, the school will take responsibility for finding out what is happening and keep pressing for action to be taken.
- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main pupil file, in a locked location in the Headmaster's office. All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing. All staff members are made aware of the record keeping requirements and how they are expected to record any safeguarding concerns.
- The Child's social worker is notified of any pupil who is subject to a 'Child Protection Plan' (formally known as the Child Protection Register – see Appendix 1) who is absent from school without explanation for more than 2 days.
- Any new concern or relevant information about a child who is subject to a 'Child Protection Plan' is passed to the child's allocated social worker without delay.
- If a child who is subject to a 'Child Protection Plan' leaves the school, records are transferred to the new school without delay and the child's social worker informed of the change.
- If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the **Principal Education Welfare Officer (EWO) for Wandsworth (Stella Macaulay Tel: 020 8871 7961)** or directly from the Child Protection Unit at Children's Specialist Services (other useful numbers listed in Appendix 5).
- We ensure that all parents are informed that the school has a Safeguarding and Child Protection policy and is required to follow WSCB guidelines in respect of reporting suspected abuse to the Children's Specialist Services section. Pupils and parents will be made aware of how the school's child protection system works and with whom they can discuss any concerns. Information will also be made available about any local and national telephone helplines.

#### 4. Procedures

The following school procedures are in line with guidance issued by the Wandsworth Safeguarding Children Board (WSCB), the Wandsworth Local Authority, and the Secretary of State (related documents are listed in Appendix 1). We have detailed the main procedures for referral; Child In Need Referrals (Section 17), Child Protection Referrals (Section 47), Home Alone Cases as well as procedures for Dealing With Disclosure and Allegations Against Staff.

## **4.1 Concerns about a Child**

4.1.1 If staff members have safeguarding concerns about a child they should raise these with the School's DMS. Parents, or those outside the School, may contact the DMS directly or, if preferred, discuss their concerns in private with the Headmaster or one of the other trained Designated Members of Staff who will notify the DMS in accordance with these procedures.

4.1.2 Every concern raised about a child and every complaints or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy.

4.1.3 The child protection training provided to staff considers the types and signs of abuse staff should be aware of. Further details are set out in Appendix 2.

4.1.4 If a member of staff suspects or hears a complaints of abuse, the procedures set out in Appendix 3 must be followed and the matter should be referred to the DMS as soon as possible.

4.1.5 If, at any point there is a risk of immediate serious harm to a child a referral should be made to the local authority children's social care services department immediately (see contacts pg. 2-3 for details). A referral would normally be made by the DMS but anybody can make a referral in exceptional circumstances, such as an emergency or when there is a genuine concern that appropriate action is not being taken. The DMS must be notified of any referrals made.

4.1.6 If the child's situation does not appear to be improving the member of staff with concerns should press for re-consideration and report to the DMS in accordance with this policy. Concerns should always lead to help for a child at some point.

4.1.7 The flowchart at Appendix 5 summarises the action to be taken when a child has suffered or is likely to suffer harm.

4.1.8 If a teacher discovers that an act of Female Genital Mutilation appears to have been carried out they now have, from October 2015, a statutory duty to report that discovery to the police. Unless there is a good reason not to, the teacher should also follow the usual safeguarding procedures set out here and in Appendix 3.

## **4.2 Action by the Designated Member of Staff**

4.2.1 On being notified of a concern, or a complaint or suspicion of abuse, the action to be taken by the DMS will take into account:

- a) the Wandsworth LA procedures;
- b) the nature and seriousness of the concern, suspicion or complaint;
- c) the wishes or feelings of the child; and
- d) duties of confidentiality, so far as applicable.

4.2.2 If the child in question has suffered or is at risk of suffering serious harm, a referral to children's social care should be made without delay. In situations where the child is not at risk of suffering serious harm but is instead in need of additional support from one of more agencies, the DMS will still liaise with children's social care. Depending on their advice, use will be made of available local processes, such as the 'Common Assessment Framework' or 'Team around the Child' approaches to ensure that the child receives that additional support. (See flowchart in Appendix 5).

4.2.3 If there is room for doubt as to whether a referral should be made, the DMS 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 immediate serious harm, a referral to the local authority children's social care services will be made without delay (and in any event within 24 hours). A complaint involving a serious criminal offence will always be referred to local authority children's social care services or the police.

4.2.4 If the initial referral is made by telephone, the DMS will confirm the referral in writing to the local authority children's social care services within 24 hours. If no response or acknowledgement is

received within three working days, the DMS will contact the local authority children's social care services again.

4.2.5 Whether or not the School decides to refer a particular complaint to local authority children's social care services or the police, the parents will be informed in writing of their right to make their own complaint or referral to local authority children's social care services or the police and will be provided with contact names, addresses and telephone numbers as appropriate.

4.2.6 Where the DMS is informed about a child at risk or radicalisation, the referral process described above will be considered and the DMS will also consider whether referral to the local Channel Panel is appropriate.

### **4.3 Early Intervention and Help**

All staff recognise that when a child or family may be experiencing difficulties, support is most effective if it is provided at as early a stage as possible. This involves identifying emerging problems; liaising with the designated lead or other relevant colleagues; sharing information with other professionals to support early identification and acting as lead professional in undertaking an Early Help Assessment (EHA). Effective monitoring systems will be used to assess the effectiveness of interventions and outcomes.

If appropriate support is not available within school's own resources, an Early Help Assessment will be completed to identify the child's needs and enable additional support to be sought from other agencies. A 'Team Around the Child' (TAC) will be established where appropriate and a Lead Professional identified.

Early Help Assessments will follow the Signs of Safety and Wellbeing model.

If Early Help is in place the situation will be kept under constant review and consideration given to additional referrals (eg to social care) if the child's situation does not appear to be improving.

### **4.4 Children with Special Educational Needs, Learning Difficulties and Disabilities and English as an Additional Language**

We recognise that children with SEN, LDD or EAL may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.

We will provide a school environment in which all pupils, including those with SEN, can feel confident and able to discuss their concerns.

The designated member of staff will work with the SEN co-ordinator, where necessary, to ensure that the needs of SEN pupils in relation to child protection issues are responded to appropriately (eg for a child with particular communication needs).

We will ensure assumptions are not made that indicators of abuse (such as behaviour, mood and injury) relate to the child's disability without further exploration.

### **4.5 Children with long term medical needs**

Being infected or affected by a long-term medical condition such as HIV or AIDS is not a Child Protection issue. But, as with any medical condition that either a child or their family have, it may impact upon the wellbeing of that child.

### **4.6 Looked After Children**

The DMS understands the requirements relating to looked after children and the role which the School is required to play. The school will ensure there is a designated teacher whose role is to promote the educational achievement of children who are looked after, and that the identified person has received appropriate training as defined in the Children and Young Persons Act 2008. The DMS has the knowledge, skills and understanding necessary to keep safe children who are looked after by a local authority. She would maintain up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers.

We will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on

an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her, as well as the details of the child's social worker and the virtual school head in the LA.

School will work with the virtual school head to discuss how the pupil premium plus funding can be best used to support the progress of Looked After Children in the school.

#### **4.7 Mental Health and Behaviour**

In order to help our pupils succeed, we recognise that the school plays an important role in supporting them to be resilient and mentally healthy.

We will ensure that pupils and their families are enabled to participate as fully as possible in decisions and are provided with information and support.

We recognise that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events.

Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems.

Where severe problems occur we will ensure that appropriate referrals are made (with consent) to specialist services (eg CAMHS).

#### **4.8 Children who abuse other Children**

It would be an expectation that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being "at risk".

We recognise that children are capable of abusing their peers. As a school we work to minimise the risk of peer on peer abuse and will investigate and deal with any allegations robustly. Where needed risk assessments will be carried out and strategies put in place to protect the child who has suffered abuse and to offer them support. Concerns raised will be treated seriously and followed up in a timely and sensitive fashion.

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse / activity; physical harm; emotional abuse, verbal abuse (including 'banter'), sexting and gender-biased issues.

Children who abuse others, when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm', will be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

In such incidences, the school will follow guidance issued in relation to children who abuse others and local procedures and make referrals to social care, CAMHS and / or police as appropriate.. A strategy meeting and separate investigations for each child involved would be set up.

#### **4.9 Allegations against Staff**

We recognise that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff. The term allegations refers to concerns reported or raised that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. This means it has been alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

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

In the event of an allegation against a member of staff we would follow our ***Policy on Procedures when a Member of Staff, Volunteer, Child Protection Officer, Headmaster or Principal faces Allegations of Abuse*** (see Appendix 4) which takes account of Part 4 of KCSIE which has replaced

the previous DfE guidelines in *Safeguarding Children in Education: Dealing with Allegations of Abuse against Teachers and Other Staff* (2005).

The Headmaster (or Principal, if allegation is against the Headmaster) or Principal (also the DMS) must be informed straight away and the Wandsworth Procedures for Managing Allegations against Staff followed.

This will always lead to a discussion with the Wandsworth Local Authority designated officer or team of officers (LADOs) within one day of all allegations being made. In no circumstances will the school undertake their own investigation without prior consultation with the LA. The Headmaster (or Principal if the allegation is against the Headmaster) will be the person to liaise with the Local Authority and Police

All staff are expected to recognise the need for absolute confidentiality in these situations. From 1 October 2012, there are restrictions on the reporting or publishing of allegations against teachers and so schools must make every effort to maintain confidentially and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

**The School is committed to reporting any person to the DBS – whether employed, contracted, a volunteer or a student - (within one month of that person leaving the school) whose services are no longer used because he or she is considered unsuitable to work with children.**

The school will also fulfil its duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.

Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. See Appendix 7.

#### **4.10 Children Missing from Education**

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability and aptitude and any special educational needs they may have. A child going missing from education, or not attending it regularly, is a potential indicator of abuse or neglect. We will follow the required procedures for unauthorised absence and for dealing with children who go missing from education, including appropriate notification to the Local Authority. We will also ensure staff are alert to the potential risks of poor or non- attendance and cessation of attendance, including the signs to look out for and triggers to be aware of when considering the risks of potential concerns such as **travelling to war zones, FGM and forced marriage. See Appendix 10 for more details.**

#### **5. Communication with Parents**

Parents will normally be kept informed as appropriate of any action to be taken under these procedures to support a child in need or about whom there are any concerns relating to radicalisation. However, there may be circumstances when a Designated Member of Staff will need to consult the LADO, Local authority children's social care services/the Channel Panel and/or the police before discussing details with parents.

#### **6. Whistleblowing**

We understand the requirement (see WT 2015) to have clear whistleblowing procedures based on the importance of the following key principles:

- we ensure that the school has culture of safety and of raising concerns.
- we ensure that the school has a culture of valuing staff and of reflective practice
- we understand that children cannot be expected to raise concerns in an environment where staff fail to do so.
- we ensure that staff are made aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the actions and attitude of their colleagues.
- we have clear processes for reporting allegations.

- we provide training and support for staff.
- we understand the need for transparency and accountability in relation to how concerns are received and handled.

All staff are required to report to the Headmaster, or Principal in his absence, any concern or allegations about poor or unsafe school practices, potential failures in the School's safeguarding regime or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

Staff should also refer to full procedures for whistleblowing in the staff handbook which details the school's procedures for reporting and handling concerns, including about poor or unsafe practice and potential failures in the school's safeguarding regime, provision for mediation and dispute resolution where necessary.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## 7. Safe Recruitment

The school will ensure that it operates a safe recruitment policy to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained. Senior Leaders and any other staff involved in selection procedures are given Safer Recruitment training

Appropriate checks (as detailed in the "Safeguarding and Safer Recruitment Policy") are carried out on all potential employees and volunteers, and all references are taken up and verified. The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity

One member of each interview panel must have completed Safer Recruitment training  
At interview, candidates will be asked to account for any gaps in their employment history.

In accordance with the requirements of *Prevent* we have clear protocols for ensuring that any visiting speakers, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised.

Please refer to our '**Safeguarding and Safer Recruitment Policy**' for full guidance.

## 8. Anti-radicalisation / Prevent

The school supports the Prevent Strategy, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism. We have due regard to the need to prevent pupils from being drawn into terrorism or being radicalised.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions.

Extremism is defined as the holding of extreme political or religious views which may deny rights to any group or individual.

We will ensure that staff are provided with appropriate training and information to enable them to assess the risk of children being drawn into extremist ideas that are part of terrorist ideology and identify any child who may be at risk and how to support them.

We will also ensure that children are safe from terrorist and extremist material when accessing the internet in school. The school works within the curriculum to promote tolerance and respect for diverse views, while challenging prejudice of any kind. We are an inclusive school which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.

As with all matters pertaining to the maintenance of a safeguarding culture within the school, staff are expected to be vigilant in identifying concerns and ensuring these are passed to the DMS without delay.

If any concerns arise, or are disclosed by a child, they will be responded to following normal safeguarding processes. Concerns will be discussed with the child's parents whenever possible and advice would be sought from colleagues in LA (either Prevent co-ordinator or safeguarding services) if necessary.

## 9. Management of Safeguarding

The School Principal is the DMS and takes responsibility for child protection matters including Prevent. It is the job of the DMS to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. The DMS works closely with the Headmaster and, where appropriate, other members of staff who have received training in the role of DMS to ensure that the policy and procedures are being followed.

The job description of the designated safeguarding lead includes the key activities of the role.

All staff receive regular training in safeguarding and are aware of the importance of discussing any concerns they may have about welfare and safeguarding matters as well as their duty to report any welfare and safeguarding concerns to the designated safeguarding lead, or in the absence of action, directly to local children's services.

## 10. Support and Training for Staff

### Support

We recognise that staff working in the school who have been dealing with child protection issues may find the situation stressful or upsetting.

We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have.

We will ensure that formal supervision is provided for staff working in Early Years and foundation stage as required.

We will consider what arrangements can be made to provide supervision for designated leads and any other staff members as appropriate.

### Training

All staff, both new and existing, must read at least the latest versions of Part One of KCSIE as soon as is practicable once they are published and are tested to ensure that they have done so. Where members of staff are not full conversant in English, they are provided with a translation of the document in their own language.

We will ensure designated staff attend training and receive relevant updates every year and all staff are provided with training at induction and thereafter on a regular basis including safeguarding briefings and updates at least annually

Such training will either be provided by an external organisation, contracted in to school as part of a whole-staff training event, or it will be cascaded to staff from the DMS, who has accessed and completed on-line Prevent awareness training and who regularly attends Wandsworth safeguarding briefing meetings. Detailed training records are kept by the DMS.

All teaching staff were briefed on key Prevent measures at a meeting in the Autumn term of 2015, and the important messages within this session were reinforced in a staff internal publication. This was also distributed to support and ancillary staff.

We train all staff to understand our safeguarding policy and procedures, and ensure that they have up to date knowledge of safeguarding issues. Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour;

- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

**All designated members of staff (DMS) who have status and authority for Child Protection within the school** have received appropriate training and support for this role.

- Fiona Goulden most recent training date: 9 September, 2016.
- Jane Appleby training date: 9 September, 2016.
- Jonathan Brough retraining date: 9 September, 2016.

Retraining for the role of DMS for all of the above staff will be arranged during the Autumn Term of 2018 in line with the new training requirements stipulated in KCSIE September 2016.

We ensure that all staff:

- have been trained to recognise the signs and indicators of abuse and understand their responsibilities and the procedures when passing concerns to the designated teacher (See Child in Need Referrals, Section 47 Child Protection Referrals and Home Alone Case)
- know how to respond to a child who discloses abuse (See *Dealing with Disclosure*.)
- understand that if they are concerned about any aspect of the safety and welfare of a child, they must inform the DMS immediately.
- have read and understand the staff Code of Conduct
- understand and are aware of the need to safeguard themselves and colleagues
- receive appropriate training and updates on an annual basis as directed in KCSIE September 2016.

All new staff, including temporary staff and volunteers, are provided with induction training on the first day that they begin work at the school (if not before) that includes:

- the school's child protection policy;
- the staff code of conduct/behaviour policy including the whistleblowing procedure;
- the identity of the designated person
- a copy of Part 1 of KCSIE.

## **11. Arrangements for Reviewing Policies and Procedures**

All safeguarding policies are reviewed at least annually and at other times:

- when regulatory changes come are introduced;
- as a result of members of staff undergoing training or participating in inter-agency initiatives;
- when any shortcomings are identified; or
- when incidents within school prompt a review of our established practice.

The school's safeguarding policies and procedures are an agenda item at the Health and Safety Committee meetings at the start of each term.

Detailed notes about any low level concerns are retained in a record book in the school office and staff are encouraged to make use of this facility. This is to ensure that were there to be an accumulation of information, which independently might not cause serious concern, about a certain child, collectively this may raise alarm bells.

Details of all serious concerns are kept in a file in a locked filing cabinet in the Headmaster's office and this is scrutinised as part of the annual review. This file is also used to complete request for Safeguard information to school when pupils leave Hurlingham.

The DMS, in conjunction with the Headmaster, undertakes an annual audit of the School's safeguarding procedures and this is then presented to both the Board of Directors and the Board of Advisors for discussion and review. This audit includes details on how the DMS is satisfied that the policy is known in practice: ie, she has overseen the both latest local authority S11 survey and our internal assessment questionnaires regarding policy and process. The account of the review will be minuted in sufficient detail to demonstrate both its breadth and depth.

The DMS attends regular WSCB twilight meeting for schools to ensure that she is informed about current safeguarding practices.

## 12. Teaching Children How to keep Safe

In PSHEE pupils in Years 1 and II are taught how children can keep safe on the internet. The dangers of cyberbullying, grooming, abuse and radicalisation through online based resources are explored and explained in an age appropriate manner. Further information may be found in the PSHEE policy, but as a brief outline:-

- Lower School classes read and discuss storybooks together, including *Digiduck's Big Decision* by Childnet and Kidscape, and *Chicken Clicking* by Jeanne Willis

We are aware of risks to children online and will ensure children are safeguarded in school from potentially harmful and inappropriate online material through appropriate filtering and monitoring systems.

Years I and II engage in formal age-appropriate radicalisation awareness work in Citizenship lessons on an annual basis as well as part of on-going discussions in various other curriculum areas.

The School Headmaster, who is a trained and qualified CEOP Ambassador and who liaises with the DMS regarding developments in the Prevent strategy, reviews all aspects of how children are taught about keeping safe on an annual basis and cascades refresher training to staff accordingly, making the appropriate resources available to teachers.

## 13. EYFS and Disqualification from Working in Childcare including Disqualification by Association.

Early years and later years (under-8's) childcare - *Disqualification under the Childcare Act 2006* (March 2015) is now incorporated in KSCIE, concerns how people can be disqualified under the Childcare Act 2006, including by association with others, and explains the effect of the Childcare (Disqualification) Regulations 2009.

The requirement for Schools is that they must not knowingly employ people to work with pupils in EYFS childcare or allow them to be directly concerned in its management, if they or others who live or work in their households are "disqualified". In order to ensure a belt and braces approach to this regulation, however, all staff including temporary staff and volunteers, as well as those who are not involved in childcare but who work in the school such as kitchen staff, are required to complete a self-declaration form each year.

In order to fulfil this duty to have regard to the guidance we take three steps:

- we inform all staff of the legislation, including that they may be disqualified by association;
- we take steps to gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified, including by association;
- we keep records on the Single Central Register of all staff employed and the date disqualification checks were completed.

Please refer to the **Safeguarding and Safer Recruitment Policy** for more detailed information on Disqualification.

#### **14. Confidentiality**

All staff are aware that they cannot promise a child that they will keep certain information confidential. We recognise that matters related to Child Protection are of a confidential nature. The designated member of staff and / or headmaster will therefore share detailed information about a pupil with other staff members on a need to know basis only.

All staff are aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.

#### **15. Specific Safeguarding Issues**

Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary. The Lead DMS will attend relevant training and ensure that staff are aware of issues such as Child Sexual Exploitation, Female Genital Mutilation, Illness Fabricated and Induced, Domestic Abuse, Honour based Violence etc, understand the indicators and recognise the complexities of these issues for young people.

Date of policy: September 2017

Date of last review: September 2017

Date of next review: June 2018

## Appendix 1

### The Designated Member of Staff (DMS)

The DMS is Fiona Goulden who can be contacted on 020 8874 7186 or by email at [fiona.goulden@hurlingham.school.co.uk](mailto:fiona.goulden@hurlingham.school.co.uk).

In her absence parents or staff should contact any of the following members of staff who have all received DMS training:

- Jane Appleby
- Jonathan Brough

### Job Description 2017/18

- Job Title:** Designated Member of Staff for Safeguarding & Child Protection (DMS)
- Accountable to:** The Boards of Advisors and Directors, and the Local Authorities
- Role:** The responsibilities and duties of the Designated Member of Staff are as follows:

#### The broad areas of responsibility for the designated safeguarding lead are:

- Managing referrals
  - Refer cases of suspected abuse that do not involve a staff member (except the Headmaster) to local authority children's social care
  - Refer cases of suspected abuse that concern a member of staff to the Headmaster and ensure he refers such cases to the local authority
  - Report cases where any member of staff is dismissed or leaves school due to risk and/or harm to a child to the Disclosure and Barring Service and, when appropriate, to the National College for Teaching and Leadership
  - Refer cases where a crime may have been committed to the Police;
- Liaising with the Headmaster (and where appropriate the Board of Directors) to inform him or them of issues, especially ongoing "significant harm" enquiries under section 47 of the Children Act 1989 and police investigations;
- to co-ordinate the Child Protection procedures in the School and act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection;
- to advise and act upon all concerns, belief and evidence of abuse reported to them;
- to keep the Headmaster informed of all actions or issues, especially ongoing enquiries by the LA, unless the Headmaster is the subject of the complaint;
- to monitor records of pupils in the school who are subject to a child protection plan to ensure that it is maintained and updated as notification is received;
- to liaise with other professionals when appropriate in respect of children in need and contribute to the multi-agency working (Team Around the Child).

### Training

The Designated Member of Staff receives appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff receives regular training with due regard to the recommendations detailed in the most recent publication of KCSIE;

- Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- To monitor the keeping of detailed, accurate, secure written records of concerns and Referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- 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 how to identify children at risk of radicalisation and how to support them.

### **Raising Awareness**

The Designated Member of Staff ensures the School's policies are known and used appropriately in the following way:

- Working with the Headmaster and the Board of Directors, ensure the School's Safeguarding and Child Protection policies are reviewed annually and the procedures are implemented, updated and reviewed regularly
- Ensuring the Child Protection policies are 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
- Liaising with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Ensuring Child Protection files of pupils who have left the School are transferred securely to the new School as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

The Designated Member of Staff (DMS) has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

## Appendix 2

### Definitions of Abuse and Guidance on recognising potential signs of Abuse

Safeguarding and promoting the welfare of children is defined 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
- Taking action to enable all children to have the best outcomes

Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm.

**Abuse can also refer to inappropriate behaviour by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'.**

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by adults or another child or children

Behaviours such as alcohol and substance misuse, truanting and sexting put children at risk or in danger and safeguarding issues can manifest themselves via peer-on-peer abuse, including cyber-bullying and gender-based violence / sexual assaults

### Definitions

**Abuse is broadly divided into four categories:- Neglect, Physical Injury, Sexual Abuse and Emotional Abuse.** Brief definitions are given below. More detail can be found in related documents listed in appendix 10.

- **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. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.
- **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 feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously Munchausen Syndrome by Proxy).
- **Sexual abuse** involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (eg. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.
- **Emotional abuse** is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child although it may occur alone.

It is important to recognise that many children will be living (or may have lived) in families where **Domestic Abuse** is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic abuse is below

*Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those **aged 16 or over** who are or have been intimate partners or family members regardless of gender or sexuality.*

**Child sexual exploitation (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):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. 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. From October 2015, it became mandatory for all teachers to report to the DMS (who would in turn contact the police) or direct to the police cases where they discovered that an act of FGM appears to have been carried out.

**Children Who Go Missing from Home or Care** are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high risk activities
- Involvement in criminal activities
- Victim of Abuse
- Victim of crime, for example through sexual assault and exploitation
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing out on schooling and education
- Increased vulnerability

Longer-term risks include:

- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health.

Any and all incidences of children going missing from education would be reported in line with our policy on Admissions and Attendance Registers.

## **Guidance on Recognising Potential Signs of Abuse**

### **Recognising Physical Abuse**

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 / carers are uninterested or undisturbed by an accident or an 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 A&E departments
- Reluctance to give information or mention previous injuries

## **Bruising**

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in 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 on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

## **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

## **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## **Fractures**

Fractures may cause pain, swelling and discoloration over a bone or a joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of body, may suggest abuse

## **Behavioural Indications**

Some children may behave in ways that alert you to the possibility of physical injury, for example

- Withdrawal from physical contact
- Fear of returning home
- Self-destructive tendencies
- Aggression towards others

## **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms 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
- Scape-goated 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
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self-harming
- Running away

## **Recognising Neglect**

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be 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 or late for school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Compulsive stealing or scavenging

## **Recognising Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self-mutilation and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Concerning changes in behaviour or general presentation
- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is disclosed
- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing
- Wetting or soiling

### **Recognising Radicalisation**

The following signs and behaviours could indicate vulnerability:

- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Cultural and/or religious isolation
- Sudden change in religious practice
- Violent/ rhetoric language
- Hate rhetoric
- Political activism

## Appendix 3

### Guidance for staff on suspecting or hearing a complaint of abuse

If you have a concern about a pupil or you receive information that leads you to be concerned that a pupil has been harmed or is at risk of harm or their welfare is being compromised you are required to act appropriately to ensure action can be taken to protect the pupil concerned.

The concern may be as a result of a disclosure from a pupil, a parent or a third party or may arise due to behaviour that has caused you to become concerned.

If a pupil discloses abuse please note the following key points:

- **Listen carefully to what the pupil is telling you without interrupting**  
Stay calm and sympathetic. Listen to what you are told without displaying shock or disbelief. Be observant and attentive without being judgmental. Do not probe or put words into the child's mouth – accept what is said. Reassure the child that it was right to tell, that you are sympathetic, that they are not alone, that you are glad they spoke up.
- **Do not promise confidentiality**  
Do not make promises that you may not be able to keep such as “everything will be alright” or “I won't tell anyone”. Do not promise confidentiality to adults or children. (You have a duty to refer).
- **Remain non-judgemental and keep an open mind**
- **Do not ask leading questions, or more questions than you have to – just establish what the pupil is telling you**  
Respond calmly and openly. Do not ask leading questions (such as “What did he do then?”) or interrogate. Ask open questions that will encourage a secure and sympathetic environment for the child, such as “Anything else to tell me?” “Yes?” “And?”  
Do not criticise the perpetrator or be judgmental.  
Do not ask the child to repeat it all for another member of staff.
- **Be honest with the pupil and explain what will happen next**  
Explain what you have to do next and who you have to talk to (the DMS or Headmaster). Keep in contact with the pupil and, if a Children's Specialist Services interview is to follow, see that the child has a “support person” present if they wish (This may be you).
- **Keep a sufficient written record of the conversation.**  
Make detailed notes, preferably after the disclosure, and whenever appropriate check them with the child. Use the child's own words, not your interpretation. It is recommended that you don't take notes during the disclosure as this may inhibit the child – it is better if possible to write notes as soon as practical after the meeting. Notes written up to one hour after the disclosure may be treated as contemporaneous and used in court.  
Sign and Date the notes and give them to the DMS to sign and keep). It may also be appropriate to detail any signs of injury on a body map which is available from the DMS.  
The record should include:
  - (a) the date and time;
  - (b) the place of the conversation; and
  - (c) the essence of what was said and done by whom and in whose presence.

The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Person as soon as possible. The record of what was said by the girl should as far as possible be in her own words and not in the adult's reinterpretation of those words.

All evidence, for example, scribbled notes, mobile phones containing text messages, clothing and computers, must be safeguarded and preserved and passed to the Designated Person. Computers or

other devices that might contain relevant evidence should not be searched or accessed by the member of staff hearing the complaint.

- **Pass on to the designated member of staff (DMS)**

Inform the Designated Member of Staff for Safeguarding (DMS) immediately if the information you have indicates that the pupil has suffered harm or there is a high level of risk. In all other instances concerns should be passed on to the DMS as soon as possible – do not delay.

**Please remember the DMS is available to offer help, advice and guidance to staff and pupils where necessary. If you have a concern or problem and are unclear how to proceed ask for advice.**

**Achieving the best evidence:**

- Walk and talk, literally or metaphorically
- Get alongside the child – literally
- Do it immediately
- Listen very carefully
- Allow them to speak freely
- Do not ask leading questions
- Do not make assumptions
- **Focus on establishing: WHAT, WHEN, WHERE, WHO?**

**DO:**

- Try to be available to be spoken to. The child may not be ready when you are.
- Listen carefully to what the child says without interpreting.
- Keep an open mind about what you are told.
- Believe the child, even if you cannot see any injury which would support the story.
- Refer on ASAP, via DMS.
- Be prepared to speak to the Police or Children's Specialist Services

**DON'T:**

- Promise confidentiality.
- Pre-judge or make assumptions.
- Ask leading questions, or ask any more questions than you have to – just establish what the child is telling you, then stop.
- Record the conversation.
- Delay referral.
- Be afraid of being wrong.

**All staff are reminded that:**

Schools are not an investigative agency. That is the job of the Police and Children's Specialist Services.

**Please see Appendix 5 for detailed guidance on making a referral.**

## Appendix 4

### Policy on Procedures When a Member of Staff, Volunteer, Child Protection Officer or Head Faces Allegations of Abuse

This policy is made available to all staff at *Lion House – a Hurlingham School*.

#### 1. Introduction

The most recent guidance on this issue is to be found in Part 4 of Keeping Children Safe in Education (July 2015).

Working Together to Safeguard Children (March 2015) requires local authorities to designate an officer or team of officers to deal with the management and oversight of allegations against people who work with children.

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We undertake to take any allegation of abuse, involving a member of staff, very seriously

The member of staff who is informed of the allegation must:

- Record the information (it may be more appropriate to do this immediately after the meeting depending on the state of the person making the allegation). This need only be the bare facts and a synopsis of what was actually said.
- Do not grill the person making the allegation.
- Do not promise to keep it confidential.

An allegation of such seriousness must normally be made directly to the Child Protection Officer (DMS); but if another member of staff, preferably the Headmaster, is told first, he/she must ensure that the DMS is informed immediately.

If the DMS is unavailable – or is involved – the Headmaster or DMS for Early Years should be told at once.

The DMS will tell the Headmaster unless he is personally involved in the allegation.

*Please note that from October 2016 a new system is in place in Wandsworth for making referrals when allegations are made against professionals. Their referral form (located in the Policy Documents folder on the Hurlingham School Office drive) should be completed and e-mailed to MASH (as per information on the form).*

*It will still be referred to the duty LADO for decision, but it has been agreed that all referrals should come through the 'front door' as this enables any issues for a child who may be at risk of significant harm to be assessed promptly in MASH and processes put in place if necessary in parallel with the LADO investigation (when required). The LADO office can still be contacted for advice if needed (020 8871 7208) and the duty LADO will either speak to you straightaway or call you back as soon as possible.*

#### 2. The First Response

The Headmaster will first try to establish and record the following information before contacting the Local Authority's designated officer on **Tel: 020 8871 7961** (or in the most serious cases, the police) which he will do without delay.

- Who made the allegation and the nature of it.
- When and where it happened.
- Who was involved.
- Whether there were witnesses and who else knows.
- Any past history and/or relevant documentation.

When the Headmaster contacts the EWO they will discuss whether it is appropriate given the circumstance of the individual allegation to:

- Tell the pupils' parents; in which case the headmaster will inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Children's Specialist Services (previously Social Services) before making contact.
- Tell the member of staff about whom the allegation has been made and if so will advise him or her to contact their Trade Union or Professional Association for advice and support,
- To involve Children's Services or the Police
- To suspend the member of staff involved
- If the matter should be dealt with through the internal disciplinary process

Once informed, the EWO and the Local Authority Designated Officer (LADO) are effectively in charge of managing the allegation but the Headmaster is responsible for looking after the interests of the School.

The School will not undertake an investigation into the allegations without prior consultation with the local authority designated officer or team of officers (LADOs), or in the most serious cases, the police, so as not to jeopardise statutory investigations.

### **3. The Next Step**

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Invite the police to conduct the investigation,
- Consider suspending the member of staff (or volunteer) concerned.

If the matter is handed back to the School to manage:

The Head must take appropriate action within 3 working days and the disciplinary hearing must be held within 15 working days unless further investigation is required in which case this should be completed within 10 days. Following completion of the further investigation, the Headmaster will decide whether to hold a disciplinary hearing within 2 working days and must hold it within 15 working days.

### **4. Support for the Pupil**

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Headmaster, together with the Principal who is the school's Child Protection Officer (DMS), will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Wandsworth Safeguarding Children Board (WSCB), or other agencies involved to identify the support strategies that will be appropriate.

### **5. Suspension**

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child,
- The allegations are so serious as to constitute grounds for dismissal, if proven,

- The police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending him or her.
- Keep him or her informed of progress of the investigation.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend or Trade Union representative.

## **6. Alternatives to Suspension**

We will always consider whether an alternative to suspension might be appropriate.

Possibilities include:

- Sending the member of staff on leave,
- Giving him or her non-contact duties,
- Ensuring that a second adult is always present in the classroom when he or she teaches.

## **7. If the Member of Staff Resigns**

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

## **8. Compromise Agreements**

The policy at *Lion House – a Hurlingham school* is to follow the DCSF guidance set out in “Safeguarding Children and Safer Recruitment in Education” on the use of compromise agreements in cases of child abuse which is:

*“Compromise agreements, by which a person agrees to resign, and a school... .. agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any case, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to List 99 where circumstances require it”*

## **9. Length of Investigatory Process**

We recognise that everyone’s interests are served by completing any investigatory process as swiftly as possibly. *Lion House – a Hurlingham School* is a small community and we will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. We would expect almost every case to be completed within one month.

## **10. Referral to the Disclosure and Barring Service and the National College for Teaching and Leadership**

Like all schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the Disclosure and Barring Service (DBS) within one month of the individual’s dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff or volunteers are normally made by the CPO. If the CPO is involved, the report is made by the Headmaster. If the Headmaster is involved, the report is made by the Principal.

The referral form can be downloaded from the ISA website on ([www.isa-gov.org.uk](http://www.isa-gov.org.uk)). The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the ISA at any time.

The School will consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. This may also be appropriate if a dismissal does not reach the threshold for DBS referral.

The reasons such an order would be considered are:

- unacceptable professional conduct
- conduct that may bring the profession into disrepute
- conviction, at any time, for a relevant offence.

In the event that an individual is referred to the DBS, it is not necessary to report to the NCTL as well as the two bodies share information.

## **11. Recording Allegations of Abuse**

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer. Records relating to malicious allegations will be removed from the personnel records. Unfounded or malicious allegations will not be included in references no matter how many there have been.

## **12. Anonymous Allegations**

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. We will report the matter to the Wandsworth Safeguarding Children Board (WSCB) and be guided by them in our handling of the allegation. Where the allegation names the member of staff; but not the pupil, we will normally interview the member of staff, and ask for his or her version of events, unless the WSCB has advised a different course of action. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would normally be kept.

## **13. Handling Unfounded or Unsubstantiated Allegations**

### 13.1 The Child

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the WSCB to set up a professional programme that best meets his or her needs, an Educational Psychologist, as well as support from a School Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

### 13.2 The Member of Staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without fire". If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

## **14. Allegation of Abuse of a Child who is not a Pupil at the School**

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at *Lion House – a Hurlingham school*, we would immediately pass such information to the Wandsworth Safeguarding Children Board (WSCB) to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

### **15. Allegations Involving the Head or Child Protection Officer (DMO)**

The Principal should be told at once by the Deputy Head (Curriculum) or Child Protection Officer (DMS) of any allegation involving the Headmaster. She will obtain legal advice before proceeding to the steps outlined above. The Headmaster will normally be suspended for the duration of the investigatory process, and one of the Deputy Heads will be made acting Head until the conclusion of the investigation and resolution of the issue.

The Headmaster should similarly be told at once of any allegation involving the DMS. The Principal should normally be informed on the same day, and legal advice obtained. The DMS will normally be suspended for the duration of the investigatory process. The Headmaster or a Member of the SLT who has been fully trained in Safeguarding and Child Protection should be made acting DMS until the conclusion of the investigation and resolution of the issue.

### **16. Anonymity**

Section 13 Education Act 2011 came into force on 1 October 2012.

Where a pupil at a school makes an allegation against a teacher (not support staff) that a criminal offence has taken place, no information can be published that would lead to the identification of that person before they are charged or summonsed. It is a Criminal Offence to publish the identity of the individual ie. Website, facebook, Twitter etc. This applies to all members of the school community including parents and pupils.

Date of creation: September 2017

Date of last review: September 2017

Date for next review: June 2018

## Appendix 5 Making a Referral

### Children in Need Referrals (section 17)

A Child in Need is:

- a child who is unlikely to achieve or maintain or have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision for him, of services by a local authority;
- a child whose health or development is likely to be significantly impaired or further impaired without the provision for them of such services;
- a child who is disabled.

Children's Social Care Services have a general duty to safeguard and promote the welfare of such children. However, the focus of the work may be led or delivered by another service.

If we have concerns about a child's welfare and feel that we require the assistance of Education Welfare Officer or Children's Specialist Services Department then we will gain parental consent prior to a referral being made. The referral can be undertaken by either completing a Common Assessment Form (CAF) with the parent or holding a network meeting with the parent, which a duty social worker can attend. The CAF would be completed with the parent after the meeting.

Steps to making a Section 17 referral to Children's Specialist Services:

We will, together with the parent and child, if age appropriate, discuss our concerns. If at that stage we wish to refer to Children's Specialist Services, we will complete the CAF. We will also check with Children's Specialist Services about whether the child is already known.

We will complete the CAF, together with the parent, outlining the areas where we think they require assistance.

If we feel it would benefit the child and parents, we may hold a network meeting bringing together those agencies involved with the child/family and the parents/carers. We will arrange this with relevant agencies. If we feel, after consultation with our Education Welfare officer (EWO), that Children's Specialist Services need to be involved, we will contact Duty Team Referral and Assessment Department on 8871 6622. After 5pm weekdays or on weekends: 020 8871 6000

On receipt of the CAF in Children's Specialist Services, the duty worker will contact us and advise us on what action is going to be taken. The allocated worker will send an information leaflet to the parents.

### Child Protection Referrals (Section 47)

This is the threshold determined as **significant harm**. Significant harm is a complex concept, taking into account:

- the severity of ill treatment
- the duration and frequency of abuse
- the extent of the premeditation
- the degree of threat or coercion
- any sexual motivation towards a minor
- sadistic, bizarre or unusual elements.

It could be a single traumatic event (eg. violent assault) or an accumulation of events which interrupt, change or damage the child's physical and psychological development.

It should be noted that 'reasonable' chastisement of children by parents is not against the law but it is always considered 'unreasonable' if it is around the face.

In the event of a child disclosing that they have been subject to an incident of abuse or are presenting with injuries or have symptoms of severe neglect or information of concern is received from a third party about a child, we must contact the Duty Team Referral and Assessment Department 0208 871 6622. After 5pm weekdays or on weekends: 020 8871 6000

Steps to take for Section 47 referrals where a child presents to us with injuries, discloses abuse or there are reasons for serious concern:

If a child requires hospital treatment, he or she will be sent directly to the local A&E unit and if necessary the school can contact the police Child Abuse Investigation Team (CAIT) for their help.

We will contact the Duty Team Referral and Assessment Department 0208 871 6622. After 5pm weekdays or on weekends: 020 8871 6000 giving the full details of the child and the incident or reasons for serious concern. Details of the parents/carers contact numbers and any relevant information i.e. health will also be given. We will follow up this telephone referral with the completion of the inter-agency form within twenty four hours.

The inter-agency form is completed electronically and sent to the Duty Team Referral and Assessment Department.

The duty social worker acts on the telephone referral and contacts the Police Child Abuse Investigation Team and will liaise with us about arranging to see the child and parent at a suitable venue as soon as possible. The duty social worker is responsible for organising a medical if required. In exceptional circumstances, we may be asked to assist with this process, e.g. if the child has a trusting relationship with a member of the school staff, then that person may be asked to accompany the child to the medical.

In general circumstances we will, either at this point or before referral, contact the parent to advise them of what has happened. The parent will be asked to attend the school to meet the duty social worker and the DMS.

In exceptional circumstances where a child discloses sexual abuse, is frightened of their parent's reaction to telling the school or the parents have a history of violence, the referral is made to Children's Specialist Services first and a decision taken to hold a strategy discussion/meeting as soon as possible. If there are no immediate concerns about the child returning home, planned intervention may not take place until after the strategy discussion/ meeting, provided the child can return home. If the child is not safe at home or is frightened to return home, the duty social worker, after consultation with the manager, will see the parents to assess the situation and possibly arrange for the child to go to a safe place, either another family member, foster carer or arrange for the alleged perpetrator of the abuse to leave the home. We will be kept informed at each stage of this process and the social worker will be working closely with the police CAIT team. The duty social worker will see the child at school if appropriate and obtain the relevant information to assist in the decision and as part of this process the parents will be seen and the situation fully assessed.

In relation to referrals involving allegations of one child having abused another, e.g. sexual abuse a strategy meeting and separate investigations for each child involved would be set up.

Copies of all referrals are to be sent by fax to Stella Macaulay, Principal EWO, on 0208 871 8304.

### **Home Alone Cases**

Where we have reason to believe a child has been left Home Alone (for example where a child does not attend school and we telephone the home to find the child alone), we will call the parent or other emergency contact i.e. neighbour/friend/relative. We do not have a duty to contact the person with Parental Responsibility in the first instance although we make every effort to contact the parent. If it is confirmed that a child has been left alone or if the parent is not contactable, we will make a child protection referral.

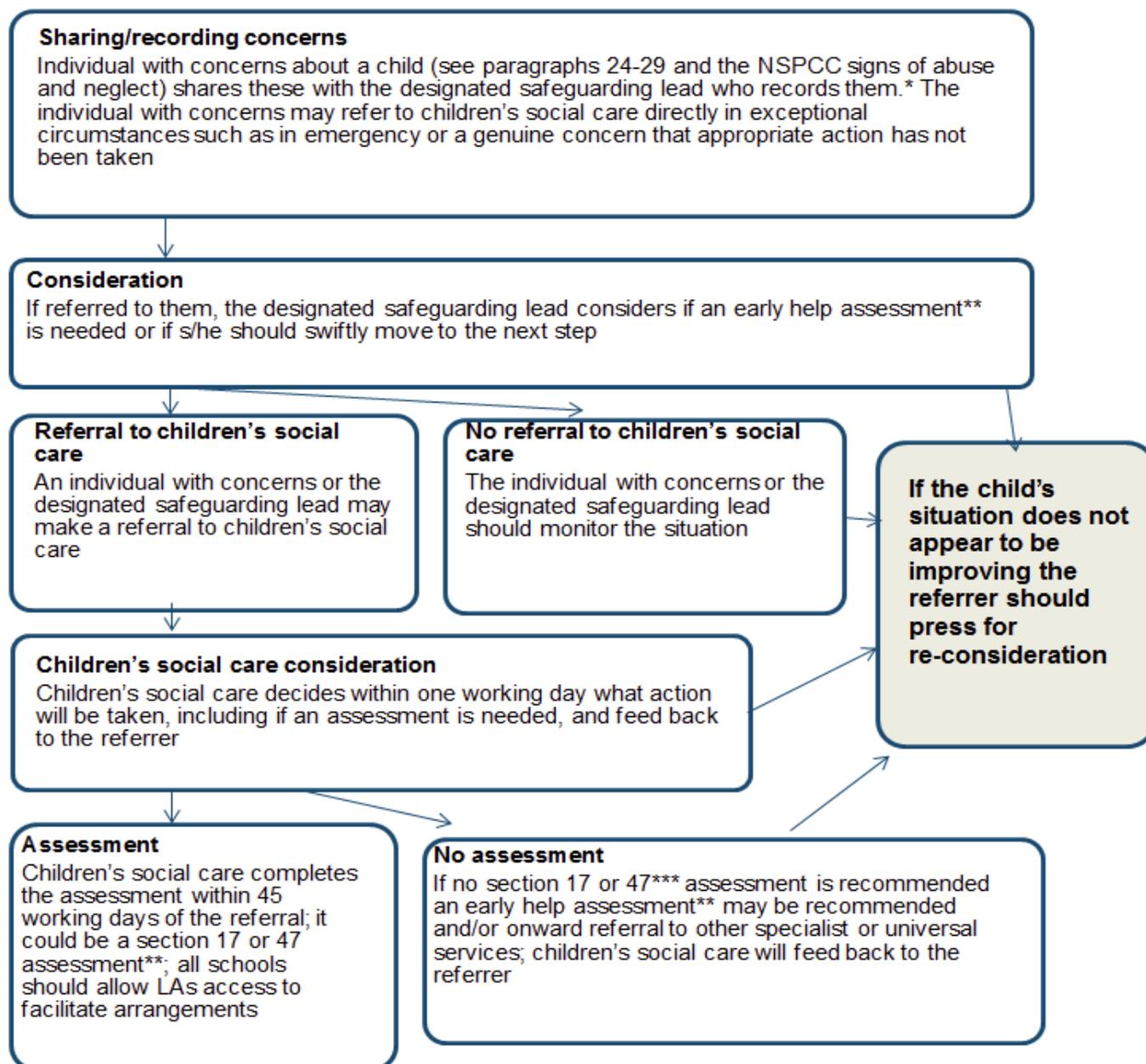
Children's Specialist Services have a duty under Section 47 of the 1989 Children Act to investigate any case where they have a reasonable cause to suspect a child in their area is suffering or is likely to suffer significant harm. It is a matter of judgement by the duty manager whether circumstances such as these justify action, such as asking the local police to attend the home immediately; sending the social worker to the home prior to the local police being asked to attend or removal of the child from the home to a place of safety. Much of course would depend upon the age of the child, the length of time left alone, the history of previous involvement and the home environment in which the child has been left.

Children's Specialist Services have no legal right of entry to a private home without permission or a court order. However, the police have a legal right to enter premises without a warrant for the purpose of saving life or limb. Accordingly in circumstances such as these, if appropriate, the police could affect entry with a social worker and the social worker could then assess whether further action needed to be taken under Section 47. In such cases, Social Services should take the lead in co-ordinating any action and liaise with the Police, keeping us, as the child's school, informed of any action.

## Flowchart of action when a child has suffered or is likely to suffer harm (from Keeping Children Safe in Education (2015) – Part 1)

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Anybody can make a referral.



\*In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

\*\* Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of Working Together to Safeguard Children 2015 for more information.

## Appendix 6

### Prevent Strategy – information and referrals flowchart

#### What is 'Prevent'?

'Prevent' is part of the government's counter-terrorism strategy, CONTEST. The aim of the 'Prevent' strategy is *"to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism."*

The *Counter-Terrorism and Security Act 2015* gives the 'Prevent' strategy legal status in that schools and colleges in England and Wales are now obliged by statute "to have due regard" to the need to prevent people from being drawn into terrorism. The Prevent strategy explains that *"schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol."*

#### What is 'extremism' or an 'extremist'?

No legal definition but the Prevent strategy document defines extremism 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."* The document also includes in its definition of extremism *"calls for the death of members of our armed forces, whether in this country or overseas."*

#### What is radicalisation?

Although the percentage of people prepared to support violent extremism in this country is very small, it is significantly greater in young people.

Radicalisation is driven by a belief which supports the use of violence. We do not need to understand the ideologies or ideas that are promoted, more the way they hook into the vulnerable.

#### What is 'Channel'?

The Association of Chief Police Officers (ACPO) guidance, Prevent, Police and Schools, describes Channel as *"a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorist-related activity."*

#### Safeguarding in Prevent

*Prevent* is just another form of safeguarding, a way of offering support and intervention if someone is on a pathway to extremism. Radicalisation is a process and it is unlikely that one single event will trigger a person to become radicalised and support violent extremism. *Prevent* can help steer a person away from embracing violence as a solution to the grievances they hold, whether motivated by politics or religion.

If concerns have been raised about a child, then the first person to notify is the school's DMS (Fiona Goulden) who can make an assessment based on the information available. They may ask to speak to the child or young person themselves to pose a series of informative questions to ascertain if it is an isolated incident or indicative of a more worrying mind-set.

**Remember, they may hold information you are not aware of so, it is always advisable to report concerns, however minor they may appear at first glance.**

#### What is our role as a School and your role as teachers in the context of Prevent?

Teachers' main responsibility in relation to the Prevent strategy is to protect children from extremist and violent views by:

1. having awareness of 'Prevent' and "the risks it is intended to address";
2. ensuring that children are taught "in a way that is consistent with the law and our values"; and
3. helping to identify and refer to the relevant agencies "children whose behaviour suggests that they are being drawn into terrorism or extremism".

As a school it is important for us to ensure that the *Prevent* strategy does not reduce or constrain opportunities for 'safe' and educational debate. Pupil need opportunities within appropriate subjects, curricula opportunities, or forms to express views, seek advice and have questions answered. They require the opportunity to explore the issue of diversity, human rights and understanding Britain as a multi-cultural society.

We need to ensure that we provide a learning environment for thinking and questioning, whilst promoting the importance of 'British Values' to include democracy, tolerance and respect for the rule of law, in which our pupils can raise controversial questions and concerns without fear of reprimand or ridicule.

It is our job to:

- explore and promote diversity and shared values between and within communities.
- challenge Islamophobia, anti-Semitism, far-right ideologies and other prejudices.
- support all children's and young people's sense of belonging in 21<sup>st</sup> century Britain and enable children and young people to develop respect for themselves and form mutually respectful, inter-cultural relationships with others.
- help pupils to develop knowledge of religion, history, geography, citizenship, English (particularly the critical study of the media) and analyse current issues of concern;
- help pupils to develop the skills needed to evaluate effectively and discuss potentially controversial issues;
- provide safe spaces for pupils to discuss openly issues that concern them including exploring their own identities and how these relate to the diversity of the society in which they live;
- support those at risk of being isolated or becoming disaffected from their learning or their peers by talking to relevant people (e.g. the designated safeguarding lead – Fiona Goulden) about individual education plans or multi agency support plans.

It is vital that as a whole school we 'address issues of disparity and commonality and how we live together' and that, as teachers, you are confident in tackling controversial issues to challenge any misconceptions.

#### **What are the risk factors that you may be expected to look for in individual pupils?**

The Prevent duty guidance is lacking in detail and does not address this point. However, previous guidance from the Department for Children Schools and Families (DCSF) *Learning together to be safe* states that *"there is no obvious profile of a person likely to become involved in extremism and there is no single indicator of when a person might move to adopt violence in support of extremist ideas."*

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. **Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.**

The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The following signs and behaviours could indicate vulnerability:

- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.



Many of these the elements are really going to be more appropriate to older children but those which are perhaps most relevant to us and the children within Hurlingham are:

### Cultural and/or Religious Isolation

This means that a person will try to avoid people who are not from the same cultural or religious group. At its most extreme there will be no contact with anyone outside of the person's culture and/or religious group. They will actively avoid socialising with diverse or different groups.

Examples are:

- Someone who follows Nazi ideology will avoid people who are not white or someone who they believe may be homosexual. This is because Nazism promotes racism and homophobia.
- People who follow the teachings of a group like Al Qa'ida/ISIL/Daesh will want to avoid anyone from different religions because Islamist inspired ideologies teach hatred and mistrust of other faiths.

However, it should be noted that strong religious observance is also a strong protective factor against engaging in risk-taking behaviour for many young people and a deep or strong understanding of their religion will protect an individual being drawn in by abusive narratives and misinterpretations of that religion.

It is when religious knowledge is poor, that a person becomes more vulnerable to incorrect interpretations of that religion.

### Sudden Change in Religious Practice

The key issue here is the increase in religious observance (i.e. becoming more religious) when combined with a limited or poor religious understanding. Especially when the version of the religion comes from a violent extremist ideology.

### Violent Rhetoric/Language

Just being exposed to violent language is not the issue. The key problem here is extensive and prolonged engagement with violent rhetoric that promotes the use of violence against specific groups and justifies the use of violence against those groups. Exposure to this rhetoric will influence the decision to see violent extremism as a legitimate response against those groups.

One example is David Copeland (the 1999 London Nail Bomber) who spent many months immersed in Nazi thinking and came to believe it was not only OK, but actually necessary, to attack people who were of a non-white ethnic background or who were homosexual.

If a child is being exposed to this kind of constant violent language, then it will appear in both their normal

conversation and in the seeking out or possession of material that contains this same violent language, often from the Internet.

### **Hate Rhetoric**

Hate, specifically hatred of the 'other' (i.e. the target group), sustains violent extremism. It could be hatred of:

- a particular religious group
- 'The West'
- a particular culture
- a nationality
- a government

The use of language by a person or group that generates hatred and dehumanises any other individual or group indicates an increased risk of violent behaviour.

The use of such language will create the impression that such beliefs are normal and acceptable. This will be expressed in both casual conversation and the seeking out or possession of material containing similar hate rhetoric.

### **Political Activism**

*Prevent* is not opposed to political activism; in fact a democratic society openly encourages such activism.

However, when a person demonstrates an increased political awareness on issues that are championed by extremist groups, **as well as a motivation to act on that awareness**, we might have cause for concern.

Increased political awareness and criticism of any Government's policies is ***not*** a measurement for assessing a person's vulnerability to recruitment by extremists.

### **It is important to remember:**

- All of these factors are based on 'real-world' first-hand research and interviews with convicted terrorists, extremists and radicalisers.
- CHANNEL referrals have emerged as young as 13 years old, with instances of Primary Schools having been specifically targeted by violent extremists to be recruited at a very young age.
- In addition, a child that develops in a family environment with a violent extremist mind-set is more likely to mirror those views.

Once a child expresses physical evidence (in what they say, write, draw or view online) of an extremist ideology then there is a chance that they are being drawn towards that ideology.

At the very least, they may have an unhealthy interest in a subject that glorifies violence and hatred and this should be cause for concern from a safeguarding perspective.

Extremism flourishes where intolerance is allowed to prevail. A sense of 'the other' can restrict integration and create a mind-set that views hostility against those with different beliefs and backgrounds as acceptable.

**It is important to differentiate between a lack of understanding of alternative faiths and cultures and an active avoidance of and hostility towards them.**

**Further Information** 6.1. Wandsworth provide further information for teachers at:

<http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=qd087AZMssY>

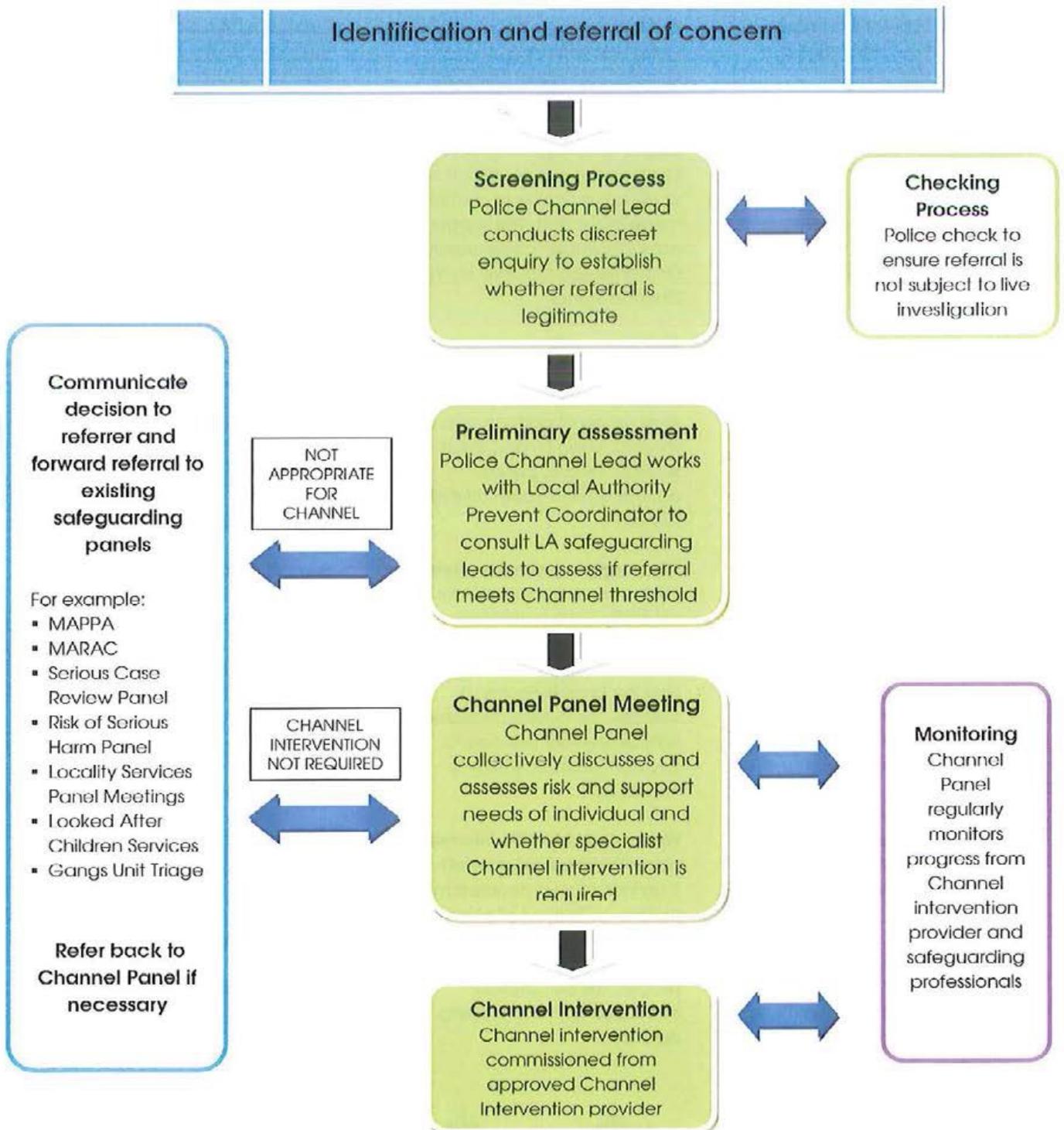
6.2. The following link provides further information and training on the Prevent Strategy and the duties that public bodies have in being vigilant about ensuring that students are safeguarded from extremist ideology:

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

6.3. A Government briefing note regarding the use of social media for online radicalisation can be found here:

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

## The Prevent Strategy and the Channel Programme



## Appendix 7

### Staff Behaviour

Primarily all staff must adhere, at all times, to the Staff Code of Conduct which can be found in the Staff Handbook.

#### **Positive Handling and Physical Intervention**

Our policy on positive handling and physical intervention by staff is set out in a separate document and acknowledges that staff should only use physical intervention in particular circumstances, and that even when necessary the minimum force should be used to prevent harm to the child or another child or adult.

Risk assessments will be carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required and individual plans will be developed and shared/agreed with the parents/ carers

Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

Please refer to our full policy on **'Pupil Restraint'** for additional guidance.

#### **Staff Safeguarding themselves and Colleagues - Avoiding allegations of child abuse**

Because teachers and school staff have daily contact with children in a variety of situations, including the caring role, they are vulnerable to accusations of abuse.

Teachers may unknowingly place themselves at risk of being accused of child abuse under the specified headings, for example:

**Neglect** can include failings of a teacher if a child's intellectual development suffers some impairment, because the Children Act has a wide definition of "development".

**Development**, in the Children Act, can extend to physical, intellectual, emotional, social or behavioural development.

**Physical** can extend to any physical intervention by a teacher on a pupil. It does not have to amount to punishment, deliberate or formal. For example, guiding a pupil out of a classroom, throwing any object at a pupil, pushing a child's shoulders gently to encourage them to sit down and putting a hand up to prevent a child from running away have all resulted in complaints of abuse against teachers. An allegation could result in a criminal action.

**Sexual** is clearly the form of abuse which carries with it the greatest fear and stigma and the most extreme results. An allegation of sexual abuse can be made against a teacher in what may seemingly amount to quite innocent circumstances, such as towelling young children down after swimming, kissing or embracing a child in an effort to comfort or console, touching or cuddling. Teachers must always remember that they are professionals and must always act as such. It may be inappropriate for teachers to exhibit a physically-comforting role because a child may not be used to such affection at home or it may be alien, hostile or even threatening to a child. (Sexual abuse can, of course, also amount to a criminal offence).

**Emotional** can include an allegation made by a child of harassment or victimisation where the child perceives a teacher to be constantly correcting or criticising them.

#### **Situations to be avoid by all staff (whether employed, contracted a volunteer or student)**

Where independent evidence is available, an allegation can be investigated and cleared up quickly. If there is no such evidence, further investigation will be required and it will be more difficult to establish whether the teacher or the child is telling the truth.

This is why it is extremely important to have an independent witness in all the following situations:

- **Where a child is distressed** or shows a need for physical comfort, it is vital that any demonstration of professional comfort should only take place either in a classroom situation or in front of another appropriate senior member of staff.
- **Where a teacher has to administer medicines or first aid** in an emergency, it is always prudent – whenever possible – for another responsible adult to witness this. This is to corroborate the teacher’s diagnosis and assessment of the situation and to witness the administration of treatment to the child.
- **Where force must be used to avert an immediate danger** either inside or outside the classroom, it may not always be practicable to ensure that a witness is present. Nevertheless, the importance of the independent witness is to verify the “immediate danger” as perceived by the teacher. Where intervention results in physical contact with a pupil, this information could be used as a defence to an allegation of assault. The teacher’s actions must be held to be reasonable, taking into account the immediacy of the danger and the risk the action was intended to avoid. An independent witness can corroborate the teacher’s version of events and can counter any allegation of assault made by the pupil.
- **Where pupils are taught on a one-to-one basis by members of staff** such as individual music lessons or learning support provision. Teachers must ensure that any such teaching only takes place in teaching spaces with glazed viewing panels in either the wall or door. Should, for some reason, this not be possible, then the door to the room must be left open.
- **Where teachers must operate in a one-to-one situation under any circumstances:** a pupil at school, off site, at home, a special unit or in any form of transport (including private cars) between any of these, it is important that a responsible adult should be available to verify the purpose and nature of the tuition. For example, a senior teacher, available parent or other adult could be alerted to the potential risk placed on the teacher by a one-to-one situation and it would be wise to ask for a discreet presence to be maintained without prejudicing the child’s need for confidentiality or individual attention. It is always unwise for a teacher to suggest or propose additional tuition at the teacher’s home. Any additional tuition must take place in school or the child’s home after consultation with the parent and the Headmaster. When teachers find themselves in a one-to-one situation with a pupil, the door to the room should always be open. Unless dealing with a *real* emergency (such as a child’s broken limb), staff should *never* find themselves in a one-to-one situation with a pupil in a changing room or toilet area.
- **When teachers participate in extra-curricular activities**, the risk of allegations of abuse increases as the teachers move away from structured professional classroom situations. Where there are after-school activities and school trips, it is important that another teacher, responsible adult or parent accompanies the party to ensure that the teacher is not placed in a potentially exposed position. The additional adult would provide evidence if a child accused a teacher of unprofessional conduct. It may also provide the teacher with support when a child’s irrational or unusual behaviour becomes cause for concern.
- **All electronic communication between a member of school staff and a pupil** *must* be through the Hurlingham School webmail. *No* pupil should be told any other e-mail address for any member of staff. Staff should not engage in any form of activity on a “Social Networking” site such as Facebook with *any* pupil. If in any doubt staff should consider blind copying their Head or Head of Section in on any electronic communication with children.

All reports of any allegation made by one teacher to another or made by other children to a teacher must be taken up with the DMS at once who will in turn liaise with the Headmaster. Any member of staff who is seriously concerned about the physical or emotional wellbeing of a child should report this to the DMS who will liaise with the Headmaster. Staff have a duty to report such concerns. They must not be bound by promises of confidentiality and should be wary of making any such promises.

The DMS and Headmaster, after discussion with relevant staff, will be responsible for taking appropriate action.

The Safer Recruitment Consortium has recently updated original DfES Guidance on Safe Working Practice for professionals working in education settings. The revised guidance can be found here: <http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

### Pupil Restraint Policy

This Pupil Restraint Policy applies to all aspects of *Lion House - Hurlingham School's* work, including the Nursery and Early Years Foundation Stage.

At *Lion House – a Hurlingham School* our aim is to provide a welcoming, secure and safe environment where corporal punishment is not used. The aims of this policy are that all staff understand clearly the options and strategies for restraining children safely. The school follows the principles and recommendations set out in *The use of force to control or restrain pupils: Guidance for schools in England* from the DCSF.

This policy should also be read in conjunction with the school's pupil behaviour policies. The school aims to create an environment in which the use of force in relation to a pupil is never necessary. The Headmaster will put strategies in place so all staff are aware of how to take the heat out of serious incidents and ensure that individual plans are in place for pupils whose behaviour could give rise to such a serious incident.

Under section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited for all pupils in independent and maintained schools. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all "members of staff". These include all acting in loco parentis, such as unpaid, volunteer supervisors.

Under subsection 548(5) of the Education Act 1996, teachers may use "physical intervention" to avert "an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)." Teachers' powers under section 4 of the 1997 Act to restrain pupils from engaging in certain activities remain.

Any significant incidents that require restraint will be recorded. Parents/carers will be informed of any recordable incident and will be offered an opportunity to discuss the incident with the Headmaster, Deputy Head or appropriate class teacher and given a copy of this policy.

It is the responsibility of the Headmaster to ensure that staff are fully informed of the school's policy. The Headmaster will arrange training and guidance to staff as appropriate.

Date of policy: September 2017

Date of last review: September 2017

Date of next review: June 2019

## Appendix 9

### Self-Harm Policy

#### 1. Introduction

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

#### 2. Scope

This document describes the school's approach to self-harm. This policy is intended as guidance for all staff including non-teaching staff and governors.

#### 3. Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students who self-harm
- To provide support to students who self-harm and their peers and parents/carers.

#### 4. Definition of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

#### 5. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

#### Family Factors

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

#### Social Factors

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

#### 6. Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from the DMS.

**Possible warning signs include:**

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing

**7. Staff Roles in working with students who self-harm**

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is vital to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept. As with all safeguarding matters, it is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so. Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult the school's DMS or the Headmaster.

Following the report, the DMS and/or the Headmaster will decide on the appropriate course of action. This may include:

- Contacting parents / carers
- Arranging professional assistance e.g. doctor, nurse, social services
- Arranging an appointment with a counsellor
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times
- If a student has self-harmed in school a first aider should be called for immediate help.

**8. Further Considerations**

Any meetings with a student, their parents or their peers regarding self-harm will be recorded in writing including:

- Dates and times
- An action plan
- Concerns raised
- Details of anyone else who has been informed

This information will be stored in the School's safeguarding file. It is important to encourage students to let you know if one of their peers is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action & being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult the DMS.

When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of students in the same peer group are harming themselves.

Date created: September 2017

Date of last review: September 2017

Date of next review: June 2019

## Appendix 10

### Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Local Authorities (LA) have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

This requires a co-ordinated approach across schools, relevant LA sections and other agencies to ensure good monitoring systems are in place.

A child going missing from education is a potential indicator of abuse or neglect. The school will follow their established procedure for unauthorised absence and for following up children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

The school has both an admissions register and an attendance register, and all pupils are placed on both registers. Pupils must be entered on the admissions register at the beginning of the first day on which the school has agreed or been notified that the pupil will attend the school. If the pupil fails to attend the school will undertake reasonable enquiries to establish their whereabouts.

The school will make reasonable enquiries (jointly with the LA) to establish the whereabouts of a pupil who ceases to attend, before deleting the child from roll if the deletion is under regulation 8(1), sub paragraphs (f)(iii) and (h)(iii) (see table below)

The school will always inform the LA of any pupil who is going to be removed from the admission register under any of the grounds listed in the regulations (see table below)

The notification will include:

- a) The full name of the pupil
- b) The full name and address of any parent with whom the child usually resides
- c) At least one telephone number of the parent
- d) The pupil's future address and destination school (if applicable)
- e) The ground in regulation 8 under which the pupil's name is to be removed

The notification should be made as soon as the grounds above are met and prior to removal. This is essential so that the LA can take appropriate follow up action when required.

The school will also notify the LA within 5 days of adding a pupil's name to the admission register at a non-standard transition point. The notification will include all the details included in the admissions register. The school will also provide information about pupil admissions at standard transition points if requested to do so by the LA.

In line with the safeguarding duties of the school, all unexplained pupil absences will be investigated. The school must inform the LA of any pupil who fails to attend school, or has been absent without permission for a continuous period of 10 school days or more.

Established procedures will be followed, but each case needs to be treated on it's own merits, taking into account all the facts of the case. Some children are at particular risk, and may also need referral to social care.

<b>Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended</b>	
1	8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7	8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
9	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10	8(1)(j) - that the pupil has died
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form
12	8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school
13	8(1)(m) - that he has been permanently excluded from the school
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school
15	8(1)(o) where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate

## Appendix 11

### Taking, Storing and Using Images of Children Policy

#### 1. Introduction

At *Lion House – a Hurlingham School*, we are an open and inclusive community that is very proud of all of the achievements of all of our pupils in their academic, artistic and sporting endeavours. We celebrate our diversity and give all of our many visitors a warm welcome.

We particularly welcome parents to our concerts, plays and sporting events, as well as to more formal occasions during the school year. The school walls are decorated with examples of pupils' work, team photographs and photographs of trips and expeditions in which our pupils have participated. Our web site is updated regularly, and all parents are sent our Newsletter at the end of each term to in order to keep them fully abreast with the news of our active community.

#### 2. The Application of Data Protection Laws to Taking, Using and Storing Images of Children.

Parents who accept a place for their child at *Lion House – a Hurlingham School* are invited to agree to the School using anonymous photographs of their child and information relating to his or her achievements for promotional purposes, which may be published in the prospectus or on the web site, as well as displayed within the premises, and in newsletters.

#### 3. Use of Images for Displays etc.

We will only use images of our pupils for the following purposes:

- Internal displays on conventional notice boards within the school premises,
- Communications with the school community (parents, pupils, staff, Advisors and ex-pupils) via password-protected sections of the school's web site,
- Marketing the school on our web site and in our prospectus.

#### 4. Use of Images for Identification Purposes

We request passport size photographs of all children joining us in Nursery and Reception. This image is retained in their Early Years Profile document. All pupils are photographed individually in the autumn term and passport size images of each child are securely stored in the individual child's record in the password-protected area of our School database, where access is restricted to academic, pastoral and school office staff.

Hard copies of these images are printed on medical advice cards which we use to help identify those children designated 'code red' because of a potentially life-threatening medical condition. These cards are displayed in the Medical and Staff rooms and copies are also placed in the sport and outing medical bags.

#### 5. Images that we Use in Displays and on our Website

The images that we use for displays and communications purposes never identify an individual pupil. We only use images of school activities, such as plays, concerts, sporting fixtures, prize-giving, school trips etc in their proper context. We never use any image that might embarrass or humiliate a pupil. Pupils are always properly supervised when professional photographers visit the school. In most cases, parents are able to purchase copies of these pictures.

#### 6. Storage and Review

Our images are securely stored in cohorts on a password protected section of our School database. They are reviewed annually and are deleted when no longer required.

We have a procedure in place for regularly checking and updating our web site in every school holidays, when expired material is deleted. *We follow BECTA guidance on e-safety.*

#### 7. Media Coverage

We will always notify parents in advance when we expect the press to attend an event in which our pupils are participating, and will make every effort to ensure that children whose parents or guardians have refused permission for images of their children to be used are excluded from the event.

We would complain to the Press Complaints Council (PCC) if the media failed to follow the appropriate code of practice for the protection of young people, including the children of celebrities.

## **8. Staff Induction**

All new teaching and office staff are given guidance on our School policy on taking, using and storing images of children. All staff are made aware of the following points:

- No functions within mobile telephones should ever be used in a room where EYFS children are present unless a specific emergency requires their application.
- Children must never be photographed by cameras built into mobile phones.
- Should a photograph of a child be taken using a digital camera, the image must be transferred onto the school network media drives at the first possible opportunity and the file on the camera must then be deleted. No images of children should ever be uploaded to photo or video sharing sites.

## **9. Use of Cameras and Recording Equipment by Parents and Guardians**

Parents are welcome to take photographs of their own children taking part in sporting and outdoor events. When an event is held indoors, such as a play or a concert, parents should be mindful of the need to use their cameras and recording devices with consideration and courtesy for the comfort of others.

We ask parents not to take photographs of other pupils on their own, without the prior agreement of that child's parents.

Flash photography can disturb others in the audience, or even cause distress for those with medical conditions; we therefore ask that it is not used at indoor events.

Parents are also reminded that copyright issues may prevent us from permitting the filming or recording of some plays and concerts. We always print a reminder in the programme of events where issues of copyright apply.

We record most plays and concerts professionally and copies of these DVDs and CDs are subsequently made available for parents to purchase.

## **10. Treating Others with Respect**

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying Policy is set out on the School web site and a hard copy is also available upon request from the School office. Our school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

All pupils are encouraged to look after each other, and to report any concerns about the misuse of technology, or worrying issue to a member of the pastoral staff. The use of cameras is strictly supervised and they are not allowed in washing and changing areas, nor should photography be used in a manner that may offend or cause upset. The misuse of cameras in a way that breaches our Anti-bullying Policy is always taken seriously and may be the subject of disciplinary procedures.

Date created: September 2017

Date of last review: September 2017

Date of next review: June 2018

## Appendix 12

### Lion House – a Hurlingham School Policy regarding Acceptable Use of Computing and Online Safety, including Mobile Phones.

#### Other Related Policies

This policy has clear links to other policies in our school, in particular to:

- Anti-Bullying Policy
- Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy
- Health and Safety Policies
- Safeguarding and Safer Recruitment Policy (including PREVENT guidance)
- Safeguarding and Child Protection Policy
- Computing Policy
- PSHEE Policy
- Data Protection Policy
- Taking, Using and Storing Images of Children Policy

and the Staff Code of Conduct. Each of these policies is concerned with the protection of all children in the school from various kinds of harm and they all contained within our Staff Handbook.

#### Computing Facilities

Users are encouraged to make use of the school computing facilities for educational purposes. All users are expected to act responsibly and to show consideration to others.

#### Roles and Responsibilities

Teachers will:

- ensure all children know and understand the relevant page(s) in their Reading Diary regarding Safe and Sensible Computing. Once satisfactory knowledge and understanding have been achieved by children, teachers will ensure the relevant page is signed by both the child and their parents;
- deliver planned provision for sensible computer use and safe conduct on the Internet as detailed in the Schemes of Work for PSHEE (and Computing);
- inform the Head of PSHEE of any amendments to topics or themes, thereby ensuring the monitoring of continuity and breadth in our educational provision concerning online safety and sensible computer use.

The Headteacher, in conjunction with the Head of PSHEE, will:

- monitor delivery of the syllabus to ensure children understand the importance of staying safe and acting sensibly when using computers and surfing the Internet;
- ensure that clear guidance regarding online safety and sensible computing is disseminated to all parents on at least an annual basis through Welcome Evenings at the start of the academic year followed up by a statement in each child's Reading Diary, signed by the pupil and at least one parent;
- lead the development of online safety in the curriculum and resources;
- teach demonstration lessons if appropriate;
- provide support and guidance to all staff;
- prepare and lead INSET on E-Safety, as appropriate. The Headmaster is a trained and qualified CEOP Ambassador; he takes staff members through the key CEOP training messages on a regular basis.
- attend relevant courses/meetings and disseminate information to colleagues;
- monitor incidents of e-safety concern throughout the term and report concerns to staff and the Principal (DMS) whenever appropriate. The Principal will include any online safety or sensible computing concerns in her annual report on Child Protection and Safeguarding to the Boards of Advisors and Directors.
- review the impact of policy and procedures against the number of incidents.

#### Managing access and security

The school will provide managed internet access to its staff and pupils in order to help pupils to learn how to assess and manage risk, to gain the knowledge and understanding to keep themselves safe when using the internet and to bridge the gap between school IT systems and the more open systems outside school.

- The school will use a recognised internet service, currently Vaioni.

- The school will ensure that all internet access has age appropriate filtering provided by a recognised filtering system which is regularly checked to ensure that it is working, effective and reasonable, currently through OpenDNS.
- The school will ensure that its networks have virus and anti-spam protection, currently ESET Endpoint.
- Access to school networks will be controlled by personal passwords.
- Systems will be in place to ensure that internet use can be monitored and a log of any incidents will be kept to help to identify patterns of behaviour and to inform e-safety policy.
- The security of school ICT systems will be reviewed regularly by the Head of Media and Computing Resources in conjunction with the Principal.
- The school will ensure that access to the internet via school equipment for anyone not employed by the school is similarly filtered and monitored.

### **Use of any or all technology on site and school property off site**

Technology such as computers, laptops, smart phones, MP3 players, Personal Digital Assistants (PDA), memory cards, USB memory sticks and anything else that can be used to store, transmit or manipulate data should be used responsibly, and in accordance with ICT Acceptable Use Policy even if not connected to the school network.

### **Logging on securely**

- Users are responsible for the protection of their own network logon accounts and should not divulge passwords to anyone.
- Passwords must be complex (minimum of 6 characters, which must include a mixture of upper and lower case letters and numbers).
- Google Apps email passwords should be judged as strong.
- Staff passwords have an expiry time of 365 days and must be changed when reminded.
- Student passwords do not expire and can only be changed by the Head of Media and Computer Resources.
- If a user suspects that anyone else may know their password, it should be changed to protect both parties.
- Users must not log on as someone else, nor use a computer which has been logged on by someone else. Users must log off when leaving a workstation, even for a short time, or lock the workstation if no other user is likely to need to use it.

### **Use of the network and computer facilities**

It is not acceptable to:

- Attempt to download to, install or run software on a school owned computer unless previously agreed with the Head of Media and Computer Resources.
- Attempt to copy or remove software from a school computer unless previously agreed with the Head of Media and Computer Resources.
- Attempt to introduce a virus, or malicious code.
- Attempt to bypass network and systems security including content filters. All online content entering the building is filtered and may be monitored.
- Attempt to initiate remote access from outside the school network without permission from the Head of Media and Computer Resources.
- Attempt to access another user's account.
- Attempt to gain access to an unauthorised area or system either in person or electronically.
- Attempt to use any form of hacking or cracking software / system.
- Connect or install a Wireless Access Point directly to the network or via a computer.
- Connect or install any device to access the internet not previously approved by the Head of Media and Computer Resources such as modem, broadband or internet enabled mobile phones directly to the network or via a computer.
- Access, download, create, store or transmit material which is indecent or obscene, or material which could cause annoyance, offence or anxiety to other users, or material which infringes copyright, or material which is unlawful.
- Engage in activities which waste technical support time and resources.

### **Use of portable storage devices**

Including, but not limited to, USB memory sticks, portable hard drives, CDs, DVDs, mobile telephones, MP3 players and cameras.

- Pupils are not allowed to bring mobile telephones into school.
- Pupils may not bring portable storage devices into school.
- It is essential that members of staff ensure that, while working with pupils in Nursery and EYFS, all mobile phones are not used and are put fully away into a bag, pocket or in a locked cupboard. In the case of pupils of Nursery and Reception age, this is a legal requirement. The only exception is in the event of an emergency in order to summon help. Staff must report anyone found using a mobile telephone in the presence of EYFS pupils to a member of the SLT immediately.
- The preferred means of transfer of data is through the school's email system.
- All devices containing software (including files) should be encrypted at all times.
- It is the responsibility of members of staff to ensure that any storage device brought into school has only been connected to a computer which the staff member knows to have active and up to date antivirus software, and for that computer to be free of viruses and malicious software.
- It is the responsibility of members of staff to ensure that any storage device that they own does not contain private or confidential information about any individual or group of people. This extends to devices which may have been used to take photographs, videos and other electronic recordings. Such files should be removed from the devices at the earliest possible opportunity and stored securely on the school network.
- Portable storage devices must be manually scanned with the school's anti-virus software before any files are transferred or opened. If you are unsure of how to do this, please ask the Head of Media and Computer Resources.
- Once data is transferred the device should be disconnected from the computer.
- Data should only be temporarily stored on portable storage devices and in accordance with the school's data protection policy and should be encrypted.
- No social networking sites should ever be used as part of any employee's work or activities associated with the school in any way.
- No functions within mobile telephones should ever be used in a room where children are present unless a specific emergency requires their application.
- Children must never be photographed by cameras built into mobile phones, the only exception may be for the use of school owned property which should then be returned to the Head of Computer and Media Resources.
- Should a photograph of a child be taken using a digital camera, the image must be transferred onto the school network media drives at the first possible opportunity and the file on the camera must then be deleted. No images of children should ever be uploaded to photo or video sharing sites.
- On no account must mobile telephones be used in the presence of one or more EYFS children unless an emergency call is being made.

### **Use of the Internet**

Access to the Internet is filtered to prevent access to inappropriate sites, and to protect the computer systems. Users should be aware that the school logs all Internet use for students and for staff.

- The use of public chat rooms or messaging services (such as MSN, AOL or ICQ) is not allowed, other than *Lion House – a Hurlingham School* email chat.
- Users should not copy and use material from the Internet to gain unfair advantage in their studies, for example in course work. Such actions may lead to disqualification by examination boards.
- Users should ensure that they are not breaking copyright restrictions when copying and using material from the Internet.
- The use of the Internet during lessons is under the direction of the teacher.

### **Use of email**

Automated software scans all e-mail, and removes anything which could affect the security of the computer systems.

- Pupils are not allowed to use email or chat software during lessons, unless the teacher for that lesson has allowed its use.
- If a user receives an e-mail which is offensive or upsetting, the headmaster (or in the case of a pupil, the form teacher) should be contacted immediately. Do not delete the email in question until the matter

has been investigated.

- If the sender of the offensive email is the headmaster, the School Principal should be contacted.
- SPAM email received should be reported by pressing the 'Report Spam' button.
- The sending / forwarding of chain e-mails are not permitted.
- The sending of bulk e-mails is acceptable only for good reason associated with school. Before doing so, the user must obtain permission from the Head of Media and Computer Resources.
- All externally addressed group emails should be addressed in the TO: field to [office@hurlingham.school.co.uk](mailto:office@hurlingham.school.co.uk) (or left blank) and the individual recipients email addresses entered in the BCC: field
- Do not open attachments from senders you do not recognize, or that look suspicious.
- Users may only use the e-mail accounts set up by the School.

### **Printing and Copying**

All printing and photocopying within the school is logged by printer and by user.

### **Personal Laptops and Computers**

Personal laptops and computers are not allowed to be connected to the school network or brought into school without permission from the Head of Media and Computer Resources.

The school has a set of laptops, which staff may arrange to borrow with approval from the Head of Media and Computer Resources.

### **Privacy and Personal Protection**

- Users must at all times respect the privacy of other users.
- Users should not supply personal information about themselves or others, on websites, within email or instant messaging without permission from the headmaster.
- Users must not attempt to arrange meetings with anyone met via a website, email or instant messaging.
- No member of staff should be a 'friend' on any social network with a current pupil or past pupil under the age of 13. It may also be considered inappropriate above this age.
- Staff must not upload images of children to the Internet at any time without explicit permission from the Headmaster on each occasion.
- Staff must not upload any image of colleagues, named or not, without their permission.
- All staff should be aware that the images that they upload of themselves to the Internet should not bring themselves or the school into disrepute (e.g. extra care should be taken if members of staff are 'friends' with school parents on social networks.) Should this be the case, disciplinary procedures may be initiated.
- Users should realise that the school has a right to access personal folders on the Network.
- Privacy will be respected unless there is reason to think that someone is not following the ICT Acceptable Use Policy or school guidelines.

### **Disciplinary Procedures**

Those who misuse the computer facilities and break the ICT Acceptable Use Policy will be subject to disciplinary procedures as outlined in their contract or staff handbook.

### **ICT Support**

If you have any questions, comments or requests with regards to the ICT Systems in place, do not hesitate to contact the Head of Media and Computer Resources.

Faulty equipment should be reported to the Head of Media and Computer Resources, by email or in person, who will deal with issues on the basis of their specific urgency and how it impacts upon teaching and learning. Users should not attempt to repair equipment themselves.

Date created: September 2017

Date of last review: September 2017

Date of next review: June 2018

## Appendix 13

### **London Child Protection Procedures, 5<sup>th</sup> edition**

available electronically via Wandsworth Safeguarding Board website [www.wscb.org.uk](http://www.wscb.org.uk) and London SCB website – [www.londonscb.gov.uk](http://www.londonscb.gov.uk)

### **London Safeguarding Children Board supplementary procedures**

These provide detailed information related to specific safeguarding issues. They are available via the London SCB website (as above).

### **Keeping Children Safe in Education**

DfES statutory guidance issued July 2015 – updated September 2016

via <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### **Working Together to Safeguard Children 2015**

[Working Together to Safeguard Children March 2015](#)

### **What To Do If You Are Worried a Child Is Being Abused**

[What to do if you are worried – revised guidance for all professionals to use if they are worried a child may be being abused](#)

### **Information Sharing Guidance**

[Information Sharing Guidance 2015 – revised guidance on information sharing for all professionals](#)

### **Managing Allegations Against Staff**

WSCB guidance, available on WSCB website. [www.wscb.org.uk](http://www.wscb.org.uk)

### **Children Missing from Home and Care**

WSCB procedures, available on WSCB website [www.wscb.org.uk](http://www.wscb.org.uk)

### **Positive Handling**

WSCB guidance, available on WSCB website [www.wscb.org.uk](http://www.wscb.org.uk)

### **Sexual exploitation**

WSCB protocol and guidance, available on WSCB website [www.wscb.org.uk](http://www.wscb.org.uk)

### **Domestic Violence – guide for schools**

Wandsworth guidance issued June 2012

### **Thresholds for Intervention – Multi-Agency guidance**

Wandsworth Guidance issued 2014, available on WSCB website [www.wscb.org.uk](http://www.wscb.org.uk)

### **Mental Health and Behaviour in schools – departmental advice for school staff**

DfE guidance, issued June 2014

DFE-00435-2014 [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

### **Sexting in Schools and Colleges**

UK Council for Child Internet Safety (UKCCIS)

### **Teacher Misconduct: the prohibition of teachers (October 2015)**

NCTL further guidance

### **Mental Health and Behaviour in Schools: departmental advice**

DfE

### **Counselling in Schools: a blue print for the future (February 2016)**

DfE