

SAFEGUARDING AND CHILD PROTECTION POLICY

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Section 1: Safeguarding and Child Protection at Dakota’s Dance Academy

A. Mission Statement & Introduction

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

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

The core safeguarding principles of DDA, hereafter referred to as the ‘School’, are:

- It is the responsibility of the School to safeguard and promote the welfare of children;
- Children who are and feel safe make more successful learners;

- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review;
- Safeguarding policies will be reviewed annually by DDA, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

This policy (which includes all sections and all of the appendices in this document) is addressed to all members of staff and volunteers, is available to parents on request and is published on the School website. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit.

This policy has been developed in accordance with the principles established by:
 the Children Acts 1989 and 2004;
 the Education Act (2002);
 the Education (Independent School Standards) (England) Regulations 2014 as amended in January 2013;
 and in line with government publications:
 Working Together to Safeguard Children (2018)
 Keeping Children Safe in Education (KCSIE) (2018)
 Dealing with Allegations of Abuse against Teachers and other Staff (2012)
 What to do if you think a child is being abused (2015)
 Information sharing (2015)
 Kensington & Chelsea Local Safeguarding Children Board (LSCB) Procedures.
 Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015
 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
 Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
 LSCB interagency child protection and safeguarding procedures
 Sexual violence and sexual harassment between children in schools and colleges (2018)
 Child Sexual Exploitation (2017)
 Mental Health and behaviour in school (2016)

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

B. Policy Statement

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

C. Principles and Aims

Principles

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

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activities;
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection: to feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties;

- All staff have an equal responsibility to act, in accordance with this guidance, on any suspicion, concern or disclosure that may suggest a child is at risk of harm;

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

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

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

The School will work with other agencies wherever such work is needed to ensure adequate arrangements to identify, assess and support those children who are suffering harm or who may suffer harm without appropriate intervention.

Aims

- To provide all staff, volunteers and Governors with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children;
- To ensure consistent good practice across the school;
- To demonstrate the School's commitment with regard to safeguarding children.

D. Context

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

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

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

The DSLs for DDA (and their nominated deputies) are named in this policy (see section 4) and their responsibilities are outlined (see section 5). The local authority maintains a list of all designated senior persons (DSLs) for safeguarding and child protection.

Section 2: The Role of School Staff

A. All Staff

School staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating.

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

- The DDA Safeguarding & Child Protection Policy
- The DDA Behaviour Policy
- The Staff Code of Conduct
- Part one and annexe A of Keeping Children Safe in Education 2018.

In addition, staff should:

- Know the safeguarding response to children who go missing in education
- Know the role and identity of the DSL and identify of the Deputy DSL
- Be aware of the local early help process and understand their role in it and responsibility to identify children who may benefit from it.
- Be aware of the process for making referrals to children's social care.
- Be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and in such circumstances to take appropriate action, working with the DSL and other services as needed;
- Know what to do if a pupil tells them that they are being abused or neglected, maintain an appropriate level of confidentiality and never promise a child that they will not tell anyone about a report of the abuse.

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

B. Designated Safeguarding Leads

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

The broad areas of responsibility for the designated safeguarding lead (DSLs) are²:

² As defined in KCSIE 2018

Manage referrals

The DSL is expected to:

- Refer all cases of suspected abuse to the local authority children's social care as required.
- Support staff who make referrals to local authority children's social care.

- Refer cases to the Channel programmes where there is a radicalisation concern as required and support other staff who make referrals to Channel.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service, as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the teachers to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children's act 1989 and police investigations.
- As required work with the "case manager" and the designated officer (LADO) at the local authority for child protection concerns in cases which concern a staff member.
- Liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise to staff on matters of safe working, safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Attend and/or contribute to child protection conferences in accordance with local procedure and guidance.
- Coordinate the school's contribution to child protection plans.

Training

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

- Understand the assessment process for providing early help and intervention, including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the DDA Safeguarding & Child Protection Policy and procedures and the Staff Code of Conduct, especially new and part time staff.
- Are alert to and support the specific needs of children in need, those with special educational needs and young carers.
- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Can access to resources and attend any relevant or refresher training courses.
- Can encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.
- Understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.

The DSL will ensure that:

- All staff have received the required training and have signed to indicate that they have read and understood this policy, the Staff Code of Conduct and Part One of KCSIE and that they know who the DSL is;
- Ensure that all staff are re-trained as and when required and that an accurate record of staff attendance at induction and refresher training is maintained.

Raising Awareness

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

- Ensure the School's Safeguarding and Child Protection Policy and Code of Conduct are reviewed annually, and that procedures and implementation are updated and reviewed regularly in light of changes in local procedures and national statutory requirements and guidance, and work with the Governing Body and the Co-Heads regarding this.
- Ensure the Safeguarding and Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this.
- Develop effective links with relevant statutory and voluntary agencies and in particular links with the local LSCB, to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Notify children's social care if a child with a child protection plan is absent for more than two days without explanation.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, for example through ICT, PSHE and/or RS.
- Ensure appropriate safeguarding responses are in place and are implemented to deal with pupils who go missing from the School, in particular any pupils who go missing on repeat occasions.

Availability

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

F. Pupils

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

Section 3 – Safeguarding Procedures

A. Safer recruitment

- The School is committed to safer recruitment and are responsible for implementing these practices. See the School's Safer Recruitment Policy (Staff Handbook – Section C1 –no 7).

D. Photography and images

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

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent via the annual indemnity form sent to parents
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them.

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

G. Secure premises

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

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

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

H. Children with SEN and Disabilities (SEND)

Children with SEND have a higher risk of being left out, of being isolated from their peers and they are disproportionately affected by bullying. Pupils with SEND are supported by their form tutor and SENCO. The DSL attends the department for support for learning department meetings and liaises with form tutors during pastoral team meetings to ensure that all SEND pupils are receiving adequate support.

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

I. Peer on Peer Abuse

All staff should recognise that children are capable of abusing their peers. They should have read and understood the anti bullying and behaviour policy in order to minimise the risk. The different forms that peer on peer abuse can take include:

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

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

J. Abuse of trust and inappropriate relationships

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

The School's Staff Code of Conduct separately sets out expectations of teaching and support staff.

Section 4: Child Protection Procedures

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

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

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

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

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

If a child discloses information to you

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

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

During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.

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

Taking action: advice for staff

- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.
- In an emergency take the action necessary to help the child, for example, call 999;
- Report your concern to the DSL as soon as possible, unless it involves an allegation against a member of staff or volunteer in which case the procedures in Appendix 1 should be followed.
- If the DSL is not available, ensure the information is shared with the deputy DSL (or in their absence, with the most senior person in the school) that day. If there is a risk of immediate serious harm to a child and it is not possible to report the matter in accordance with this procedure, a referral should be made to children’s social care immediately. See paragraph 5 below.
- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Complete a pupils concern form (see Appendix 3)
- Seek support for yourself if you are distressed.

A record of concern form is provided in Appendix 3 of this document.

C. Reporting directly to child protection agencies

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

- the situation is an emergency and the designated senior person, their deputy, the Co-Heads and/or the chair of governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the child’s safety.

Anybody can make a referral.

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

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

You will be required to give the following information:

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

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

Other ways to report your concerns:

Call the local specialist Police child protection team on 101

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

D. Notifying parents

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

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

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

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

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

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

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

All concerns, discussions and decisions made and the reasons for these decisions will be recorded in writing on the pupil concern form and updated as necessary.

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

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

- This should be referred to the Co-Heads
- Where there are concerns/allegation about the Co-Heads this should be referred to the chair of governors.
- If the allegation is made against a supply teacher, contractor or other person not directly employed by the School, the organisation or agency of employment may be informed.

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

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

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

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

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

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

If staff do have concerns about safeguarding practices they should follow the **whistle blowing procedures**.

H. Monitoring and review

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

I. Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. This point relates to the school's Communications and Confidentiality policy (**Staff Handbook – Section G – no. 1**).

The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working together to safeguard

children 2018. Safeguarding records are requested from feeder schools of all new pupils using a pro-forma letter (appendix 6). Likewise, the school will pass on relevant safeguarding records when pupils move to a new school.

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

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

Section 5- Recognising Abuse

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

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

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect, as defined in part one of KCSIE 2018. At More House we encounter all four kinds of abuse, but children whose parents work long hours and are unsupervised before and after school are particularly vulnerable to neglect and teachers should be aware of this and report any concerns to the DSL.

A. Physical abuse

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

B. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

C. Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact

activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

D. Neglect

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

E. Indicators of abuse

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

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

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

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour
- go from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

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

If you have concerns that a child is being neglected or suffering from abuse, complete a pupil concern form and hand to the DSL as soon as possible.

Section 6: Specific Safeguarding Concerns

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

- A. Child sexual exploitation (CSE)
- B. Domestic violence, drugs and alcohol abuse.
- C. Fabricated or induced illness
- D. Faith abuse
- E. Female genital mutilation (FGM) honour based violence and forced marriage.
- F. Gang related violence
- G. Homelessness
- H. Mental health
- I. Peer on peer abuse, including bullying and Sexual Violence and Sexual Harassment between children in schools and colleges.
- J. Private fostering
- K. Radicalisation
- L. Sexting
- M. Trafficking

A. Child Sexual Exploitation

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

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

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

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

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

B. Domestic Violence, drugs and alcohol abuse

Exposure to domestic abuse can have a serious, long lasting, emotional and psychological impact on children. Children who are exposed to domestic violence, drug or alcohol abuse are at greater risk to abuse, particularly neglect. If staff have concerns of this nature about

the home life of a pupil, they should report to the DSL straight away who will investigate and make a referral if necessary.

C. Fabricated or Induced Illness

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

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

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

D. Faith Abuse

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

Faith Abuse can be separated into five different areas;

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

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

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

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

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

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

Symptoms of FGM may include:

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

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching

the subject. Teachers must personally report to police if they suspect that FGM has been carried out, but should also discuss their concerns with the DSL.

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

F. Gang related violence

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

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

G. Homelessness

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

H. Mental Health

Teachers and particularly form tutors and class teachers see their pupil's day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate a problem. Children can develop mental health problems when difficult events happen in their lives:

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

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

Indicating factors

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

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

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

The School is determined that no kind of bullying will be tolerated. The School acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying. If there is a concern that a child is at risk of serious harm, the School's Child Protection Procedures will be followed.

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

There will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. All such instances must be reported to the DSL and will be dealt with in accordance with this policy. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the DSL will refer the abuse to external agencies, including, as necessary, the police, and children's social care services. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

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

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him if it is necessary to suspend him during the investigation.

Where neither social services nor the police accept the complaint, a thorough school investigation will take place into the matter using normal disciplinary procedures. If the school considers a safeguarding risk is present, a risk assessment will be prepared, along with a preventative supervision plan. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

J. Sexual Violence and Sexual Harassment between children

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

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

At DDA we take a whole school approach to this issue and we will raise awareness of inappropriate behaviour through the PSHE curriculum. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Due to the nature of our school community the risk of Sexual Violence and Sexual harassment is low, but through education on this issue we can build resilience and raise awareness as they may encounter sexual violence and harassment outside of school.

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

The DSL will take action on any concerns of this nature according to the procedures outlined in **Sexual Violence and Harassment policy**.

K. Private Fostering

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

Speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

L. Preventing Radicalisation

- Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- The school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 5. It should be emphasised that vulnerability indicators towards radicalisation have much in common with other forms of harm (lack of role model, isolation, new peer relationships, glorifying violence etc.).
- The school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- The school governors, the Co-Heads and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RS curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- This risk assessment will be reviewed as part of the annual review of safeguarding.
- Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for More House School is the deputy DSL. The responsibilities of the SPOC are described in Appendix 6. The school or individuals may also contact the local Prevent Schools Officer:

Dakoda Matthews-Forth

Email: info@dakodasdanceacademy.com

Tel: 0208 579 8268

- When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and/or use the pupil concern form (see appendix 4). Training on Prevent-related issues can be accessed by contacting either the SPOC or Prevent Schools Officer (see contact above).

- Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

M. Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. Sexting may also be called trading nudes, dirties or pic for pic.

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

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

If you discover or suspect that a child has been involved in sexting, report your concern to the DSL as soon as possible using the pupil concern form and they will take action in accordance with the sexting policy.

N. Trafficking

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

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

In general terms they may show indicators of extreme psychological distress including flashbacks, lack of concentration, anxiety, social aggression or withdrawal, finding it difficult to relate to others in the school setting. If you have concerns about a pupil relating to

trafficking report to the DSL immediately and they will investigate and make a referral if required.

Section 7 – Related policies and Key Contacts

A. Related policies

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

- Anti-Bullying Policy Staff Handbook – Section C1 – no. 3)
- Behaviour, Rewards and Sanctions Policy
 - Code of Conduct (Staff Handbook – Section C1 – no. 2)
 - Policy on Formal Complaints (Staff Handbook – Section A – no. 13)
 - Data Protection (Staff Handbook – Section E – no. 10)
 - Drugs Policy (Staff Handbook – Section C1 – no. 4)
 - First Aid Policy (Staff Handbook - Section D – no. 5)
 - Procedure for the management of allegations of abuse by a member of staff– Appendix 1 of this document
- Staff grievance, lack of capability and disciplinary procedures (Staff Handbook – Section E – Employee Handbook)
- Safer Recruitment Policy (Staff Handbook – Section C1 – no. 7)
- SEN register – available on ISAMS and S:Drive
- Policy on Restraint and Corporal Punishment (Staff Handbook – Section C1 – no. 5)
- Policy on Behaviour and Discipline (Staff Handbook – Section C2 – no. 1)
- Work Experience Policy (Staff Handbook – Section C1 – no. 8)
- Public Interest Disclosure (Whistle Blowing Policy) (Staff Handbook – Section E – no. 23)
- PE Code of Conduct
- Self harm policy
- Eating disorder policy
- E-Safety Policy
- Sexual violence

B. Key service and professional contacts

If you:

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

Hammersmith & Fulham - familyservices@lbhf.gov.uk or tel: 020 8753 6600

Kensington and Chelsea - socialservices@rbkc.gov.uk or tel: 020 7361 3013

Westminster - accesstochildrenservices@westminster.gov.uk or tel: 020 7641 4000

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

Kembra Healy

Telephone: 07522217314

Email: Kembra.Healy@lbhf.gov.uk

LSCB (Local Safeguarding Children Board Website (Royal Borough of Kensington & Chelsea):

<https://www.rbkc.gov.uk/sharedservices/lscb/aboutus.aspx>

NSPCC 0808 800 5000 TEXT 88858

Ofsted whistleblower hotline
0300 123 3155

Appendix 1: Procedure to be followed in the event of an allegation against a member of staff or volunteer of abuse

The DFE has issued statutory guidance which all schools and local authorities must follow when a potential child protection allegation is made against a member of staff. The guidance is contained within the document: Keeping Children Safe in Education (2016).

1. The School's procedures

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

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

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

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

- a. Substantiated: there is sufficient evidence to prove the allegation;
- b. False: there is sufficient evidence to disprove the allegation;
- c. Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- d. Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

2. Reporting an allegation against staff or volunteers

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

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

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

The Co-Heads or Chairman of Governors (or Vice Chairman), as appropriate, (the 'case manager') will decide whether or not to inform the LADO based on the established statutory criteria for such a referral (see above). The case manager will also inform the DSL, or, if the DSL is the subject of the allegation, the deputy DSL, (in accordance with KCSIE 2018. The LADO will be informed within one working day of all allegations that come to the School's attention and appear to meet criteria and the LADO may consult this policy and children's services as appropriate.

The LADO's contact details can be found in section 12 of the Child Protection Procedures.

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

All discussions with the LADO will be recorded in writing.

3. Disclosure of information

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

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

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

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

4. Action to be taken against the accused

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. The individual concerned will be advised to contact their trade union representative, if they have one, or a colleague for support. He/she will also be given access to welfare counselling and medical advice.

The case manager will appoint a named representative to keep the member of staff informed of the progress of the case and to consider what other support might be appropriate. If the member of staff is suspended he/she will also be kept up to date with current work-related issues.

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

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

5. Suspension

Suspension will not be an automatic response to an allegation and will only be

considered in a case where:

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

All options to suspension will be considered before taking that step. Consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children. The School will give due weight to the views of the LADO when making a decision about suspension.

A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided.

Criminal proceedings

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

Return to work

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

6. Ceasing to use staff

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

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

Staff should be aware that the DBS has statutory authority to bar a person from working in regulated activity with children and/or vulnerable adults in the UK. Where a teacher is dismissed (or would have been dismissed had he/she not resigned), separate consideration will be given as to whether a referral to the National College for Teaching and Leadership (NCTL) should be made, as per the flow chart that appears in the guidance published by the NCTL.

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

7. Timescales

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

8. Unsubstantiated or malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Co-Heads will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

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

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

9. Record keeping and references

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

A clear and comprehensive summary of any allegations made against a member of staff, and all details leading to and including a resolution, and a note of any actions taken and decisions reached will be kept on the confidential personnel file and will be retained until the accused has reached normal retirement age or for a period of **10 years** if that is longer. However, where an issue or concern relating to a member of staff and the safeguarding of children has been identified, records of any concerns, suspicions or investigations will be kept for 75 years. Such records will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The School will provide information regarding a substantiated allegation for the purposes of future references and DBS disclosures in accordance with the School's safer recruitment procedures. In cases where allegations are found to be malicious or unsubstantiated, reference will not be made in employer references.

Appendix 2

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

Name:

- I confirm that I have received, read and understand the School's Safeguarding and Child Protection Policy, including the procedure for reporting concerns about a child.

- I confirm that I have read and understand part one of Keeping Children Safe in Education (2018), including Annex A.
- I confirm that I have read and understand the School’s Staff Code of Conduct.
- I confirm that I have read and understand the School’s Whistleblowing Policy
- I Confirm that I have read and understand the School’s Behaviour Policy.
- I confirm that I have been made aware of my duty to safeguard and promote children’s welfare.
- I confirm that I know who the DSL and deputy DSL are at DDA.
- I understand that I am required to inform the school of any criminal convictions (except minor traffic offences) since the start of my employment at More House

Signature:

Date:

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

DSL Signature:

Date:

THIS FORM MUST BE RETURNED BY THE DSL TO THE BURSAR

Appendix 3

**Form for reporting and recording concerns about a pupil
Concern Form**

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

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

Concern (Please describe as fully as possible)

Signature:

Date:

Actions Taken			
Date	Person taking action	Action	Signature

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

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

Appendix 4

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;

- Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
 5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
 6. Indicators of vulnerability include:
 - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
 7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
 8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 5
Preventing violent extremism -
Roles and responsibilities of the single point of contact (spoc)

The SPOC for DDA I is Dakota Matthews-Forth, who is responsible for:

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

Appendix 6

Letter requesting SAFEGUARDING and CHILD PROTECTION information for new pupils:

Dear Sir/Madam,

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

Name(s)

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

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

Please could you send these safeguarding and child protection records in a sealed envelope marked 'Strictly Confidential' for the attention of the Designated Safeguarding Lead, Ms S Brown.

If there are any particular concerns or needs, of which we need to be aware, please contact me at directorofpastoral@morehousemail.org.uk or by telephone on 020 7201 4104.

Thank you in advance for your assistance.

Yours sincerely,

Dakoda Matthews-Forth
Designated Safeguarding Lead

