

# HOLLAND HOUSE SCHOOL

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## 7a SAFEGUARDING POLICY - Whole School including EYFS

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### Review of Safeguarding Arrangements:

Date	October 2017
Approved	
Review Date	October 2018

### To be read in conjunction with:

- Safer Recruitment Policy
- Employee Handbook

### Amendments

Amendment	Date	Description
	16.11.17	To bring in line with ISA recommendations for the Safeguarding Policy

Section 13 Reporting and Referral Arrangements	23.11.17	Following HST and EB attending a course, the word 'decision' is removed so the sentence stipulates that a referral to the LSCB must be made once a concern has been raised by a member of staff concerning a child.
Section 6 status of Acting DSL	04.12.2017	Status of Acting DSL - Year 5 Teacher and member of SLT – added to document.
Appendix 2 Paragraph 12	29.1.2018	Searching of electronic devices.
8. Training Preventing Radicalisation Appendix 1, para 1, para 8, para 10. Appendix 2, para 3, para 6, para 13, para 15 Appendix 4, para c and d	02.03.18	Incorporating changes required by Chairman of the Board of Governors

### Safeguarding Statement.

Holland House School always considers the best interests of the child and is firmly committed to safeguarding and promoting the welfare of all pupils in the school including those in EYFS and expects all staff to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children to talk to trusted adults about anything that worries them.

Safeguarding is a priority at Holland House School with arrangements in place to ensure all pupils feel and are safe on School premises and during off site activities. A pupil's experience of school and academic achievements is paramount and safeguarding initiatives are in place to support and ensure the safety of each child.

Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The School ensures safeguarding legislation and guidance are adhered to and are considered when developing and revisiting policies, procedures and associated arrangements.

The School provides a safe physical environment for its pupils and staff, ensuring that equipment and premises are of a good standard. Health & Safety arrangements are in place to ensure adherence to current legislation and guidance.

Applicants for positions at the School will be subject to recruitment and selection procedures designed to emphasise the School's commitment to the safeguarding of its pupils and staff. The procedures include questioning at interview stage, verification of appropriate qualification(s), acquiring references, appropriate Disclosure and Barring Service (DBS) checks and the checking of barred lists.

The School has a Senior Designated Person for Child Protection (Designated Safeguarding Lead - DSL) who has extensive knowledge and experience of Safeguarding issues within a school environment.

The School has policies and procedures in place to deal effectively with child protection and safeguarding issues, together with recording and monitoring processes. These are reviewed regularly.

It is a condition of employment that all staff are trained to a level appropriate to their Safeguarding responsibilities. Staff are expected to attend internal and external training and awareness sessions covering safeguarding issues.

The School's commitment to safeguarding is paramount to the success of the pupils. School Governors, the Headmistress and the Designated Safeguarding Lead continue to keep abreast of developments in this area and implement arrangements to continually improve the safety and awareness of its pupils, staff and volunteers. **We will always act in the best interests of the child.**

## 1. Aims

The policy ensures that the school recognises and implements:

- The maintenance of a safe environment in which children can learn, develop, are listened to and encouraged to talk;
- A support network, so that children are confident that there are adults to whom they can talk to if feeling worried;
- Raising awareness of Child Protection (CP) issues and equipping children with the skills needed to keep them safe;
- Guidance for staff on the support of children who have been abused;
- Safe recruitment procedures in compliance with regulations;
- Development, monitoring and review of procedures for identifying and reporting cases, or suspected cases of abuse;
- Any deficiency in CP policy or procedure is recognised and remedied.

The Statement of Aims in the Holland House School Prospectus states:

"Our aim is to provide a school where children are happy and productive. We believe that education can be fun and that enjoyment of school life does not preclude high academic achievement.

We believe that confidence and self-esteem, even in the young child, follow intellectual development be it academic or moral.

All children are strongly motivated by the staff to give of their best in the belief that every child has something important to offer. Achievement, in whatever field, is rewarded.

Each child is helped to discover and to do what is right, to continually develop all the qualities of good character, including productiveness, honesty and justice to all.

Holland House School seeks to identify the most that each child can do and then to make it possible for each child to achieve the most."

## 2. Definitions

### Safeguarding

- Preventing the impairment of children's health and development by ensuring they grow up in circumstances consistent with the provision of safe and effective care.

### Child Protection

- Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

### Child

- All children on the roll at Holland House School, including EYFS.

### Staff

- All staff at Holland House School including full-time, part-time, temporary, volunteers, junior staff and Governors.

## 3. Policy Guidance

This policy refers to and complies with:

- Staff Employee Handbook
- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The London Safeguarding Children's Boards' Child Protection Procedures (5th ed. June 2014)
- Safeguarding Children and Safer Recruitment in Education (DfES 2006)
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Sexual Offences Act 2003
- The Equality Act 2010
- The Female Genital Mutilation Act 2003
- Keeping Children Safe in Education (DFE – September 2018)
- Working Together to Safeguard Children (DFE – March 2015)
- Handbook for the Inspection of Schools Regulatory Requirements (ISI – April 2015)
- The Early Years Foundation Stage: Statutory Framework (Sept 2014)
- Every Child Matters: Change for Children in Schools (DFE – 2005)
- Preventing and Tackling Bullying (DFE – 2013)
- Counter-Terrorism and Security Act 2015
- The Prevent Duty Guidance: for England and Wales (March 2015)
- The Prevent duty (DFE guidance for schools – June 2015)

## 4. Policy and Procedure Review

Policy and procedures are adjusted on an ongoing basis by the DSL on receipt of guidance from DfE, ISI, ISA or local children's social care authorities and are in accordance with locally agreed interagency procedure. In addition, the policy is reviewed termly by the Holland House Child Protection Committee (Headmistress, DSL, DDSL and DCP Governor) and annually, by the Board of Governors. If there were to be a substantiated allegation against a member of staff, the school would work with the Local Authority Designated Officer to determine whether any improvements to the school's procedures or practice need to be made.

## 5. Policy Availability

Holland House Safeguarding Policy is available:

- On the School website
- Upon request from the School Office
- DSL secure cupboard
- In the Staffroom

## 6. Designated Persons

Child protection matters are referred to:

~~Acting~~ Senior Designated Safeguarding Lead (DSL) including EYFS  
Mrs Raksha Dave rakshadave@hollandhouse.org.uk  
(Year 5 Teacher & member of SLT)

In the absence of DSL, child protection matters are referred to:

Deputy Designated Safeguarding Lead (DDSL) including EYFS:  
Mrs. Helen Stanton-Tonner - Headmistress  
hstanton-tonner@hollandhouse.org.uk or  
Deputy Designated Safeguarding Lead (DDSL)  
Mrs. Emily Brown – Acting Deputy Head  
emilybrown@hollandhouse.org.uk

The Governing Board has designated a Governor to lead on Safeguarding issues - this is currently Mr Gaon Hart. gaonhart@hollandhouse.org.uk

The main responsibilities of the Designated Safeguarding Lead are outlined in Appendix 5.

## 7. Local Children Safeguarding Board Referral Contacts

The school follows the procedures of the London Borough of Barnet

### London Borough of Barnet contact details:

- London Borough of Barnet switchboard – 020 8359 2000
- MASH Team – 020 8359 4066  
N.B. The Multi Agency Support Hub (MASH)/Children's Service Referral and Assessment is a single point of referral for all agencies or the general public in relation to care and welfare concerns about children.
- Local Authority Designated Officer (LADO) – Shrimatie Bissessar – 020 8359 4066  
This is our first port of call for questions, queries and advice regarding Safeguarding and our children.
- Local Safeguarding Children Board (BarnetSCB) – Chris Miller (Independent Chair) – 020 8359 4519 – barnetscb@barnet.gov.uk **Prevent contact details:**
- Prevent coordinator – Ben Taylor – 020 8359 2995 OR 07921 277713 – ben.taylor@barnet.gov.uk or ben.taylor@barnet.gcsx.gov.uk (for personal and/or sensitive information about a person)
- N.B. Channel referrals should be sent to the MASH Team and/or advice sought from the Prevent coordinator
- Anti-Terrorism Hotline – 0800 789 321 **General contact details:**
- London Child Protection Procedures – www.londonscb.gov.uk
- Local Police Child Protection Team – Call 101 – <http://content.met.police.uk/Borough/Barnet/Contact>
- N.B. In an emergency, please call 999
- NSPCC (Worried about a child contact number) – 0808 800 5000 – help@nspcc.org.uk
- NSPCC Whistleblowing Helpline – 0800 028 0285 – help@nspcc.org.uk
- The Samaritans – 116 123 – jo@samaritans.org
- Childline UK – 0800 11 11 11
- Barnardo's – 0808 800 5000
- Child Exploitation and Online Protection Centre (CEOP) – 0370 496 7622 (available 24/7) OR 0870 000 3344 – [communication@nca.x.gsi.gov.uk](mailto:communication@nca.x.gsi.gov.uk)

## 8. Training

- The DSLs are trained every two years in child protection and inter-agency working. The DSL also attends regular updates training as relevant. Training is provided by the local social services department and approved external welfare agencies. This includes training on the part of the DSL in regard to the school's Prevent duty with reference to pupil radicalisation. DSL attends termly Independent Schools Safeguarding Forums (ISSF) at which there are always cross-agency presentations, training and updates.

- All staff who work with children are trained in child protection at least every three years with regular updates (at least annual) in regard to new legislation. KCSiE Part One is taken as the starting point for all staff; all staff are required to read KCSiE Part One and further briefings are designed to support staff understanding of safeguarding issues. School leaders and staff who work directly with children have also read Annex A of KCSiE 2018. Updates are usually provided at start of term staff days in briefings led by DSL or DDSLs. More detailed training will be delivered by an outside agency or the DSL and DDSLs. The content of this training is discussed with LSCB, and will cover types of abuse and neglect, children missing from education, child sexual exploitation, female genital mutilation, prevent radicalisation and the specific procedures of Holland House school.
- Prior to formal training with the DSLs, all new staff, temporary staff and volunteers who work with children are issued with written Child Protection guidelines, a copy of this policy, [the school's behaviour policy](#), the staff code of conduct, [the school's procedures for managing children who are missing education](#), the identity of the Senior and Deputy Designated Safeguarding Lead and a copy of Part 1 of Keeping Children Safe in Education.
- Temporary and voluntary staff are made aware of the school's procedures.

## 9. Safer Recruitment Procedure

Holland House School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and the ISI guidance in Part 4 of the regulations concerning the suitability of staff, supply staff and proprietors. All members of the teaching and support staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are checked with the Disclosure and Barring Service before employment. In addition, those Governor and Volunteer Helpers that have contact with children are also checked with the DBS. Visitors, all visiting speakers and those involved in running educational workshops etc will have their suitability checked by the member of staff organizing the event.

Likewise, all risk assessments are completed or obtained in relation to school trips and excursions to ensure the suitability, safety and supervision of the pupils.

This policy works in conjunction with the Holland House School Safer Recruitment Policy.

Standard application forms are required of all applicants for positions in the school and CVs are not accepted. References are taken up using a standard reference form prior to interview whenever possible and job descriptions and person specifications are provided to referees. Identity checks, qualifications, right to work in the UK and the completion of a medical questionnaire are carried out at the time of the interview where possible. Safeguarding questions are included at every interview and the school aims to ensure at least one person on every interview panel has been trained in safer recruitment. The Headmistress and the Chair of Governors are both trained in Safer Recruitment. References and career history are scrutinised as part of the recruitment process for potential staff.

When responding to a request by potential employers for current or past staff who may be/have been under suspicion of being unsuitable to work with children, they are advised to contact the Disclosure and Barring Service (DBS) and [Teaching Regulation Agency \(TRA\)](#). The School fulfils its legal duty to respond to requests from the DBS for any information it has on record for new referrals after 20th Jan 2009 or existing referrals at 20th Jan 2009 where barring was not automatic.

### Disqualification and disqualification by association:

This is addressed in the Holland House School Safer Recruitment Policy.

All new employees complete a Self-Declaration Form which includes questions about Disqualification by Association and these are renewed yearly.

### Volunteer Risk Assessments

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in schools, will be in regulated activity. They should obtain an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). Schools may conduct a repeat DBS check (which should include barred list information) on any such volunteer should they have concerns.

There are certain circumstances where schools may obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity. This is set out in DBS workforce guides, which can be found on [GOV.UK](http://GOV.UK). Employers are not legally permitted to request barred list information on a supervised volunteer as they are not considered to be regulated in regulated activity.

The school should undertake a risk assessment and use its professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so, the school should consider:

- The nature of the work with children;
- What the school knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- Whether the role is eligible for an enhanced DBS check; and

Details of the risk assessment should be recorded.

It is for the school to determine whether a volunteer is considered to be supervised. In making this decision, and where an individual is supervised, to help determine the appropriate level of supervision, the school must have regard to the statutory guidance issued by the Secretary of State which requires that, for a person to be considered supervised, the supervision must be:

- By a person who is in regulated activity
- Regular and day to day; and
- "reasonable in all the circumstances to ensure the protection of children"

The DBS cannot provide barred list information on any person, including volunteers, who are not in, or seeking to engage in regulated activity.

### Alternative provisions

Holland House School is responsible for the safeguarding of its pupils when they are placed in an alternative provision. The school should obtain a written statement from the provider that they have completed all vetting and barring checks that are necessary on their staff.

## 10. Types of abuse and neglect

The School recognises that all pupils regardless of age, disability, gender, racial heritage, religious belief or identity have the right to feel safe from harm and abuse. The School also acknowledges that it is a statutory requirement to protect its pupils' welfare and establish and maintain a safe environment in which children can learn and develop.

It is the School's intention to comply with the law and all relevant Acts and Regulations regarding Child Protection.

For the purposes of this document, the Head, Staff and Governors should be aware of the following definitions:

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol, mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Some of the following signs may be indicators of physical abuse:**

#### **Bruising**

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Bruising in or around the mouth.
- 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, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, hand/finger marks etc.
- Linear bruising at any site, particularly on the buttocks, back or face.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks to the upper arms, forearms or legs.
- Petechial haemorrhages (pinpoint blood spots under the skin). Commonly associated with slapping, smothering/suffocation, strangling and squeezing.

#### **Fractures**

Fractures may cause pain, swelling and discolouration over a joint. It is unlikely that a child will have a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent.
- 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.

Rib fractures are only caused in major trauma such as a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over two to three hours. All fractures of the skull should be taken seriously.

#### **Mouth Injuries**

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

#### **Poisoning**

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.



**Fabricated or Induced illness**

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits.
- Attendance at various hospitals, in different geographical areas.
- Development of feeding/eating disorders, as a result of unpleasant feeding interactions.
- The child developing abnormal attitudes to their own health.
- Non-organic failure to thrive – a child does not put on weight and growth and there is no underlying medical cause.
- Speech, language or motor development delays.
- Dislike of close physical contact.
- Attachment disorders.
- Low self-esteem.
- Poor quality or no relationships with peers because social interactions are restricted.
- Poor attendance at school and under-achievement.

**Bite Marks**

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, 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. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, 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.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his/her feet.
- A child getting into too hot water of his/her own accord will struggle to get out and there will be splash marks.

**Scars**

A large number of scars and scars of different sizes and ages, or on different parts of the body, or unusually shaped, may suggest abuse.

**Emotional/behavioural presentation**

Refusal to discuss injuries.

Admission of punishment which appears excessive.

Fear of parents being contacted and fear of returning home.

Withdrawal from physical contact.

Arms and legs kept covered in hot weather.

Fear of medical help.

Aggression towards others.

Frequently absent from school.

An explanation which is inconsistent with an injury.  
Several different explanations provided for an injury.

#### **Indicators in the parent**

May have injuries themselves that suggest domestic violence.  
Not seeking medical help/unexplained delay in seeking treatment.  
Reluctant to give information or mention previous injuries.  
Absent without good reason when their child is presented for treatment.  
Disinterested or undisturbed by accident or injury.  
Aggressive towards child or others.  
Unauthorised attempts to administer medication.  
Tries to draw the child into their own illness.  
Past history of childhood abuse, self-harm, or false allegations of physical or sexual assault.  
Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids.  
Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.  
May appear unusually concerned about the results of investigations which may indicate physical illness in the child.  
Wider parenting difficulties; may/may not be associated with this form of abuse.  
Parent/carer has convictions for violent crimes.

#### **Indicators in the family/environment**

Marginalised or isolated by the community.  
History of mental health, alcohol or drug misuse or domestic violence.  
History of unexplained, illness or multiple surgery in parents and/or siblings of the family.  
Past history of childhood abuse, self-harm, or false allegations of sexual assault or a culture of physical chastisement.

**Emotional abuse:** 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.

**Some of the following signs may be indicators of emotional abuse.**

#### **Indicators in the child**

Developmental delay.  
Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment.  
Aggressive behaviour towards others.  
Child scapegoated within the family.  
Frozen watchfulness, particularly in pre-school children.  
Low self-esteem and lack of confidence.  
Withdrawn or seen as a "loner" – difficulty relating to others.  
Over-reaction to mistakes.  
Fear of new situations.  
Inappropriate emotional responses to painful situations.  
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)  
Self-harm.  
Fear of parents being contacted.  
Extremes of passivity or aggression.

Drug/solvent abuse.  
 Chronic running away.  
 Compulsive stealing.  
 Low self-esteem.  
 Air of detachment – “don’t care” attitude.  
 Social isolation – does not join in and has few friends.  
 Depression, withdrawal.  
 Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention, low self-esteem, lack of confidence, fearful, distressed, anxious.

#### **Indicators in the parent**

Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.  
 Abnormal attachment to child e.g. overly anxious or disinterest in the child.  
 Scapegoats one child in the family.  
 Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.  
 Wider parenting difficulties, may/may not be associated with this form of abuse.

#### **Indicators on the family/environment**

Lack of support from family or social network.  
 Marginalised or isolated in the community.  
 History of mental health, alcohol or drug misuse or domestic violence.  
 History of unexplained death, illness or multiple surgery in parents and/or siblings of the family.  
 Past history of childhood abuse, self-harm or false allegations of physical or sexual assault or a culture of physical chastisement.

**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.

**Some of the following sign may be indicators of sexual abuse.**

#### **Indicators in the child**

##### **Physical Presentation**

Urinary infection, bleeding or soreness in the genital or anal areas.  
 Recurrent pain on passing urine or faeces.  
 Blood on undergarments.  
 Sexually transmitted infections.  
 Vaginal soreness or bleeding.

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

##### **Emotional/behavioural presentation**

Makes a disclosure.  
 Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit.  
 Inexplicable changes in behaviour, such as becoming aggressive or withdrawn.  
 Self-harm – eating disorders, self-mutilation and suicide attempts.  
 Poor self-image, self-harm, self-hatred.  
 Reluctant to undress for P.E.

Running away from home.  
 Poor attention/concentration (world of their own).  
 Sudden changes in school work habits e.g. fails to complete homework.  
 Withdrawal, isolation or excessive worrying.  
 Inappropriate sexualised conduct.  
 Wetting or other regressive behaviours e.g. thumb sucking.  
 Draws sexually explicit pictures.  
 Depression.

#### **Indicators in parents**

Comments made by the parent/carer about the child.  
 Lack of sexual boundaries.  
 Wider parenting difficulties or vulnerabilities.  
 Grooming behaviour.  
 Parent is a sex offender.

#### **Indicators in the family/environment**

Marginalised or isolated by the community.  
 History of mental health, alcohol or drug misuse or domestic violence.  
 History of unexplained death, illness or multiple surgery in parents and/or siblings of the family.  
 Past history of childhood abuse, self-harm or false allegations of physical or sexual assault or a culture of physical chastisement.  
 Family member is a sex offender.

**Neglect:** 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **Some of the following signs may be indicators of Neglect**

##### **Indicators in the child**

##### **Physical presentation**

Failure to thrive or, in older children, short stature.  
 Underweight  
 Frequent hunger  
 Dirty, unkempt condition  
 Inadequately clothed, clothing in a poor state of repair.  
 Red/Purple mottled skin, particularly on the hands and feet, seen in the winter due to cold.  
 Swollen limbs with sores that are slow to heal, usually associated with okd injury.  
 Abnormal voracious appetite.  
 Dry, sparse hair  
 Recurrent/untreated infections or skin conditions e.g eczema or persistent head lice/scabies/diarrhoea  
 Unmanaged/untreated health/medical conditions including poor dental health  
 Frequent accidents or injuries.

##### **Development**

General delay, especially speech and language delay  
 Inadequate social skills and poor socialisation.

##### **Emotional/behavioural presentation**

Attachment disorders  
 Absence of normal social responsiveness  
 Indiscriminate behaviour in relationships with adults  
 Emotionally needy

Compulsive stealing  
 Constant tiredness  
 Frequently absent or late at school  
 Poor self-esteem  
 Destructive tendencies  
 Thrives away from the home environment  
 Aggressive and impulsive behaviour  
 Disturbed peer relationships  
 Self-harming behaviour.

#### Indicators in the parent

Dirty, unkempt presentation  
 Inadequately clothed.  
 Inadequate social skills and poor socialisation.  
 Abnormal attachment to the child e.g. anxious  
 Low self-esteem and lack of confidence.  
 Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene.  
 Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy.  
 Child left with adults who are intoxicated or violent.  
 Child abandoned or left alone for excessive periods  
 Wider parenting difficulties may/may not be associated with this form of abuse.

#### Indicators in the family/environment

History of neglect in the family  
 Family marginalised or isolated by the community  
 Family has history of mental health, alcohol or drug misuse or domestic violence.  
 History of unexplained death, illness or multiple surgery in parents and/or siblings of the family.  
 Family has a past history of childhood abuse, self-harm or false allegations of physical or sexual assault or a culture of physical chastisement.  
 Dangerous or hazardous home environment including failure to use home safety equipment, risk from animals.  
 Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating.  
 Lack of opportunities for child to play and learn.

## 11. Concerns About a Child

All pupils at Holland House School are made aware of the opportunities they have to express their concerns:  
 - through speaking to Form Teachers, welfare staff, the Head or the Deputy  
 - Independent Helplines. Posters around the school list the Childline contact number.

All staff are aware that there are times when a child must be given the opportunity to be listened to. Any member of staff may become aware of a child in distress or suspicious that a child may have been maltreated. The abuse or suspected abuse may have taken place at home, school or elsewhere. It may involve parents, relations, staff, other adults or pupils. The welfare of the child at risk is the first priority. Staff are trained to use the TED (Tell me... Explain.. Describe...) questioning technique.

Early help is recognised as essential in any situation where there are concerns about a child. This will mean that the school will seek to provide support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss the need for early help with the DSL. Early help may involve support from the class teacher or personal tutor or from another member of the staff who is able to offer suitable pastoral counselling; judgment as to the member of staff with whom a particular child is likely to be most open will be exercised. The engagement of parents at this stage will also be considered.

These are some of the signs and behaviours which may indicate that a child is being abused (neglect, physical, sexual, emotional or a combination thereof):

- repeated minor injuries;
- children who are dirty, smelly, poorly clothed or who appear underfed;

- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums;
- an air of 'detachment' or 'don't care' attitude;
- overly compliant behaviour;
- a 'watchful attitude';
- sexually explicit behaviour (e.g. playing games and showing awareness, which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play;
- a child who is reluctant to go home, or is kept away from school for no apparent reason;
- does not trust adults, particularly those who are close;
- 'tummy pains' with no medical reason;
- eating problems, including over-eating, loss of appetite;
- disturbed sleep, nightmares, bed wetting;
- running away from home, suicide attempts;
- self-inflicted wounds;
- reverting to younger behaviour;
- depression, withdrawal;
- relationships between child and adults which are secretive and exclude others;
- a change in behavioural pattern

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. **It is important to remember that there may be other explanations for a child showing such signs.** Abuse is not easy to diagnose, even for experts.

If any member of staff is approached by a child who wishes to tell them about abuse or a worry of this kind, they should:

- Take the concerns seriously and listen sympathetically;
- Do not offer confidentiality and explain that you may have to inform someone else;
- Do not ask leading questions;
- Do not make promises
- Hand-write the report, adding signature and the date;

Immediately report to either DSLs or in their absence, the Headmistress.

Staff should be aware of the issues in regard to mental health which may show themselves in anxiety, eating disorders, concerns over body image and self-harm.

Staff should be particularly alert to pupils' relationships with each other and the potential for peer abuse across the rest of the school. Staff should also note that children with SEN and disabilities are more likely to be abused or neglected and should be especially alert to the well-being of these pupils.

Staff are to report any Safeguarding concerns about a child as a 'record of concern' to the DSL or DDSL.

## Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status. **It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.** Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. **Child sexual exploitation does not always involve physical contact and grooming can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.**

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

The official definition of CSE was created by the UK National Working Group for Sexually Exploited Children and Young People (NWG) and is used in statutory guidance for England. It is as follows:

"Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability."

Sexual exploitation can happen to any young person – whatever their background, age, gender, race or sexuality or wherever they live.

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour. Young people who are being sexually exploited may:

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- go missing from home, care **for periods of time or regularly come home late**
- **regularly miss school or education or do not take part in education**
- **Appear with unexplained gifts or new possessions**
- **Suffer from sexually transmitted infections or become pregnant.**
- **Suffer from changes in emotional well-being**
- **Misuse drugs and alcohol**
- **Receive excessive of texts/phone calls**
- **Demonstrate inappropriate sexualised behaviour for age/sexually transmitted infections.**
- **Show evidence of/suspicious of physical sexual assault**
- **Have multiple callers – unknown adults or peers**
- **Demonstrate concerning use of the internet or other social media**
- **Demonstrate increasing secretiveness around behaviours**

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- **Having a prior experience of neglect, physical and/or sexual abuse**
- **Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)**
- **Recent bereavement or loss**
- **Social isolation or social difficulties**
- **Economic vulnerability**
- **Homelessness or insecure accommodation status**
- **Connections with other children and young people who are being sexually exploited**
- **Family members or other connections involved in adult sex work**
- **Having a physical or learning disability**
- **Being in care (particularly those in residential care and those with interrupted care histories)**
- **Sexual identity**

Holland House School recognises that CSE is a form of sexual abuse. Holland House School understands its safeguarding duties and will strive to protect any pupil that it may consider at risk of CSE either presently or in the future. Should any member of staff suspect that a pupil is at risk of CSE, they will report their suspicions to the Designated Safeguarding Lead, who will respond with sensitivity and act in the best interest of the child to ensure their safety and prevent any future harm.

### Child criminal exploitation: County lines

Criminal exploitation of children is a geographically widespread form of harm that 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 and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (national crime agency human-trafficking) should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- It is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes that have witnesses. There exists an age appropriate guide for children aged 5-11 years old. The guide explains each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers and the school should direct parents to this if necessary.

### Children Missing from Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child exploitation.

Holland House School understands that all children, regardless of their circumstances, are entitled to a fulltime education which is suitable to their age, ability, aptitude and any special educational needs that they may have. The School also recognises that a child going missing from education is a potential indicator of abuse and/or neglect.

As required by law, Holland House School has an admission register and an attendance register. All pupils are placed on both registers as soon as they are admitted to the school.

Should a child be absent from school and no explanation offered (i.e. no reason given via telephone, e-mail etc.), the School will attempt to contact the parent to ascertain the reason for the child's absence. Class teachers are aware of the requirement to use an absence code for any absence and will contact the Child Protection Officer should they have any cause for concern about a pupil's absence/attendance record. [In accordance with KCSiE 2018, Holland House School will keep on record at least two emergency contacts for every child in the school in case of emergencies, and in the event, there are welfare concerns at home.](#)



All staff are aware and alert to the signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

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A child going missing from education is a potential indicator of abuse or neglect. The school has a duty to inform the local authority of any pupils who;

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been 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/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

### Children with family members in prison

Approximately 200,000 children have a parent in prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professional working with offenders and their children, to help mitigate negative consequences for those children.

### Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

### Female Genital Mutilation (FGM)

Religious, social or cultural reasons are sometimes given for FGM. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

FGM has been a criminal offence in the UK since 1985. In 2003, it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

From July 2015, anyone can apply to the court for an FGM Protection Order if they are concerned that someone is at risk of FGM. Breaching an FGM Protection Order is a criminal offence with a maximum sentence of 5 years imprisonment.

FGM typically takes place between birth and around 15 years old. Most girls are aged 5 to 8 when FGM is carried out but FGM can happen at any age before getting married or having a baby. Some girls are babies when FGM is carried out.

Staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Risk factors for FGM include:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin/'at risk' country (especially before the summer holidays)
- talk about a 'special' procedure or celebration to become a woman.
- Parents who wish to withdraw their children from learning about FGM

Signs and behaviours which may indicate that a child has undergone FGM:

- A girl may talk about pain or discomfort between her legs
- Difficulty walking, sitting or standing and may even look uncomfortable
- Be particularly reluctant to undergo normal medication examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Prolonged absences from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return.
- Frequent urinary or stomach problems
- Spending longer than normal in the bathroom or toilet due to difficulties urinating or menstrual problems.

If any member of staff is approached by a child who wishes to tell them about abuse or a worry of this kind, they should:

- Take the concerns seriously and listen sympathetically;
- Do not offer confidentiality and explain that you may have to inform someone else;
- Do not ask leading questions;
- Do not make promises
- Hand-write the report, adding signature and the date;
- Immediately report to either DSLs or in their absence, the Headmistress.

If a member of staff discovers that an act of FGM appears to have been carried out, they should report the matter to the police.

(See Appendix 6 for further guidance on reporting FGM.)

## Honour based violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Holland House School believes that all forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Therefore, should any member of staff have concerns that a child may be at risk of HBV, they should speak to the designated safeguarding lead who will then take appropriate action. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

## Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Holland House School recognises the important role it may play in safeguarding children from forced marriage and, therefore, should any member of staff have concerns that a child may be

at risk of being forced to marry, they should speak to the Designated Safeguarding Lead who will then take appropriate action.

## Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

The school recognises its duty under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism and forms of extremism. The school builds pupils' resilience to radicalisation (the process by which people come to support terrorism and the forms of extremism leading to terrorism) by promoting fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs, and enabling them to challenge extremist views. This is done in an age appropriate way and takes place in Assemblies, through discussions in class groups and through open debate and learning about values in the classroom.

The school's Senior Leadership Team has conducted a risk assessment regarding radicalisation, and the school maintains awareness of the importance of promoting values through the curriculum and other elements of school life, has built awareness of radicalisation into IT policies.

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Holland House School ensures that suitable filtering is in place through its ICT provider (currently STORM-IT).

More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety is integral to the School's ICT curriculum and is also embedded in PSHE and SRE. General advice and resources for schools on internet safety are available on the UK Safer Internet Centre website.

As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

The School has sought appropriate training for the DSL and works in partnership with the LSCB to maintain awareness in this area.

All staff receive a briefing on Prevent at Inset and are directed to KCSiE September 2018 for further guidance.

Staff should be aware of the following issues which may be signs of radicalisation:

- expression of views by a child or the child's family members which suggest that a child may be susceptible or exposed to a terrorist ideology
- changes in children's behaviour which could indicate that they may be in need of help or protection • seeking to hide their views
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others

- verbalising anti-Western or anti-British views

If staff have concerns about children's vulnerability to radicalisation they should report this to the DSL as with other safeguarding concerns.

### Online Safeguarding Risks

The school recognises that the use of technology has become a significant component of many safeguarding issues including child sexual exploitation, radicalisation and sexual predation. There are three broad areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of or causes harm

The school seeks to ensure that there are appropriate internet filters through the filtering system of our internet provider Storm-IT and monitoring of internet use in lessons.

The pupils are taught as part of the Computing and PSHE schemes of work about the risks of online technology and how to keep themselves safe online. Staff are regularly briefed concerning online safety and issues to be aware of regarding pupil behaviour online.

## 12. Allegations of Abuse by One or More Children Against Another Child

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include but is not limited to: bullying (including cyber bullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; gender-based violence; sexual assaults and sexual harassment; sexting (also known as youth produced imagery) and initiation-type violence and rituals.

Bullying is unacceptable behaviour and staff are referred to the procedures in the Anti-Bullying Policy. Abuse is abuse and should not be tolerated or passed off as 'banter' or merely 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example, include girls being sexually touched/assaulted or boys being subject to initiation type violence.

At Holland House School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in school and other pupils. We recognise that some pupils will sometimes negatively affect the learning, wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

When considering whether behaviour is abusive, the school will consider whether there is a large difference in power (for example, age, size, ability, development) between the young people concerned, whether the perpetrator has repeatedly tried to harm one or more other children and/or whether there are concerns about the intention of the alleged perpetrator.

Where there is reasonable cause to suspect that a child is suffering any form of abuse, or likely to suffer significant harm then staff follow the procedures laid out in this policy including referring to an external agency when needed.

At Holland House School we will support the victims of peer on peer abuse and the perpetrator by referring the matter to Mrs Puja Gada (Deputy Head Pastoral) who will provide mentoring and pastoral care. The risk of this type of abuse will be minimised through assemblies and PSHE lessons.

## 12a. 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 member 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 grand-parents 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.

Holland House School recognises its mandatory duty to report to the local authority where it is aware or suspects 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 DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check they are aware of their duty to inform the Local Authority. The school itself has a duty to inform the Local Authority of the private fostering arrangements.

On admission to Holland House School, the school will take steps to verify the relationship of the adults to the child who is being registered.

## 13. Reporting and Referral Arrangements

Safeguarding is everyone's responsibility. Once a concern has been raised by a member of staff concerning a child, it is the responsibility of the DSL or one of the DDSLs or, in their absence the Governor responsible for Safeguarding, to make a referral about the matter to the Local Safeguarding Children Board. Any member of staff may make a direct referral to external agencies and the contact details of the Local Authority Designated Officer (LADO) are therefore included in this policy; staff who make their own referral should inform the DSL that they have done so. If at any time there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care immediately. If a crime may have been committed the matter will be reported to the Police.

Staff who are speaking to a child who has raised an issue of safeguarding concern about themselves or another pupil should never promise that they will not tell anyone about an allegation. It will not be appropriate to promise unconditional confidentiality as information will need to be shared with relevant staff in school and perhaps with children's social care.

Staff will report concerns to the DSL or to the DDSL or in their absence to the Governor responsible for safeguarding. During term time, the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In exceptional circumstances, this discussion could be by phone or email, but face to face discussion is preferred. Contact details are made available to staff. In

the DSL's absence from school both of the DDSLs should be aware and make themselves available for staff to raise any safeguarding concerns. If both DDSLs are also absent then the Governor should be made aware so that he can ensure that he is available.

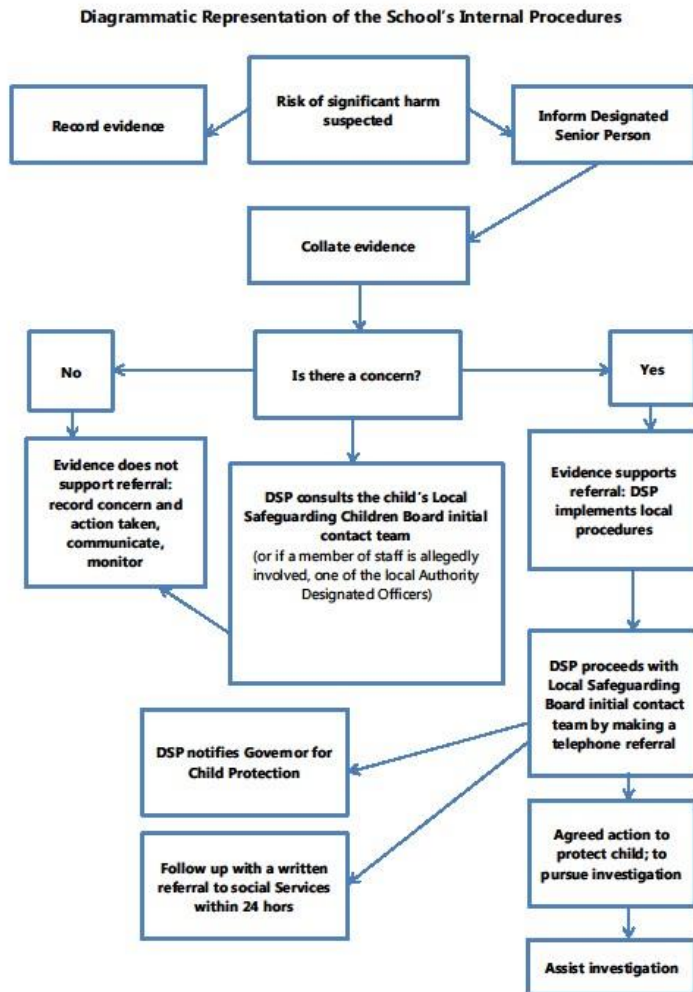
It may be that advice is sought from the LADO concerning borderline cases. It will always be the case that the school will seek to ensure that children receive the right help at the right time, to address risks and prevent issues escalating, to act on early signs of abuse and neglect, to keep clear records, to listen to the views of the child, to reassess concerns when situations do not improve and to share information quickly.

The school recognises that there is a difference between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former will be reported via the LADO to Children's Social Care agencies or the police immediately, whereas the latter will lead to inter-agency assessment such as the "Common Assessment Framework" and "Team around the Child" approaches.

With reference to the guidelines for dealing with allegations of abuse made against a person who works with children the DSL should report to the Local Authority Designated Officer (LADO) (p.2 – Local Safeguarding Board Referral Contacts) within 1 working day. In line with the EYFS Statutory Framework, we will report to OFSTED within 14 days if there is an allegation of serious harm or abuse by any person living, working or looking after children at the premises or elsewhere, or any other abuse on the premises. Reporting criteria are met if any person who works with children, in connection with his/her employment or voluntary activity, 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 s/he is unsuitable to work with children.

The LADO will advise the DSL when/if the parents or carers should be informed, and if the police are to be informed.



#### 14. Allegations of Abuse Against a Member of Staff (see also Appendix 1)

Holland House School has a Code of Conduct for staff behaviour which is given to all staff in induction. The following advice is made available to staff to help them avoid allegations:

- Familiarize yourself with the school's child protection policy and make sure your actions reflect the contents.
- If you are involved in an incident that you believe may compromise your position, write down what happened, where and at what time, as well as the names of any witnesses who may be able to speak for you.
- Any allegations made about you by a pupil should be reported immediately to your union so that you can be advised and represented should the need arise.
- There are situations where you are allowed to restrain a child but, on the whole, you should avoid any personal physical contact however innocent and well-intentioned.
- If you need to meet with a pupil on a one-to-one basis, make sure there is another teacher or pupil in the vicinity, or that the door to the room is left open. If this is not possible, inform a colleague that the meeting is taking place.
- Never agree to, or suggest, a meeting with a pupil outside of school unless this has been approved by the Headmistress.
- Refrain from accepting requests from pupils to link up on Facebook or other social networking sites, and do not solicit this sort of contact yourself. Protect your comments on Twitter and other social media.
- Never give a pupil your mobile or home telephone number or your address and reveal as little as you can about your private life.
- Don't engage in text messaging or emailing pupils outside of school.
- Do not attempt to deal with blackmail or malicious allegations alone. Confide in the Headmistress or another senior colleague and seek support and advice from your union.

If an allegation is made against a member of staff the quick resolution is a clear priority for the benefit of all concerned. Holland House School does not undertake their own investigations of allegations without prior consultation with the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations. All allegations are reported straight to the Headmistress and Chairman of Governors. The Chairman of Governors receives reports in the absence of the Headmistress, or in cases where the Headmistress is the subject of the allegation or concern. The Headmistress will not be informed that she is the subject of the allegation or concern at this stage. Procedures include contact details for the LADO. If the allegation is against the DSL, DDSL or the Chairman of Governors then it is reported to the Headmistress and LADO.

- Holland House School follows the Local Authority procedures for managing allegations against staff.
- Any allegation made against a member of staff is to be taken immediately to the Headmistress.
- The Headmistress will discuss the content of the allegations with the (LADO).
- Suspension of the member of staff against whom an allegation has been made will be very carefully considered before a decision is made. This decision will be made by the Governor responsible for Child Protection and the Headmistress in consultation with the Chair of Governors.
- The Headmistress will refer the member of staff for counselling, outside the framework of the school.
- Allegations against the Headmistress will go directly to the Chairman of Governors and suspension will be considered by the Governors.
- All staff should be aware of their duty to raise concerns about another staff member.
- The school will report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The report includes as much evidence about the circumstances of the case as possible. Compromise agreements cannot apply in this connection. If a teacher is dismissed (or would have been dismissed if he or she had not resigned) for a reason which does not reach the threshold for referral to DBS, separate consideration will be given to a referral to the National College for Teaching and Leadership.
- The school understands that ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed



by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

## 15. Whistle Blowing

The school's Whistle Blowing Policy (Appendix 4) makes it clear that it is the duty of employees and volunteers to report any concerns or allegations about behaviour of colleagues or practices which are likely to put children at risk of abuse or serious harm. The whistle blower is guaranteed confidentiality until, or if, the police are informed. Where a member of staff feels unable to raise a whistleblowing issue within school or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them including the NSPCC whistleblowing helpline (0800 028 0285).

# Appendix 1

## Procedure When a Member of Staff, Volunteer, Safeguarding Lead or Head Faces Allegations of Abuse

### 1. Introduction

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

An allegation of such seriousness would normally be made directly to the Headmistress; but if another member of staff is told first, he/she will ensure that the Headmistress is informed immediately. If the Headmistress is unavailable or implicated, the Chairman of Governors should be told at once. The Chairman of Governors will also be informed of any allegation as soon as possible after the Headmistress becomes aware of the allegation.

### 2. Anonymous Allegations

Any anonymous allegation of child abuse which names both a member of staff and a child, will be dealt with as per policy procedure. The member of staff will be interviewed if the allegation names the member of staff, but not the pupil. 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 be kept on the individual's personal file.

### 3. First Response

Response will be prompt and sensitive 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, seriously;
- Establish the facts;
- Contact the LADO for advice re: procedure;
- Inform the member of staff concerned honestly of the allegation that has been made, and advise him or her to contact their Trade Union or Professional Association for advice and support;
- Suspension will be considered;
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place.

### 4. 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. Suspension will follow legal advice 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.

In addition:

- 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. Staff do not have a right to legal representation;
- The suspended member of staff will be kept informed of the progress of the investigation.

## 5. Alternatives to Suspension

- Sending the member of staff on leave;
- Considering non-contact duties;
- 2<sup>nd</sup> adult present when staff member has contact with children.

## 6. Resignation

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned.

## 7. Compromise Agreements

The policy at Holland House School is to follow the KCSiE September 2016 guidance on the use of compromise agreements in cases of child abuse which is:

*If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS must be made, if the criteria are met. If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement which prevents the school or college from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the school or college would not be complying with its legal duty to make the referral."*

## 8. Referral to the Disclosure and Barring Service

Holland House School has 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 DSL. If the DSL is implicated, the report is made by the Headmistress. If the Headmistress is implicated, the report is made by the Chairman of Governors. The Headmistress and Chairman of Governors will be informed of any allegation as soon as possible and prior to any referral where possible.

The referral form can be downloaded from the DBS. The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable groups. We also have a legal duty to respond to any requests for information that we receive from the DBS and TRA at any time.

## 9. Recording

All allegations of abuse, investigations and any disciplinary actions will be recorded 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.

Due regard is taken concerning public statements about child protection with reference to the Education Act of 2011.

## 10. Discipline and Suitability Process

The LADO and the DSL should discuss whether an internal disciplinary investigation is appropriate in cases where:

- It is clear at the outset or when decided by a strategy discussion, that a Police investigation or Social Care enquiry is not necessary, or
- The employer or the LADO is informed by Police or the Crown Prosecution Service (CPS) that a criminal investigation and any subsequent trial is complete, or that an investigation is to be closed without charge, or a prosecution discontinued, or

- Where the Police and CPS formally agree to a disciplinary investigation running concurrently with their own investigations.

The discussion should consider any potential misconduct and/or suitability issues on the part of the member of staff and consider:

- Information provided by the Police and/or Social Care.
- The result of any investigation or trial.
- The different standard of proof in disciplinary and criminal proceedings.

If formal disciplinary action is not required, the school will institute appropriate action **within 3 working days**. If a disciplinary hearing is required, and further investigation is not required, the hearing should be held **within 15 working days**.

If further investigation is needed to decide upon disciplinary action, the DSL and the LADO should discuss whether the school has appropriate resources or whether the school should commission an independent investigation because of the nature and/complexity of the case and in order to ensure objectivity.

The aim of an investigation is to obtain, as far as possible, a fair, balanced and accurate record in order to consider the appropriateness of disciplinary action and/or the individual's suitability to work with children. Its purpose is not to prove or disprove the allegation.

The investigating officer should aim to provide a report **within 10 working days**.

On receipt of the report the school will decide **within 3 working days**, whether a disciplinary hearing is needed. If a hearing is required, it should be held **within 15 working days**.

If at any stage, new information emerges that requires a child protection referral, the disciplinary investigations should be held in abeyance and only resumed if agreed with Social Care and the Police. Consideration should again be given as to whether suspension is appropriate in light of the new information.

### 11. Supply, Contract and Volunteer Workers

In the case of supply, contract and volunteer workers, normal disciplinary procedures may not apply. In these circumstances, the LADO and employer should act jointly with the providing agency, if any, in deciding whether to continue to use the person's services, or provide future work with children, and if not whether to make a report for consideration of barring or other action.

### 12. Sharing Information for Disciplinary Purposes

Wherever possible, Police and Social Care should, during the course of their investigations and enquiries, obtain consent to provide the employer and/or regulatory body with statements and evidence for disciplinary purposes.

If the Police or CPS decide not to charge, or decide to administer a caution, or the person is acquitted, the Police should pass all relevant information to the employer without delay.

If the person is convicted, the Police should inform the employer straight away so that appropriate action can be taken.

### 13. Unsubstantiated Allegations

Both the child and member of staff may feel isolated, vulnerable and with diminished self-esteem.

Child A professional care programme will be recommended.

Staff A mentoring programme and professional counselling will be offered. A short period of re-training or a short sabbatical may be appropriate.

### 14. Allegation of Abuse by a Member of Staff Against a Child who is not a Pupil at Holland House School

Procedure would be the same as for an allegation with a Holland House School pupil except that the school would not take part in any investigatory process.

### 15. Allegation of Abuse by the Headmistress or DSLs

The Headmistress or DSLs would normally be suspended for the duration of the investigatory process.

## Appendix 2

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### Guidance on Pupil and Staff use of ICT, Mobile Phones and Other Electronic Devices

#### 1. Statement

Technology plays an enormously important part in the lives of all young people. Sophisticated games consoles, or PSPs (play stations portable), like Wiis and Nintendo DS, together with Bluetooth-enabled mobile phones provide unlimited access to the Internet, to SMS messages, to blogging (web logging) services (like Twitter), to Skype (video calls, via web cameras built into computers, phones and PSPs), to wikis (collaborative web pages), chat rooms social networking sites (such as Bebo, Facebook and MySpace) and video sharing sites (such as YouTube).

Technology has transformed teaching and learning in all educational settings. It is a crucial component of every academic subject, and is taught as a subject in its own right. All classrooms are equipped with electronic whiteboards, projectors and computers.

#### 2. Aims

We believe this communications revolution gives young people unrivalled opportunities but we are aware that it also brings risks. It is an important part of our role at Holland House School to teach our pupils how to stay safe in this environment as per their developmental age and how to avoid making themselves vulnerable to a range of risks, including identity theft, bullying, harassment, grooming, stalking and abuse. They also need to learn how to avoid the risk of exposing themselves to subsequent embarrassment.

#### 3. Staff Mobile Phones and personal devices

- Staff may use their personal devices for work purposes e.g. retrieving material for lessons, checking the time, contacting the school during trips.
- Staff may use their personal devices for private business out of sight and away from children, other than in an emergency.
- Personal devices may not be used, other than in an emergency, in the children's toilets or in rooms while pupils are changing.
- Personal mobile phones belonging to the staff working in the Reception Class are not to be used throughout contact time with the children and are put out of sight.
- EYFS Staff are not permitted to use recording equipment on their personal mobile phones to take photos or videos of EYFS children and they are to use school recording equipment for all observational records. This does not apply to formal concerts or other open events.
- The ban on the use of mobile phones in the EYFS setting extends to all visitors and parents; signs are in place to enforce this.
- Staff may not use personal devices for taking photographs at school or of school events, nor will they store such images on their own computers or electronic devices at home. (It is understood that staff with children in school may take photographs of their children with their personal devices for use at home). This does not apply where official school videos or photos are available.
- Photographs may be taken with a school device, but primarily for educational or marketing purposes.
- Where a personal device has been used for educational purposes the photographs must be deleted immediately after use and before leaving the school premises.
- Staff are to be aware of any child who does not have consent for photographs.
- Personal phones may be used in the case of an emergency e.g. in the event of an evacuation of the building;

- No children's/parents' numbers are to be stored on personal phones, unless the numbers belong to friends or family of the person whose phone contains the details - If used, they must be deleted immediately;
- If mobile phones are left turned on, they must be on silent;
- Personal mobile phones must only be used on staff's designated breaks and must be used away from the children, other than in an emergency;
- Staff must not text, email or post anything on a website that would offend any other member of staff, parent or member of the school community, e.g. intimidation or bullying.

#### 4. Photographs

- Photographs taken of children must be taken with school cameras or other devices where possible. If a personal device is used, then the photographs must be deleted before leaving the premises.
- Staff must be aware of those parents who have not given permission of photographs to be taken of their children. A list of those, if any, is available from the Office.

#### 5. Illegal Material

Illegal activity will be reported to the police and/or the Local Child Safeguarding Board (LCSB). If any child is at specific risk as a consequence of online activity, we may seek assistance from the Child Exploitation and Online Protection Unit (CEOP).

Any child who misuses technology to bully, harass or abuse another pupil will be age appropriately sanctioned and/or given counselling.

#### 6. Conflict with school business and reputational risk

- School IT facilities cannot be used for private business or fund raising that is not supported by the school. Staff must not text, email or post anything on a website or other public digital or hard-copy location, that could be construed to have an impact on the School's reputation.

#### 7. Parents and Guardians

Holland House School works closely with parents and guardians in promoting a culture of e-safety.

*"Children and young people need to be empowered to keep themselves safe. This isn't just about a topdown approach. Children will be children - pushing boundaries and taking risks. At a public swimming pool, we have gates, put up signs, have lifeguards and shallow ends; but we also teach children how to swim."* Dr Tanya Byron "Safer Children in a digital world: the report of the Byron Review".

E-safety is a whole school responsibility.

#### 8. Cyberbullying

- Cyberbullying is a particularly unpleasant form of bullying, because it is direct to the child, can be anonymous and a victim can be targeted at any time or place.
- The Anti-Bullying Policy describes preventative measures and procedures that will be followed when there are cases of alleged bullying.
- Proper supervision of pupils plays an important part in creating a safe ICT environment at school; but everyone needs to learn how to stay safe outside the school.
- Alleged bullying and harassment in any form should always be reported to a member of staff.

#### 9. Treating Other Users with Respect

- We expect pupils to treat staff and each other online with the same standards of consideration and good manners as they would in the course of face to face contact;
- Staff do not normally communicate on a personal basis with pupils by e-mail and we would not expect them to communicate with pupils by text or mobile phones;
- Everyone has a right to feel secure and to be treated with respect;
- 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 staff.

## 10. Keeping the School Network Safe

- Certain sites are blocked by our filtering system monitored by Storm-IT;
- Any reported misuse/rumours of misuse of the network by pupils or staff is investigated;

## 11. General Guidance

Children are taught how to:

- keep personal details safe;
- recognise and avoid unknown attachments and report illegal content;

## 12. Pupil Mobile Phones

**Pupils are not allowed mobile phones in school.**

In the event that a pupil is found to be in possession of a mobile phone or other electronic device, staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Sanctions:

- Mobile phones are confiscated from pupils. These are handed in to the School Office from where parents may recover them;
- Additional sanctions may be applied if appropriate.

### 12a. Youth Produced Sexual Imagery (Sexting)

While sharing photos and videos online and via smartphones is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives, there are risks associated with the production and distribution of sexual and explicit images both in terms of the law and in relation to the possible effects on a child's wellbeing if imagery of this nature is shared beyond their control. In certain circumstances the DSL may have to refer an incident of this nature to the police.

Creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person under the age of 18 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 or the same age;
- Possess, download or store an explicit image or video of a child, even if the child gave permission for it to be created.

As of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest. Crimes recorded in this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate they're a risk. Holland House School will work collaboratively with the police so that they respond appropriately in cases of youth produced sexual imagery and to record incidents in a way which should not have a long term negative impact on young people.

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection policy:

- The incident will be referred to the DSL as soon as possible;
- The DSL will hold an initial review meeting with the appropriate school staff;
- There will be subsequent interviews with the young people involved (if appropriate);
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving the parents would put the young person at risk of harm;
- At any point in the process if there is a concern a young person has harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately.

Recognising and reporting any disclosure of incidents involving youth produced sexual imagery will be covered within staff induction and training.

Any direct disclosure by a young person will be taken very seriously. A young person who discloses that they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and that they may have already tried to resolve the issue themselves.

If a pupil is disclosing that they have received, sent or shared an illegal image, staff will adhere to the school's procedures for managing and reporting a disclosure.

Staff should refer to the DSL any incidents where it is thought that explicit or sexual images of young people may have been made, distributed or be in the possession of a child. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences and staff should take any direct disclosure very seriously. Staff must not request to view the imagery but should confiscate a device which contains suspected imagery and pass this onto the DSL. The DSL, with input from the Headmistress, will follow the guidance set out in 'sexting in schools and colleges; responding to incidents and safeguarding young people', including conducting an internal review meeting and considering in certain circumstances, immediate referral to the police or children's social care.

An immediate referral to police and/or children's social care should be made if at an initial stage:

- The incident involves an adult;
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (e.g. owing to special educational needs)
- What is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
- The imagery involves sexual acts and any pupil in the imagery is under 13;
- The DSL has reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, e.g. the young person is presenting as suicidal or self-harming.

If, following consultations with outside agencies, further external engagement is not considered necessary, the DSL will work with appropriate pastoral staff such as the headmistress and Deputy Head Pastoral and, in most cases the child's parents, acting in the best interests of the child to ensure that they are safeguarded, supported and educated.

The sharing of sexual imagery of people under 18 by adults constitutes child sex abuse and such cases would always be referred to the police.

### 13. Use of mobile phone communication between staff and pupils

- Staff must not use mobile phones to speak to pupils or to send them a message or vice versa, unless it is an emergency;
- Any messages that are sent should be brief and courteous;
- Staff must not send calls or texts of a personal nature to pupils or vice versa.

#### 14. Emergencies

Staff on supervisory duties in the playground, or on trips may carry and use a mobile phone to seek assistance or pass messages in the case of emergencies.

#### 15. Out of School Hours or on Activities

- Staff should avoid using mobile phones to speak to pupils, send messages or vice versa outside School.
- Staff should not store pupil's mobile phone numbers, unless the permission of the parents is given due to them being an independent personal friend of the family.
- Any emergency messages should be brief and courteous.

#### 16. Inappropriate communication

- If there are reasonable grounds to believe inappropriate communications have taken place between staff and pupils or members of staff, the Headmistress may require relevant mobile phones to be produced for examination.
- If there are reasonable grounds to believe a breach has occurred, the usual grievance or disciplinary procedures would apply in relation to either the safeguarding of pupils, vulnerable groups or harassment/bullying at work.

#### 17. Inappropriate holding of numbers (Data)

- Parent or staff numbers used for professional reasons should be deleted from personal units after use;
- Colleagues numbers stored for personal reasons are to be held in confidence and not used whilst working;

#### 18. Guidance on Accessing Inappropriate Sites at School

- Staff may not access inappropriate material on the premises;
- Downloading inappropriate material will instigate disciplinary procedure;
- Concerns re: inappropriate sites or images used by staff or children are to be reported to either Deputy Head or the Headmistress;
- Staff are asked to refer to the Whistle Blowing Policy (Appendix 4) re: referrals of colleagues.

#### 19. Guidance on Social Networking

- Pupils are not allowed to use social networking sites at school;
- Staff may use private devices during their own time and in child restricted areas;
- Staff may not be Facebook (or equivalent site) friends with pupils; • Further guidance on social networking is offered by all leading unions.

## Appendix 3

### Staff Code of Conduct – Guidance on Interaction with Pupils

#### 1. Introduction

Rigorous and detailed Education (Independent School Standards) Regulations 2014 and EYFS for child protection are intended to ensure the highest professional standards from teachers and others who are working in, helping in, or governing schools. The NSPCC's evidence in January 2009 to Sir Roger Singleton's "Review of Safeguarding arrangements in independent schools, non-maintained special schools and boarding schools" stated that:

*"Alongside DBS checks, independent schools must maintain a culture of vigilance about risks to children and a clear understanding about appropriate interaction with children, challenging unacceptable behaviour, providing examples of good conduct and ensuring children and young people know where to turn if they have problems or are being abused."*



## 2. Contents of Policy

The Holland House School code of conduct provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse and to appropriate interaction with pupils. It is not intended to be a substitute for proper training. Training in child protection is an important part of the induction process for all new teaching and non-teaching staff and should be repeated every three years or less.

## 3. Paramountcy

The safety and well-being of every pupil at Holland House School is of paramount importance. Every child has the right to grow up and to live in a safe environment. All staff have a duty to protect pupils from abuse and bullying and to promote their well-being.

Every member of staff should read this code of conduct in conjunction with Holland House School's Safeguarding Policy and the document Keeping Children Safe in Education produced by the Department for Education.

## 4. Safer Recruitment

Holland House School follows the Government's guidelines for the safer employment of staff who work with children. We obtain enhanced Disclosure and Barring Service (DBS) certificates on all new members of staff; temporary staff; visiting and peripatetic staff and contractors' employees, such as cleaning staff, who work unsupervised in the school. Governors and parent helpers who have regular unsupervised access to children are also required to have up to date DBS certificates.

New staff and Governors receive child protection training as part of their induction process. This training is repeated at not more than three yearly intervals.

## 5. Safeguarding Lead

Mrs Raksha Dave, is Holland House School's Acting Safeguarding Lead (DSL). Mrs Helen Stanton-Tonner, our Headmistress is Deputy Designated Safeguarding Lead (DDSL) and Mrs Emily Brown, our Acting Deputy Head is also a Deputy Designated Safeguarding Lead (DDSL). They have been fully trained for the demands of this role and inter-agency working. They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice. They undergo refresher training every two years, and maintain close links with the Local Safeguarding Children Board (LSCB) for the London Borough of Barnet. They report at least once a year to the full Board of Governors on child protection issues.

## 6. Promoting Awareness

Our curriculum, pastoral and house systems are designed to foster the moral, social and cultural development of all our pupils. All our teaching staff play a vital role in this process, helping to ensure that all our pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and welfare staff to lead by example, and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that our pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.

Time is allocated in PSHE and form tutor time to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama, PSHE and RE lessons are used to promote tolerance and mutual respect and understanding.

## 7. Interaction with Pupils: Guidance for Staff

In general, pupils should be encouraged to discuss with their parents or guardians, any issues that are troubling them. It may be appropriate to suggest that a pupil sees a senior member of staff or an adult with whom they feel secure.

Staff need to ensure that their behaviour does not inadvertently lay themselves open to allegations of abuse or their actions do not place pupils or themselves at risk of harm or of allegation of harm to a pupil. (e.g. 1-1 tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on).

They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car. If you are speaking to a child on your/their own in a room, the door should always be left open

**Communication with Pupils** - Staff should not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones. The Group Leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her where possible.

**Physical Restraint** - Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on him/herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL/DDSL /Headmistress who will decide what to do next. Parents should be informed of the circumstances of any physical restraint on the same day or as soon as is practicably possible. A report should be filled in detailing the actions and reasons.

## 8. If a pupil reports abuse

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as ChildLine. If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the DSL with a written account of what has transpired as a matter of urgency.

If a pupil decides to speak to a member of staff about the fact that either he/she, or a pupil known to them, is being bullied, harassed and abused, the member of staff should:

- React professionally, and remember that they cannot carry out an investigation for any allegation of abuse
- Take what the child says seriously, and calmly, without becoming emotionally involved
- Make it clear why unconditional confidentiality cannot be offered,
- Explain that any adult member of staff is obliged to inform the DSL, if there are child protection or safeguarding issues involved, in order that specialist help can be arranged.
- Explain that only those who have a professional "need to know" will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse
- Reassure the child that he or she was right to tell, and that he/she is not to blame for having been bullied or abused,
- Allow the child to tell his or her own story, without asking detailed or leading questions
- Record what has been said, interview record is handwritten, signed and dated.
- Inform the DSL, DDSL or Headmistress as soon as possible - at least by the end of the morning/afternoon session of that day.
- Where there are evident signs of physical injury, that may (or may not) be the result of abuse or bullying, medical help should be summoned, or the pupil should be taken to the medical area.

## 9. Whistle Blowing

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headmistress. If the concern related to the Headmistress then the Senior DSL should be informed and she will refer the matter to the Chairman of Governors. Staff have a duty to notify the authorities where they discover instances of bribery, fraud or other malpractice. Any concern will be thoroughly investigated under the school's whistle-blowing procedures as set out in the Employee Handbook – investigations of allegations regarding Safeguarding would not be undertaken before speaking to the LADO. If there is evidence of criminal activity, the Police will always be informed. Wherever possible, and

subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution.

## Appendix 4

### Whistleblowing Policy

**1. Whistleblowing Policy.** The School has adopted this policy and the accompanying procedure on whistleblowing to enable members of staff to raise concerns internally and in a confidential fashion about fraud, malpractice, health and safety, criminal offences, miscarriages of justice, and failure to comply with legal obligations, inappropriate behaviour or unethical conduct, and poor or unsafe practice and potential failures in the school's safeguarding regime. The policy also provides if necessary, for such concerns to be raised outside the organisation.

- a. Elements of the Policy.** In accordance with Lord Nolan's second report of the committee on standards in public life, the School's policy on whistleblowing is intended to demonstrate that the school:
- Will not tolerate malpractice;
  - Respects the confidentiality of staff raising concerns and will provide procedures to maintain confidentiality so far as is consistent with progressing the issues effectively;
  - Will provide the opportunity to raise concerns outside of the normal line management structure where this is appropriate;
  - Will invoke the School's disciplinary policy and procedure in the case of false, malicious, vexatious or frivolous allegations;
  - Will provide a clear and simple procedure for raising concerns, which is accessible to all members of staff.
- b. Procedure.** This procedure is separate from the School's adopted procedures regarding grievances. Employees should not use the whistleblowing procedure to raise grievances about their personal employment situation. This procedure is to enable members of staff to express a legitimate concern regarding suspected malpractice within the School. Malpractice is not easily defined; however, it includes allegations of fraud, financial irregularities, corruption, bribery, dishonesty, acting contrary to the staff code of ethics, criminal activities, or failing to comply with a legal obligation, a miscarriage of justice, or creating or ignoring a serious risk to health, safety or the environment.
- c. Confidentiality.** Employees who wish to raise a concern under this procedure are entitled to have the matter treated confidentially and their name will not be disclosed to the alleged perpetrator of malpractice without their prior approval. It may be appropriate to preserve confidentiality that concerns are raised orally rather than in writing, although members of staff are encouraged to express their concern in writing wherever possible. If there is evidence of criminal activity then the Police will in all cases be informed. The school is unable to offer an assurance of anonymity due to the potential criminal consequences of allegations.
- d. The Investigation.** This will be conducted under the school's standard grievance procedure.
- e. External Procedures.** Where all internal procedures have been exhausted, a member of staff shall have a right of access to an external person/body. This may include (depending on the subject matter of the disclosure) HMRC, the Audit Commission, the Health and Safety Executive and/or the Local Authority Designated Officer (where the disclosure relates to a child protection issue). It should be noted that under the Public Interest Disclosure Act 1998, there are circumstances where a member of staff may be entitled to raise a concern directly with an external body where the employee reasonably believes:
- That exceptionally serious circumstances justify it;
  - That the School would conceal or destroy the relevant evidence; • Where they believe they would be victimised by the School;
  - Where the Secretary of State has ordered it.

- f. **Malicious Accusations.** False, malicious, vexatious or frivolous accusations will be dealt with under the School's Disciplinary Procedure.
- g. **Protection from Reprisal or Victimisation.** No member of the staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that they do so in good faith and following the Whistleblowing procedures.

**Child protection is always our top priority.**

## Appendix 5

### Job Description of Designated Safeguarding Lead and Deputies

Main Responsibilities of the Designated Safeguard Lead are set out in KCSiE September 2016 Annex B. The designated safeguarding lead and deputies are expected to:

#### Manage referrals

Make prompt contact with any of the referral agencies:

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

#### Work with others

- Liaise with the Headmistress to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the case manager (as described in Part 4 of KCSiE) and the designated officer(s) at the local authority for child protection concerns regarding all cases which concern a staff member;
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

#### Undertake training

The designated safeguarding lead should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, 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, 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 has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Are alert to 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;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- 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.
- Assist the Headmistress in the induction of staff by covering all aspects of safeguarding and Keeping Children Safe in Education.

**Raise Awareness**

- The designated safeguarding lead should ensure the school's child protection policies are known, understood and used appropriately;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Board regarding this;
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the Local Safeguarding Children Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

**Child protection file**

- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

**Availability**

- During term time, the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In exceptional circumstances, this discussion could be by phone or email, but face to face discussion is preferred.
- In the DSL's absence from school both of the Deputy DSLs should be aware and make themselves available for staff to raise any safeguarding concerns. If both DDSs are also absent then the Headmistress should be made aware so that she can ensure that an alternative is available.

## Appendix 6

### Mandatory reporting of Female Genital Mutilation (FGM)

#### Background

As of 31st October 2015, the Home Office introduced a mandatory reporting duty which requires all health and social care professionals and teachers in England and Wales to report "known" cases of FGM in under 18s which they identify in the course of their professional work to the Police.

The duty applies to any teacher who is employed or engaged to carry out 'teaching work', whether or not they have qualified teacher status, in maintained schools, academies, free schools, independent schools, nonmaintained special schools, sixth form colleges, 16-19 academies, relevant youth accommodation or children's homes in England.

"Teaching work" is defined as being each of the following activities: planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing and/or reporting on the development, progress and attainment of pupils.

Please note that, in addition to complying with this duty, professionals should continue to have regard to their wider safeguarding responsibilities, which require consideration and action to be taken whenever there is any identified or known risk to a child. This is in relation to FGM or any other safeguarding matter.

#### Making a report

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

are informed by a girl under 18 that an act of FGM has been carried out on her; or observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth (see section 2.1a for further information).

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

It is important for staff to note that this duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second report.



Cases of failure to comply with the duty will be dealt with in accordance with the existing staff disciplinary procedures already in place at Holland House School. Staff are reminded that FGM is a recognised form of child abuse and, as such, should expect Holland House School to pay due regard to the seriousness of any breach of this duty.

***A breach of this duty may lead to dismissal.***

Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.

**Visually identified cases – when you might see FGM**

The duty applies to cases you discover in the course of your professional work.

If you do not currently undertake genital examinations in the course of delivering your job, then the duty does not change this.

Most professionals will only visually identify FGM as a secondary result of undertaking another action.

For teachers and social workers, there are no circumstances in which you should be examining a girl. It is possible that a teacher, perhaps assisting a young child in the toilet or changing a nappy, may see something which appears to show that FGM may have taken place. In such circumstances, the teacher must make a report under the duty, but should not conduct any further examination of the child.

**Verbally disclosed cases**

If you are a relevant professional and a girl discloses to you that she has had FGM (whether she uses the term 'female genital mutilation' or any other term or description, e.g. 'cut') then the duty applies. If, in the course of delivering safe and appropriate care to a girl you would usually ask if she has had FGM, you should continue to do so.

The duty applies to cases directly disclosed by the victim; if a parent, guardian, sibling or other individual discloses that a girl under 18 has had FGM, the duty does not apply and a report to the police is not mandatory. Any such disclosure should, however, be handled in line with wider safeguarding responsibilities - in England, this is likely to include referral to children's social services, and in Wales the disclosure must be immediately referred to the local authority.

Further information, including advice and support on how to talk to girls and parents/guardians about FGM, is available in the multi-agency guidance on FGM.

**Timeframe for reports**

Reports under the duty should be made as soon as possible after a case is discovered and best practice is for reports to be made by the close of the next working day. You should act with at least the same urgency as is required by Holland House School's safeguarding processes.

In order to allow for exceptional cases, a maximum timeframe of one month from when the discovery is made applies for making reports. However, the expectation is that reports will be made much sooner than this.

**Making a report**

Where you become aware of a case, the legislation requires you to make a report to the police force area within which the girl resides. The legislation allows for reports to be made orally or in writing.

It is recommended that you make a report orally by calling 101, the single non-emergency number.

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When you call 101, the system will determine your location and connect you to the police force covering that area. You will hear a recorded message announcing the police force you are being connected to. You will then be given a choice of which force to be connected to – if you are calling with a report relating to an area outside the force area which you are calling from, you can ask to be directed to that force.

Calls to 101 are answered by trained police officers and staff in the control room of the local police force. The call handler will log the call and refer it to the relevant team within the force, who will call you back to ask for additional information and discuss the case in more detail.

You should be prepared to provide the call handler with the following information:

- explain that you are making a report under the FGM mandatory reporting duty
- your details:
  - name
  - contact details (work telephone number and e-mail address) and times when you will be available to be called back
  - role
  - place of work details of your organisation's designated safeguarding lead
  - name

- the girl's details:
- contact details (work telephone number and e-mail address)
  - place of work
  - name
  - age/date of birth
  - address

if applicable, confirm that you have undertaken, or will undertake, safeguarding actions, as required by "Working Together to Safeguard Children" and as appropriate.

You will be given a reference number for the call and should ensure that you document this in your records.

### **Informing the child's family**

If you have made a report, the Designated Safeguarding Lead and/or the Head should be informed. A discussion will then take place as to whether it is safe to contact the girl and/or her parents or guardians to explain the report, why it is being made, and what it means. Wherever possible, this discussion should be held in advance of/in parallel to the report being made.

Advice and support on how to talk to girls and parents/guardians about FGM is available in the multi-agency guidance on FGM.

If the Designated Safeguarding Lead and the Head believe that telling the child/parents about the report may result in a risk of serious harm to the child or anyone else, or of the family fleeing the country, then information will be shared with the appropriate agencies and advice sought as to how best to proceed. This may include a further phone call to the Police.

### **Your responsibilities after you have made a report**

In relation to any next steps, staff are expected to continue to have regard to their wider safeguarding and professional responsibilities.

Depending on the member of staff's role and the specific circumstances of the case, individuals may be required to contribute to the multi-agency response or other follow up to the case which will follow any report made.

If any member of staff is unsure as to their responsibilities, they should seek advice from the Designated Safeguarding Lead or Head.

Further guidance and FAQs is available in the Home Office guidance, a copy of which will be held in the Secure cupboard in the School Library. Any member of staff wishing to read this is most welcome to do so.

## **APPENDIX 7**

### **Sexual Violence and Sexual Harassment**

Sexual violence or sexual harassment can occur between 2 children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

#### **Sexual Violence**

Sexual violence is those sexual offences under the Sexual Offences Act 2003 as described below:

- rape – A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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- assault by penetration – A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of his/her body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- sexual assault – A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe B consents.

### **Consent**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another e.g. to vaginal but not anal sex or penetration with conditions such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Some situations are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assaults are defined in law;
- Creating and sharing sexual photos and videos of under 18s is illegal. This includes children making and sharing sexual images and videos of themselves.

### **Sexual Harassment**

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to:

- violate a child's dignity, and/or
- make them feel intimidated, degraded or humiliated and/or
- create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes an appearance and calling someone sexualised names.
- Sexual "jokes" or taunting;
- Physical behaviour such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - Non-consensual sharing of sexual images and videos;
  - Sexualised online bullying;
  - Unwanted sexual comments and messages, including, on social media; and
  - Sexual exploitation; coercion and threats.

Harmful sexual behaviours:

Harmful sexual behaviours are problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. Sexual behaviour between can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

Holland House School acknowledges its statutory duty to safeguard and promote the welfare of the children at the school and as part of this duty it:

- Considers the makeup of the student body, including gender and age range of its pupils, and whether additional support for children with protected characteristics – who are potentially at greater risk – is appropriate.
- Considers what it can do to foster healthy and respectful relationships between boys and girls through personal, social, health and economic education (PSHEE)
- Ensures that its response to boy on boy and girl on girl sexual violence and sexual harassment is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

### **Response to a Report/Managing the Disclosure**

It is essential that the child providing the disclosure is reassured that they are being taken seriously and that they will be supported and kept safe. Staff should be aware that Children with SEND are more likely to be victims of sexual violence.

Effective safeguarding practice includes:

- Not promising confidentiality as it is very likely a concern will have to be shared further.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the disclosure will be progressed.
- Only recording the facts as the child presents them
- Informing the designated safeguarding lead, or Deputy as soon as practically possible.

### **Confidentiality**

Staff taking disclosure should never promise confidentiality. The designated safeguarding lead, or a deputy, should consider the following:

- Parents and carers should normally be informed unless this would put the child at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed then a referral should be made to children's social care.
- Rape, assault by penetration and sexual assaults are criminal offences and should be passed to the police.

### **Anonymity**

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the school will be aware of anonymity, witness support and the criminal process in general so it can offer support and act appropriately. Further information is available from [CPS: Safeguarding children as victims and witnesses](#).

### **Risk Assessment**

In the event that a report of sexual violence has been received, the Designated Safeguarding Lead or a deputy should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case by case basis. The risk and needs assessment should consider the:

- Child making the disclosure
- Alleged perpetrator
- Both other children and, if appropriate, staff at the school.

Risk assessments should be recorded, either written or electronically, and should be kept under review. The designated safeguarding lead or a deputy should ensure they are engaging with children's social care and

specialist services as required. Where there has been a report of sexual violence it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

#### **Action following a report of sexual violence and/or sexual harassment**

The Designated Safeguarding Lead will give consideration to:

- The nature of the alleged incident(s), including whether a crime has been committed and consideration of harmful sexual behaviour.
- The ages of the children involved.
- The developmental stages of the children involved
- Any power imbalance between the children, for example if the alleged perpetrator is significantly older.
- If the alleged incident is an isolated incident or a sustained pattern of abuse.

The starting point regarding any report should always be that sexual violence and sexual harassment are not acceptable and will not be tolerated.

#### **Children sharing a classroom**

Following a report of rape and assault by penetration, while the school establishes the facts of the case, and starts the process of liaising with Children's social care and the police;

- The alleged perpetrator should be removed from any classes they share with the victim.
- The school should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from school.

Following a report of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport, should be considered immediately.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, in all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school should consider any suitable sanctions in light of its behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the victim and the perpetrator should continue to be kept in separate classes and continue to manage potential contact on school premises and transport.

In all circumstances, the school should record and be able to justify its decision making. All of the above should be considered with the needs of the victim at the heart of the process, supported by parents and carers as appropriate. Any arrangements should be kept under review.

#### **Ongoing response**

##### **Safeguarding and supporting the victim**

Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the school should ask the victim if they would find it helpful to have a designated trusted adult, for example their form tutor or designated safeguarding lead, to talk to about their needs.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. There may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities.

If the trauma results in the victim being unable to remain in school, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim and following discussion with their parents or carers.

#### Safeguarding and supporting the alleged perpetrator

The school will balance safeguarding the victim and the wider student body, with providing the alleged perpetrator with an education, safeguarding support as appropriate and implementing disciplinary sanctions.

Consideration should be given to:

- The age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- The proportionality of the response. Support and sanctions should be considered on a case by case basis.

#### Discipline and the alleged perpetrator

Disciplinary action can be taken whilst other investigations by the police and/or children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent the school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly.

#### Working with parents and carers

The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence. This might not be necessary or proportionate in the case of sexual harassment and should be considered on a case by case basis. The exception will be if there is a reason to believe informing a parent will put a child at additional risk.

The school should meet the victim's parents and carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

The school should meet with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator.

#### Safeguarding other children

Consideration should be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required.

The school will do all it can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed, including online or by social media.

The school adopts a whole school approach to safeguarding, a culture that makes clear that sexual violence and sexual harassment is always unacceptable, and a strong preventative education programme through PSHE lessons will help create an environment in which all children at the school are supportive and respectful to their peers when reports of sexual violence or sexual harassment are made.

## **APPENDIX 8**

### **SAFEGUARDING CHILDREN WITH SEND**

#### **Children with Special Educational Needs (SEN) and Disabilities**

Children with SEND can face additional safeguarding challenges. Staff should be aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Being more prone to peer group isolation than other children;
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

At Holland House School we identify pupils who might need more support to be kept safe or to keep themselves safe by ensuring they have a greater availability of mentoring and extra pastoral support. Care plans are put in place where necessary.

#### **The use of 'reasonable force' in schools**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active contact such as leading a pupil by the arm out of the classroom.

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