



Pield Heath
House School

Safeguarding and Child Protection Policy

Date: November 2021

Review Date: November 2022

Purpose of the Policy

It is the intent of all staff, Governors and Trustees at Pield Heath House School to protect children and young people within our care from abuse. This will be done in a framework that is transparent and complies with our statutory obligations in accordance with Section 175 of the Education Act 2002, the Non-Maintained Special Schools (England) Regulations 2015 and the Education and Training (Welfare of Children) Act 2021 and to adhere to the statutory guidance of **Working Together to Safeguard Children 2018** and **Keeping Children Safe in Education 2021** (KCSIE). We will follow the DfE **What to do if you are Worried a Child is Being Abused** – Advice for Practitioners and have regard to Sexual violence and sexual harassment between children in schools and colleges (September 2021).

This policy will be reviewed at least annually and will be made available publicly on the school website and upon request.

The children and young people at Pield Heath are more at risk because of their complex needs and disabilities. This means that we must therefore be extremely vigilant and ensure that every individual involved with our students is clear about their roles and responsibilities in this area. To ensure this level of commitment to safeguarding and child protection, training will be provided to ensure that all staff have a good understanding of safeguarding and reporting protocol and practice.

Safeguarding is not just about protecting children and young people from deliberate harm; it includes student safety and protecting our children and young people from bullying, racist abuse and harassment, children missing in education and online abuse.

Abuse can take place in any family, institution or community setting, physically, by telephone or internet. Due to their day to day contact with students our staff are uniquely placed to observe changes in our children/young people's behaviour and the outward signs of abuse, neglect, exploitation and radicalisation. We are aware that spotting the signs of such abuse can sometimes be difficult to recognise, especially when we factor in the additional needs of our students and the impact that these needs can have upon behaviour; our students may behave differently or seem unhappy for many reasons. It is important that all adults know the indicators of abuse and be alert to the need to consult further to provide early help to prevent concerns from escalating.

The purpose of our Safeguarding/Child Protection Policy is to give clear direction to staff and others about the expected codes of behaviour in dealing with Safeguarding/Child Protection issues. As a school we are committed to the development of good practice and using sound procedures. All

safeguarding children concerns and referrals will be handled sensitively, professionally and in ways which support the needs of the child / young person.

There are three elements to Safeguarding children:

1. Prevention through a positive school atmosphere, teaching, care and pastoral support to the students.
2. Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Safeguarding Children concerns.
3. Support to students, their families and staff.

Pield Heath House will:

- Maintain its recognised ethos where children/young people feel secure and are encouraged to talk and know they are listened to.
- Ensure children/young people know which adults they can approach if they are worried or in difficulty.
- Equip children/young people with the skills they need to keep safe from abuse through an appropriate PSHE/C programme.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and other professionals.

The aim of this policy is to:

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent practice.
- To demonstrate the school's commitment with regard to safeguarding and child protection to students.
- To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff or volunteer.
- To identify key individuals and their specific roles.

Responsibilities and Expectations

It is a legal responsibility of Pield Heath House School's Trustees and Governing Body to make sure that the school has effective Safeguarding Policies and Procedures in place and to monitor the schools compliance with said policies. The Governing Body should also ensure that these policies are made available to parents/carers by publishing them on our website and in providing them in writing if requested.

The Governing body expects that all staff will know and understand this Child Protection and Safeguarding Policy and their responsibility to implement it. Staff working directly with children and young people must, as a minimum have read and understand Part One of KCSiE. Governors will ensure that they and senior leaders have read and understand Parts One and Two of KCSiE. The governing body will ensure that those staff who do not work directly with children will read Part One or Annexe A of KCSiE.

The Governing Body will ensure that all staff receive appropriate safeguarding and child protection training which is regularly updated to provide them with relevant skills and up to date knowledge of emerging and evolving safeguarding issues to safeguard children effectively.

Our Safeguarding arrangements are reported on a termly basis to the Governing Body and the policy is reviewed annually in order to keep it updated in line with local and national guidelines.

It is also the responsibility of the Governors / Trustees to ensure that all staff and volunteers are properly vetted to make sure that they are safe to work with our students and that the school has procedures for appropriately managing allegations of abuse made against families, members of staff (including the Executive Principal and volunteers). The Governing Body ensures that there is a named Safeguarding Governor and that there is in the school a Designated Safeguarding Lead (DSL) who has a lead responsibility for dealing with all safeguarding issues at Pield Heath. The school has identified Deputy Designated Safeguarding Leads who will be trained to the same level as the Designated Safeguarding Lead, they may have delegated areas of responsibility but overall responsibility remains with the Designated Safeguarding Lead. The DSL or deputy will attend all case conference meetings for meetings and multi-agency discussions concerning student's welfare.

Designated Safeguarding Lead (DSL)

Jennifer Isaac, Care Manager

jennifer.isaac@pieldheathschool.org.uk

Extn: 228

Deputy Designated Safeguarding Leads

Natasha Johnson, AP/Head of School

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Extn: 210

Netta Hill, Inclusion Coordinator

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Nicola Leonard, VBC Coordinator

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Extn: 213

Michael Vincent, Assistant Headteacher

michael.vincent@pieldheathschool.org.uk

Extn: 272

Named Safeguarding Governor

Dr Stephen Mort

governors@pieldheathschool.org.uk

Chair of Governors

Dr Stephen Mort

Trustee Responsible for Safeguarding

Sr Angelo Roncalli

Pield Heath Online Safety Lead

Designated Lead for Children Currently and

Previously in Care

Michael Vincent

London Borough of Hillingdon Local Authority

Designated Officer (LADO)

Rob Wratten

Telephone: 01895 250 975

Child Protection adviser to schools and Deputy (LADO)

Hannah Ives

Telephone: 01895 250 010

Hillingdon Multi-agency Safeguarding Hub (MASH)

Triage Team

Telephone: 01895 556 644

Police (Emergency) 999

Hillingdon Safeguarding Children Partnership

The Designated Safeguarding Lead is responsible for Safeguarding and Child Protection and will coordinate action on child protection within the school. The key role of the Designated Safeguarding Lead is:

- Manage referrals from school staff or any others from outside the school.
- Work with external agencies and professionals on the matter of safety, Child Protection and safeguarding.
- Undertake training.
- Raise awareness of Safeguarding and Child Protection amongst the staff and parents.
- Ensure that child protection information is transferred to a student's new school.

It is the responsibility of the Designated Safeguarding Lead to ensure that all safeguarding issues raised in the school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging safeguarding training for all staff and volunteers who regularly and frequently work with children and young people in our school. This training takes place at least every three years. At Pield Heath refresher training takes place for all staff at the beginning of the academic year.

The DSL is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child/young person at our school and to contribute to multi-agency discussions and assessments to safeguard and promote a child's welfare. During term time, the DSL and/or a deputy should always be available during school hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover for any out of hours/out of term time activities.

The Safeguarding Team at Pield Heath will meet regularly to discuss safeguarding across the school and to ensure that Pield Heath is meeting the expectations of the Ofsted Inspection process regarding Safeguarding. This includes evidence to support that:

- Children and learners are being protected from harm and feel safe.
- Children know how to raise issues/worries and understand the process for doing so.
- Adults who work with them are able to give a strong and proactive response to any concerns raised with them.
- Adults also know and understand the indicators that may suggest a child/young person is suffering or at risk of abuse, neglect or harm.
- Adults take appropriate action in line with local procedures and statutory guidance.

All Child Protection (CP) concerns need to be acted on immediately. If school staff are concerned that a child may be at risk or is actually suffering abuse, they should report this to the Designated Safeguarding Lead immediately. Staff should write up all safeguarding concerns about students on the Cause for Concern Form as quickly as possible. If parents/visitors/supply staff/college, university students, work experience students have a concern they must speak directly to one of the safeguarding team who will go through procedures with them. This will involve the completion of a signed statement which can be added to the electronic files.

All adults, including the Designated Safeguarding Lead, have a duty to refer all known or suspected cases of abuse to children's social care or the police.

A referral should not be delayed in order to discuss with the schools Designated Safeguarding Lead, if it is felt / identified that a child is at immediate risk and the Designated Safeguarding Lead is unavailable.

Confidentiality

- We recognise that all matters relating to Child Protection are confidential. The Associate Principal /Head of School or Designated Safeguarding Lead will disclose any information about a student to other members of staff on a 'need to know' basis only.
- All staff must be aware that they must respect student confidentiality and must not discuss Child Protection cases with anyone other than the designated person and be mindful of casual conversations when discussing students.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children / young people.
- All staff must be aware that they cannot promise a child / young person that they will keep secrets.
- Child protection information will be sent through a secure electronic system or courier if required. Student Child Protection records will not be sent by post.

All staff must read and sign to say that they have received training in order to understand and discharge their role and responsibilities as set out in KCSiE Part one (or annexe A if appropriate) and received a copy of the following documents:

- Keeping Children Safe in Education (2021) [Part One or Annexe A if appropriate] governors and senior leaders Parts One and two. The Designated Safeguarding Lead (DSL) and Safeguarding

Team, including the Safeguarding governor must read all parts of KCSIE and relevant parts of Working Together to Safeguard Children

- Pield Heath House School's Safeguarding / Child Protection Policy.
- Pield Heath House School's Code of Conduct.

All staff should regularly check the school's safeguarding board in the staffroom for any new updates and information and to make themselves aware of Pield Heath's annual Safeguarding Priorities.

Procedures for Staff and Volunteers

At Pield Heath we must always maintain an attitude of 'it could happen here'(KCSIE,2021)

What to do if you are concerned.

Responding to a disclosure reported to you:

- Ensuring that the young person is safe and reassured. Respect their right to privacy and time to talk without interruption.
- Listen to what is being said to you without pressure, judgement or horror. Do not ask leading questions. Always believe what the child / young person has told you. A young person who is freely recalling significant events should not be interrupted.
- Reassure that young person calmly and gently that they have done the right thing in telling you. Do not promise confidentiality. You must inform the Designated Safeguarding Lead or a Deputy. Explain to the young person that to safeguard them you must pass on the information that they are telling you. Tell them what will happen next, who you will tell and when.
- Do not ask the young person to remove any items of clothing to show you any injuries.
- Report what you have disclosed to the Designated Safeguarding Lead as soon as possible.
- Record in a clear and precise way what the young person has told you immediately whilst still fresh in your mind using the Cause for Concern Form (Appendix A).
- Use actual words of sentences spoken by the young person rather than an interpretation of what was said.
- Specific facts relating to named people, dates, times, places and context of disclosure should be recorded accurately.
- Ensure you have signed, stated who you are and dated the recording.
- If any injuries are visibly shown, record where they are and what they look like.
- Remember, all recordings must be accurate and factual and dated as you may be required to produce the information for evidence for any further action that may be required.

The Governing Body will ensure that where there is a safeguarding concern, school leaders will make sure that the child's wishes and feelings are taken into account when determining what action to take and which services to provide.

Managing allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the Associate Principal / Head of School. In the case of the allegation being made against the Associate Principal / Head of School, this will be brought to the immediate attention of the Chair of Governors, the Executive Principal and the LADO on the same day.

The Associate Principal / Head of School and the chair of Governors must discuss with the LADO the nature of the allegations, in order for the appropriate action to be taken. This will constitute an initial evaluation meeting or strategy discussion involving the LADO and the Police or appropriate multi-agency partners. Dependent on the allegation being made the Associate Principal/Head of School will need to:-

- Refer to the LADO immediately and follow up in writing within 48 hours.
- The Safeguarding Trustee should be made aware.

Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.

Contact the parents or carers of the child / young person if advised to do so by the LADO.

Consider the rights of the staff member for a fair and equal process of investigation.

Act on any decision(s) made in any strategy meeting or evaluation meeting.

Ensure that the appropriate disciplinary procedures are followed including whether to suspend a member of staff from work until the outcome of any investigation is deemed necessary.

Advise the Disclosure and Barring Service (DBS) where a member of staff has been dismissed or removed or would have been, had they not resigned, due to safeguarding concerns. **This is a legal duty and failure to report to the DBS where the criteria have been met, is a criminal offence.**

If you are concerned that a member of staff or adult in a position of trust poses a risk of harm to a child or young person or that they might already have harmed a child or young person, you should report your concerns to the Associate Principal / Head of School. Where those concerns relate to the Associate Principal / Head of School however, this should be reported to the Chair of Governors / Executive Principal using the schools Whistleblowing Policy.

Recognising Concerns – Signs and Indicators of Abuse

Abuse is defined as 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. Children may be abused in a family or in an institutional or community setting by those known to them or more rarely by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing or pouring poisonous, burning or scalding substances, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs of Physical abuse could include:

- Bruises, scratches
- Cigarette burns / other burns
- Changes in behaviour, not wanting to go home
- Flinching at unexpected movements
- Not wanting to get changed for PE or swimming activities / notes from home to prevent participation
- Acting out violence through play or notable aggressive behaviour with peers
- Threats to hit / hurt or kill peers or staff

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.

Signs of Emotional Abuse could include:

- Change in behaviour, lack of self-esteem and loss of confidence
- Frequent tearfulness
- Not wanting to go home
- Constantly putting themselves or others down

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.

Signs of sexual abuse could include:

- Change in behaviour / loss of confidence / self esteem
- Bed wetting (which has not been experienced previously)
- Discomfort when urinating or other discomfort related to genitals
- Sexualised behaviour
- Rocking / withdrawal from activities and engagement
- Isolation from peers
- Visible signs / marks where children who require personal care may be the victims of sexual abuse
- Bruising to arms and upper legs

- Not wanting to go swimming or take part in PE / letters from home to prevent access to these subjects or residential journeys.

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

Signs of neglect could include:

- Poor standard of clothing, too small / far too big for the child
- Lack of cleanliness
- Child is hungry and may need to steal food
- Low self-esteem, withdrawn
- Repeated illnesses, chest infections
- Fatigue, drawn, undernourished
- No outdoor coat or warm clothing, shoes badly damaged and ill fitting
- Learning and progress may be adversely affected
- Parent / carers do not attend appointments
- Child has bruises from falling over, lots of scratches, grazes, perhaps burns from lack of supervision (could be linked to other types of abuse)

(Source: Working Together to Safeguard Children 2018 Appendix a pp103-107, Keeping Children Safe in Education 2019)

Training

All members of staff and volunteers will have access to Keeping Children Safe in Education 2021 and school Introduction to Safeguarding, Training, with at least annual updates in line with KCSIE, in addition to this we also, include Safeguarding as part of staff induction, issue safeguarding update information on a regular basis to all, in relation to our staff code of conduct / handbook, safeguarding policy and any policies relating to safeguarding and promoting our children / young people's welfare to all newly appointed staff and volunteers. All staff must undertake Prevent training as part of their safeguarding training.

Our Designated Safeguarding Lead and Deputy DSL's will undertake further safeguarding training in addition to the whole school safeguarding training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wider agenda of safeguarding issues. This will support the DSL/Deputy DSLs to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the students in our school. This includes taking part in multi-agency training and help contribute to the assessment of children and early help offer.

Our Governing body will have access to safeguarding training. Our Chair of Governors and named Governor for Safeguarding will also undertake additional training at least every two years to support their role in handling allegations against adults who work with children and young people, including staff and volunteers.

To request safeguarding training please speak to the DSL who will help you to identify the most appropriate training.

Safer recruiting training is undertaken by the School Leadership Team and all relevant staff and governors who are involved in the recruitment process.

Our Online/E-safety lead will undertake E-Safety training every two years.

This Policy should be considered alongside other related policies and documents.

- Congregational Safeguarding Policy & Procedures
- Staff Handbook
- Code of Conduct
- Low level Concern Policy
- Health & Safety Policy
- Online E-Safety Policy
- Safer Recruitment Policy
- Whistle Blowing Procedures
- Confidentiality Policy
- Behaviour for Learning Policy (Inclusion)
- Attendance Policy
- Anti-Bullying Policy
- Drug Education / Misuse Policy
- Relationships and Sex Education Policy
- Visitors Policy

- Children Missing Policy
- London Child Protection Procedures (LCPC) / The Pan London Threshold Document
- Hillingdon Safeguarding Children Manual
- Hillingdon Safeguarding Children Partnership

Specific safeguarding issues

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (SEN) (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation (FGM) or forced marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

Knowing what to look out for is vital to the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation. If staff are unsure, they should always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Criminal Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as kissing, rubbing, and

touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

1. Inappropriate relationships

Usually involves just one abuser who has inappropriate power-physical, emotional or financial- or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser;

2. Boyfriend/Girlfriend

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafes or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

3. Organised exploitation and trafficking

Victims are trafficked through criminal networks-often between towns and cities-and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Children and young people can be exploited by their associations and through gang activity. They may suffer exploitation through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people at Pield Heath school we will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our 'On-Line Safety' policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with the internet and other mobile technology.

Domestic Abuse

‘Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to the following types of abuse; psychological; sexual; financial; emotional’.

Children and young people may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence we will report our concerns to the appropriate agency including children’s social care and the police in order to prevent the likelihood of any further abuse taking place.

Looked after children and previously looked after children.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The governing body will ensure staff have the skills, knowledge and understanding to keep looked after children safe. The governing body will ensure there are arrangements in place so that appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child’s contact arrangements with birth parents or those with parental responsibility. Appropriate staff will also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The DSL should have the details of the child’s social worker and the name of the virtual school head in the authority that looks after the child. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. The governing body recognise that when dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Our school staff however are able to observe our students on a daily basis and identify those whose behaviour could suggest that they may be experiencing a mental health problem or are be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

Preventing Radicalisation and Extremism

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

It is essential that our staff are able to identify pupils/students who may be vulnerable to radicalisation, and know what to do when they are identified. Pield Heath House School sees protecting our students from the risk of radicalisation as part of our wider safeguarding duties, and that it is similar to protecting students from other risks (e.g.; drugs, gangs, neglect, sexual exploitation) whether these come from within their family or are the product of outside influences. All staff will have access to a general Prevent awareness programme to be able to understand and identify any risks to students at risk of radicalisation and report their concerns to our Designated Safeguarding Lead and when it is appropriate to make a referral to the Channel panel. Channel is a panel which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised; they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling Extremism and is able to support staff with any concerns they may have.

At Pield Heath School we support our pupils to develop their self-awareness, self-knowledge self-esteem and confidence. We encourage our students to show respect and tolerance of others and develop understanding of right and wrong to fully promote fundamental British Values, the rule of law and individual liberty. Understanding the social and communication needs of our students is paramount in supporting this through our adapted curriculum especially in PSHE/C and through SMSC.

Recognising Extremism

Early indicators of radicalisation or extremism may include;

- Showing sympathy for extremist causes
- 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
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- 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
- Advocating violence towards others

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Pield Heath House School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are;

Faith Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing

spirit. This is abusive and will result in a criminal conviction of those using this form of abuse even if the intention is to help the child.

Female Genital Mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. This is against the law yet, for some communities, it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to your attention, you should report those concerns to the appropriate agency in order to prevent this form of abuse taking place. This is now a mandatory duty, placed on all school staff, to report to the police, any suspected case of FGM where they discover that this act has been carried out on a child under the age of 18 years. You are not required to examine a child, even though it will be rare that visual evidence of FGM will be seen, but where there is a direct or indirect disclosure that the act of FGM has been carried out, the usual child protection procedure of the school should be followed.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include;

Low level of integration into UK society

Mother or a sister who has undergone FGM

Girls who are withdrawn from PHSE

Visiting female elder from the country of origin

Being taken on a long holiday to the country of origin

Talk about a 'Special' procedure to become a woman

Symptoms of FGM

FGM may likely occur if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out of school to visit an 'at risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include;

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.

- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g.; withdrawal or depression) on the girls return
- Reluctance to undergo normal medical examinations
- Confiding in a professional without being explicit about the problem due to embarrassment or fear, talking about pain or discomfort between legs
- Breast Ironing

Forced Marriage

Pield Heath House School does not support the idea of forcing someone to marry without their consent and will follow Hillingdon LSCP procedures to refer any child and young person immediately to Children's social care.

Upskirting

Upskirting is a criminal offence in England and Wales with offenders facing up to two years in prison for taking an image or video under somebody's clothing. It is usually performed in a public place, such as on public transport or in a nightclub, among crowds of people, making it harder to spot people taking the photos and there have also been instances of the practice taking place in schools

Honour Based Violence

Honour based Violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV abuse (regardless of the motivation) should be handled and escalated as such.

Where staff are concerned that a young person might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from Honour based Violence at

Pield Heath School, we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Children with Special Educational Needs and Disabilities

All children and young people at Pield Heath House School have identified Special Educational Needs and Disabilities and all school age children and young people have either an Education, Health and Care Plan.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because;

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Difficulties may arise in overcoming communication barriers

At Pield Heath the Safeguarding Team; identify pupils who might need more support to be kept safe or to keep themselves safe through;

- Regular meetings to discuss pupils who may need Early Help across the school
- Monitoring all cause for concern team, safeguarding referrals on a regular basis
- Attending Child Protection and Core Group Meetings

Peer on Peer Abuse

Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation;

- It 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 student
- Indicates that young people outside the school may be affected by this student

At Pield Heath School we take abuse seriously, it should never be tolerated or passed off as “part of growing up “or excused because the child or young person has a special education need or disability. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include being sexually touched/ assaulted or being subjected to physical/verbal aggression. Our curriculum includes a wide range of teaching and learning opportunities to help pupils understand relationships, social skills, communication skills and how to manage their own behaviour, as well as how to keep themselves safe and how to speak out if they have any concerns.

At Pield Heath School we believe that all children/young people have a right to attend school and learn in a safe environment. Children/young people should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others. The school will work with them as part of the Thrive Inclusive approach to behaviour monitoring.

Risk factors against children could include;

1. Physical Abuse
 - Violence. Particularly pre-planned
 - Forcing others to use drugs or alcohol
2. Emotional Abuse
 - Blackmail or extortion
 - Threats and intimidation
3. Sexual Abuse
 - Indecent exposure, indecent touching or serious sexual assaults
 - Forcing others to watch pornography, sexting, revenge-porn
4. Child Sexual Exploitation
 - Encoring other children to attend inappropriate parties
 - Photographing or videoing other children performing indecent acts
5. Gang and Relationship abuse
 - In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.
6. Peer on peer abuse

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse and coercive control, exercised between children and within children's relationships (both intimate and non-intimate) Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should contact children's social care or the LADO to discuss the case. It is possible that children's social care are already aware of safeguarding concerns around the young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both student files.

If the allegation indicates a potential criminal offence has taken place and the allegation is found to not be malicious rumour, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). It may be appropriate to exclude the pupil being complained about for a period of time according to the school's Exclusion policy and procedures

On return these pupils will need an individual risk assessment plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. The school, in these cases also has a duty to protect the privacy rights of any pupils for whom the allegation is made against or to.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is essential that all victims are reassured that they

are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- Challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risk normalising them.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. 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.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) 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.¹⁵ It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
 - sharing of unwanted explicit content;

- upskirting (is a criminal offence)
- sexualised online bullying; ▪ unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats;

Where neither child's social care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Children Missing Education

The law requires that all schools have to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

Pield Heath must inform the local authority if any student is going to be removed from the admission register where they;

1. Have been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
2. Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
3. 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.
4. Are in custody for a period of more than four months due to final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or
5. Have been permanently excluded.

All schools including Pield Heath must inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority. If a

child's whereabouts is unknown by school and/or parents then police should be contacted. Even if this is only for a short period of time as it helps to build a pattern and the history can be useful for future episodes.

Safer Staff

Safer recruitment and selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked.

At Pield Heath School we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. We will ensure that all of our staff are appropriately qualified and have the relevant employment history, references and vetting checks to ensure that they are safe to work with children in compliance with the Key Safeguarding Employment Standards, the disqualifications by association and a prohibited order check for teaching staff.

There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However at all times the agreed policy for physical intervention and safe restraint must be adhered to. If staff, visitors, volunteers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long and what they are doing. Doors ideally, have a clear glass panel in them and be left open/unobscured. All staff will have access to and be expected to know our school's policy for physical intervention and safe restraint through Proact Scipr.

All adults that come into regular contact with children at our school, will be recorded on our Single Central Record.

See Pield Heath's Code of Conduct for more details

Safer Children

Records and Monitoring

If we are concerned about the welfare or safety of any child / young person we will record the concern on the Cause for Concern Form and speak to the Designated Safeguarding Lead or Deputy. A hard copy is made and any additional information recorded will be kept securely in a locked filing cabinet. Children/young people with active cases/involvement of other agencies and services shall have separate files kept. These files are the responsibility of the Designated Safeguarding Lead and information will only be shared within school on a need to know basis for the protection of the child / young person.

Any safeguarding information will be kept in these files. Copies of referrals. Invitations to child protection conferences or multi-agency discussions and meetings, core groups and reports will also be stored here.

Reports of a concern to the Designated Safeguarding Lead or Deputy must clearly identify the time, date and person making the record.

If a young person leaves Pield Heath School, we will ensure that our Designated Safeguarding Lead makes contact with the Designated Safeguarding Lead at the following school and the file will be forwarded under confidential cover. Acknowledgment of receipt will be sought from the receiving professional.

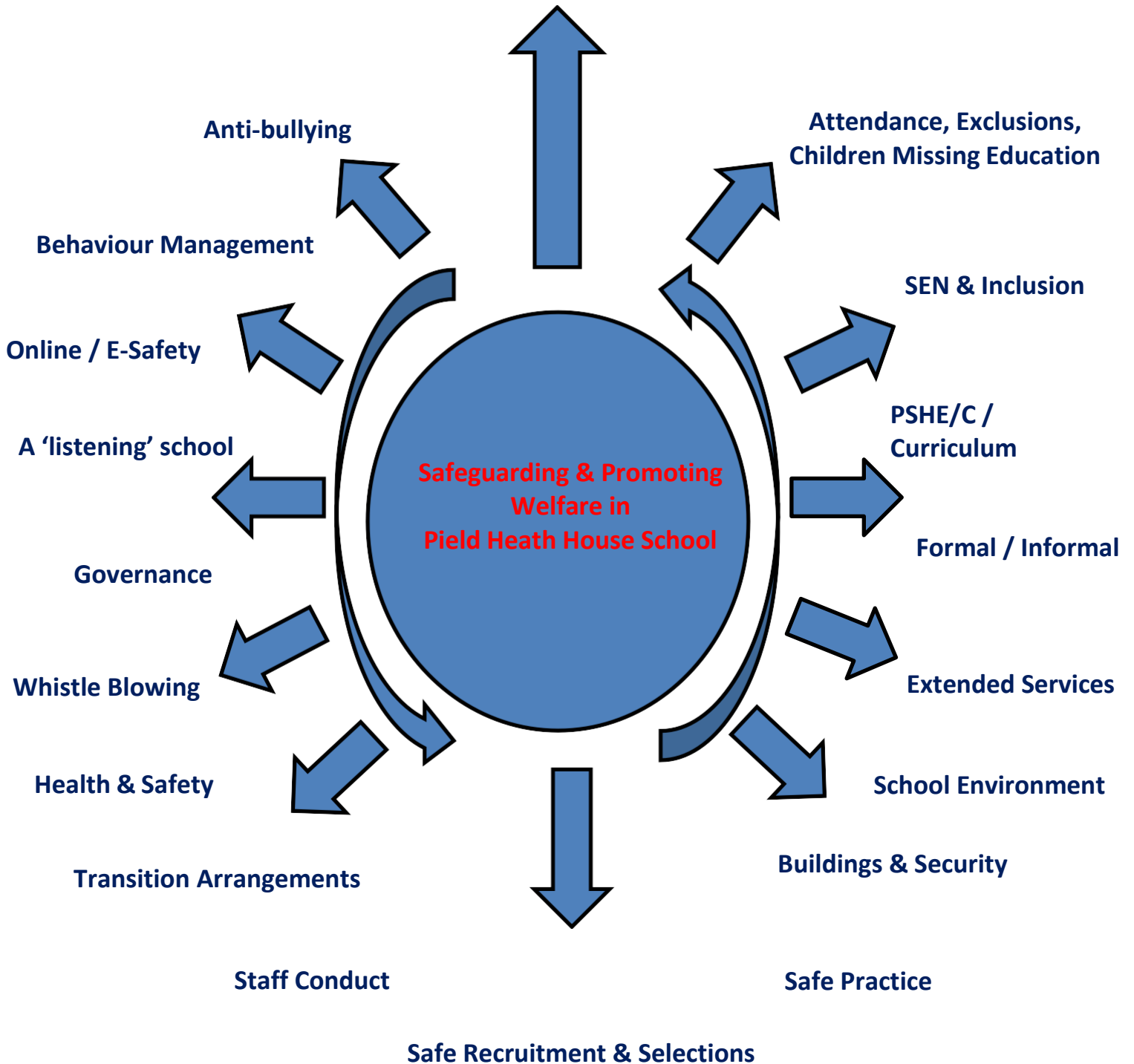
Child Protection Conference/Multi-agency planning meetings

A child protection conference will be convened if a referral has been made and, following an investigation, the findings have considered the child to be at risk of harm or if the child is already subject to a child protection plan. A review conference is held to monitor the safety of the child and the required reduction in risk. Child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Social Care services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

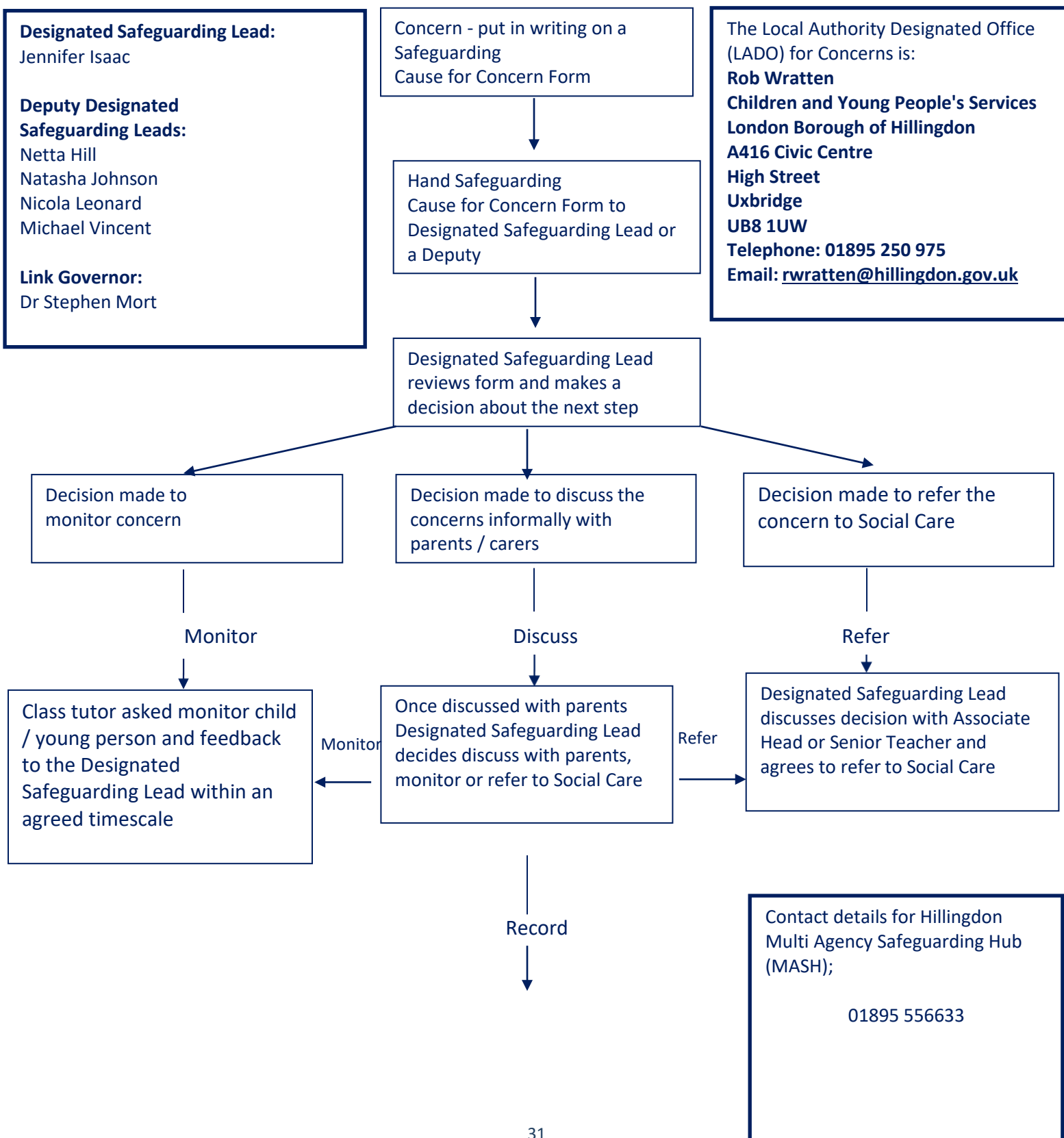
Identified staff may be required to attend child protection conferences or core group meetings to represent the school. The person attending will need to have as much relevant up to date information about the child as possible. This is most likely to be available from a class teacher / tutor. All reports for child protection conferences will be prepared in advance using the required Local Authority report format. The information contained in the report will be shared with parents at least one day before the initial child protection conference and at least 48 hours before the review conference and should be prepared using the Local Authority report format for the conference.

For further advice on anything in relation to this policy speak to the Designated Safeguarding Lead or visit the LSCB website at <http://hillingdonlscb.org.uk>

Safeguarding Is Everyone's Responsibility



Flowchart for Raising Safeguarding Concerns about a Child / Young Person



In exceptional circumstances concerns may be referred directly to Social Care.

Designated Safeguarding Lead keeps Cause for Concern form in secure, confidential safeguarding file