



Pielf Heath
House School

Safeguarding and Child Protection Policy

Date: November 2018

Review Date: November 2019

1. Purpose of the Policy

“All school and college staff has a responsibility to provide a safe environment in which children can learn.”

Keeping Children Safe in Education - September 2018

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 under the Children’s Act 1989, 2004, Working Together to Safeguard Children and Young people 2013, 2015, 2016, 2018, Pield Heath School Safeguarding Policy and responsibility to safeguard and promote the welfare of children and young people in accordance with Section 175 of the Education Act 2002.

The children and young people at Pield Heath are more at risk because of their complex needs and disabilities therefore we must be thoroughly vigilant and requires all involved with our students to be very clear about their roles and responsibilities in this area, therefore training will be given to ensure 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 but can also be difficult to recognise as 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 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 aims 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 Trustee and Governing Body to make sure that the school has an effective Safeguarding Policy and Procedure in place and to monitor that the school complies with them. The Governing Body should also ensure that the policy is made available to parents/carers by publishing it on our website and in writing if requested.

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 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

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Deputy Designated Safeguarding Leads

Natasha Johnson, Associate Head teacher

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Sr Julie Rose, Executive Principal

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Extn: 203

Named Safeguarding Governor

Dr Stephen Mort.

Chair of Governors

Mr Marius Sykes

Trustee Responsible for Safeguarding

Sr Angelo Roncalli

Pield Heath Online Safety Lead

Austin Guerrier

London Borough of Hillingdon Local Authority

Designated Officer (LADO)

Rob Wratten

Telephone: 01895 250 975

Child Protection Lead for Education

Sally Morris

Tel: 01895 277 463

Hillingdon Multi-agency Safeguarding Hub (MASH)

Triage Team 01895 556 644

Police (Emergency) 999

Hillingdon Local Safeguarding Children Board Website

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.

The Safeguarding Group 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 Executive Principal 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 a copy of the following documents:-

- Keeping Children Safe in Education (2018) [Part One]; and school leaders and staff that work directly with children should also read Annex A.
- 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

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.

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 Executive Principal. In the case of the allegation being made against the Executive Principal this will be brought to the immediate attention of the Chair of Governors and the LADO on the same day.

The Executive Principal / 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 Executive Principal 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 Executive Principal. Where those concerns relate to the Executive Principal however, this should be reported to the Chair of Governors 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 2018 Appendix A pp 76-86)

Training

All members of staff and volunteers will have access to Keeping Children Safe in Education 2018 and school Introduction to Safeguarding, Training, with at least annual updates in line with KCSIE 2018, in addition to this we will 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.

Louise Mahon, Deputy DSL has undertaken accredited training to deliver safeguarding training to staff across the school.

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 Executive Principal, Associate Head teachers 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.

- Congregational Safeguarding Policy & Procedures
- Staff Handbook
- Code of Conduct
- 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
- Sex and Relationships
- Visitors Policy
- Children Missing Policy
- Education Act 2002
- Education (Non-Maintained special Schools) Regulations 2011
- Keeping Children safe in Education – September 2018
- London Child Protection Procedures (LCPC)
- Hillingdon Safeguarding Children Manual
- Hillingdon Local Safeguarding Children's Board

Current Safeguarding Issues

The following safeguarding concerns, actual or suspected, should be referred immediately to Children's Social Care. The Concerns featured below are linked to guidance and local procedures, which, where available, can be found on the Hillingdon Local Safeguarding Children Board website at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf/. Schools and colleges can also access broad government guidance on the issues listed below via the Gov.UK website.

- Child sexual exploitation (CSE)-see below
- Bullying including cyberbullying
- Domestic Violence-See also below
- Drugs
- Fabricated or induced illness
- Faith abuse-See also below
- Female genital mutilation(FGM)-see also below
- Forced marriage-see also below
- Gangs and youth violence-see below
- Gender-based violence/violence against women and girls(VAWG)
- Honour based violence
- Mental health
- Private fostering-see also below
- Preventing radicalisation-see also below
- Hate
- Sexting-see below
- Teenage relationship abuse
- Trafficking – see below
- Children missing from home or care
- Children missing education-see below
- Children and adult missing strategy

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly consensual relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some

young people who are being sexually exploited do not always exhibit any external signs of this abuse. Some external signs of this abuse could be a child or young person in receipt of unexplainable amount of money that they may not have ordinarily, gadgets like phones, Ipads, brand new clothes or expensive cloths and other gifts that they might not be able to say where they got them from. Other external signs are listed below:

- Staff should be aware of the key indicators of children being sexually exploited which can include
- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse;
- Displaying inappropriate sexualised behaviour

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 Violence and Abuse

A new government definition of domestic violence (DV) has been developed and came into force in March 2013. It changed the definition to one of domestic violence and abuse (DVA). The new definition now includes 16 and 17 year olds, recognising that they are the largest group to experience domestic abuse and violence. It is now defined as;

'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.

Online safety including Sexting, cyberbullying and exploitation

Our 'On line Safety policy clearly states that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g.; coursework mentoring. Where it is suspected that a child/young person is at risk from internet abuse including sexting or cyber bullying we will report our concerns to the appropriate agency.

Gangs and Youth violence

At Pield Heath School we will endeavour to protect our children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant Information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our pupils from harm.

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children's Board to ensure Pield Heath School is a safe place to learn and work.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer (Without the involvement of a local authority) who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16(18 if a disabled child) who is cared for and provided with accommodation by someone other than a;

- Parent
- Person who is not a parent but has parental responsibility
- Close relative
- Local Authority for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Pield Heath School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt 'and includes half-siblings and step parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

School staff should be aware of who has parental responsibility.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud. Where Pield Heath school is made aware of child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

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 staffs are able to identify pupils/students who may be vulnerable to radicalisation, and know what to do when they are identified. Pield Heath 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 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 LSCB procedures to refer any child and young person immediately to Children's social care.

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 School have identified Special Educational Needs and Disabilities and all school age children and young people have either an Education, Health and Care Plan or may still have a Statement of Special Educational Need awaiting transfer to EHC.

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 School 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. Particular 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
 - Encouraging 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 schools behaviour policy and procedures. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves. 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.

Where neither child's social care nor the police accept the complaint, a thorough school investigation should take place into the matter using the schools 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 the Team Teach Approach.

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

