

Policy to Safeguard and Promote the Welfare of Children who are pupils at the school

Part 1: Child Protection

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Statement

Hornsby House School fully recognizes that all staff (whether employed full time or part time, contracted or a volunteer) working in the school and the Governors have a responsibility for child protection and wellbeing and can make referrals if necessary. As no single professional can have a full picture of a child's needs and circumstances therefore everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. Everyone will safeguard and promote the welfare of the children who are pupils of the school, in compliance with the Department for Education (DfE) guidance Keeping Children Safe in Education Sept 2016 (KCSIE), Working Together to Safeguard Children updated Feb 2017 (WTSC) and the locally agreed interagency procedures of Wandsworth Local Safeguarding Children's Board. This policy applies to all staff (whether employed full time or part time, contracted or a volunteer) working in the school and the Governors. It is our intention that every pupil should feel safe and protected from any form of abuse: neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment. This policy applies to the school and the Early Years Foundation Stage (EYFS) and should be read in conjunction with the Mobile Phone Policy, the Complaints Policy, the Staff Code of Conduct Policy, Staff Recruitment Policy, the e-Safety Policy and the Educational Visits Policy.

The school regards the Policy to Safeguard and Promote the Welfare of Children as integral to the effective discharge of its duties and responsibilities and accordingly it is discussed and formulated with all staff. As a school we have determined that a Governor undertake an annual review of the Policy and review whenever required, to ensure compliance with new or updated best practice guidelines or legislation.

This policy is available to download on the school's website. <http://www.hornsbyhouse.org.uk> A hard copy will be provided on request by calling the school office on 020 8673 7573. Alistair Gerry (Deputy Head (Pastoral) – Designated Safeguarding Lead - DSL), Edward Rees (Headmaster - Deputy Designated Safeguarding Lead - DDSL), Michele Leslie (Teaching Assistant in 4J - DDSL) and Sheila Bailey (Head of Foundation Stage – DDSL) are the designated safeguarding officers and have this responsibility included in their job descriptions. Alistair Gerry (Deputy Head (Pastoral)) is the designated CEOP (Child Exploitation and Online Protection Officer) for the school.

Contact details for DSL/DDSD

The DSL and DDSL's can usually be found/contacted in the following locations:

Mr Gerry - His office in the Mavis Gotto building internal extension 602 or via email alistair@hornsbyhouse.org.uk

Mr Rees – His office above the bursary in the Reception building internal extension 203; via his PA Mrs Rebecca Clark (202) or via email at Edward.rees@hornsbyhouse.org.uk

Mrs Leslie. In 4J internal extension 207 Mavis Gotto building or via email Michele.leslie@hornsbyhouse.org.uk

Ms Bailey. Her classroom in Reception block internal extension 303 or via email Sheila.bailey@hornsbyhouse.org.uk

Aims and Objectives

Hornsby House School is committed to taking all reasonable measures to safeguard and promote the welfare of each pupil in its care by:

- ensuring that it practises safe recruitment in checking the suitability of all staff working with our pupils including DBS checks and compliance with Independent Schools Standards Regulations (please refer to the school's Staff Recruitment Policy)
- establishing a safe environment in which children can learn and develop
- raising awareness of child protection issues and equipping pupils with the skills needed to recognize and keep them safe from abuse, as part of the PSHE curriculum
- having clear procedures in place for identifying and reporting suspected cases of abuse
- supporting any pupil who has been abused in accordance with his/her agreed protection plan
- creating an environment where children know they can approach adults, are encouraged to talk, and are listened to
- undertaking to follow the procedures set out in "[Keeping Children Safe in Education 2016 \(KCSIE\)](#)" and "[Working Together to Safeguard Children updated Feb 2017 \(WTSC\)](#)" and to have regard to guidance issued by the Secretary of State for Education in accordance with section 157 Education Act 2002 and associated regulations.

Every complaint or suspicion of abuse from within or outside the school will be dealt with according to the guidance provided (as stated in this policy). It will be investigated and in all proper circumstances will be referred to the following external agencies:

- Disclosure and Barring Service (DBS) – Disclosure Helpline 0870 90 90 811
- if the safeguarding query or concern is about a child, we will contact the IPOC (Initial Point of Contact) on 020 8871 6622 or email mash@wandsworth.gov.uk.
- if the safeguarding concern relates to a member of staff, then we will contact the LADO (local authority designated officer – Jackie Reynolds (Principle Officer)) on 020 8871 7208 or LADO@wandsworth.gov.uk
- if it is related to an attendance matter, then we will contact the Education Welfare Service on 020 8871 8306 – Andrea Gorgon or Stella Macaulay
- if the safeguarding concern is very serious we will contact the Police on 101 or 999

Hornsby House School undertakes to:

- ensure Safer Recruitment Procedures are always followed according to the DfE document [“Keeping Children Safe in Education 2016 \(KCSIE\)”](#) and [“Working Together to Safeguard Children updated Feb 2017 \(WTSC\)”](#)
- ensure that there are designated staff members for child protection including the EYFS who have received appropriate training (updated every two years) and support for this role
- ensure there is a nominated Governor designated for Child Protection.
- ensure all members of staff and Governors know the name of the designated staff members and their role
- ensure all staff understand their responsibilities in being alert to the signs of abuse and reporting arrangements for referring any concerns to the designated staff members responsible for child protection
- ensure parents have an understanding of the responsibility placed on the school and staff for child protection
- develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at case conferences
- notify Social Services if there is an unexplained absence of a pupil who is on the Child Protection Register
- notify the DfE and DBS of any employee, (whether current or having recently left the employ of the school), about whom there is a concern regarding his or her attitude or actions towards pupils
- consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibitions order may be appropriate.

Staff training

At the beginning of each academic year (and when an update makes this necessary to do) all staff are reminded of their roles, responsibilities and mechanisms to discharge these roles. They are all given part one of the latest version of KCSIE to read. This is done in a staff meeting and if new, via the induction process. All staff are all given access to this policy (available via the school intranet, school website and in an email) which sets out the mechanisms to assist them in understanding and discharging their roles and responsibilities as set out by Keeping Children Safe in Education Sept 2016 (KCSIE). All staff joining after this point will be given this information in their induction.

Mobile Phones, Cameras and Digital Images (still and moving)

This policy should be read in conjunction with the Mobile Phone Policy.

All photographs and videos taken of children who are pupils of the school, including the EYFS, with school cameras and recording equipment, will be downloaded onto the school server and will be monitored. This server is only accessible to members of staff who have been authenticated by means of a login username and password. No images or videos will be placed on personal computers or taken outside the school network.

The Designated staff members

The school's designated staff members who are responsible for matters relating to child protection and welfare throughout the school and EYFS are the Deputy Head (Pastoral) Mr Alistair Gerry (DSL), the Headmaster Mr Edward Rees (DDSL), the Head of Foundation Stage (EYFS), Miss Sheila Bailey (DDSL) and Mrs Michele Leslie (DDSL). The designated staff members report all matters to the Deputy Head (Pastoral) as the DSL. Unless he was the subject of the complaint, in which case the Chair of Governors should be informed. The designated staff members will have received appropriate training in child protection and inter-agency working and attend refresher training at two yearly intervals. The responsibility ultimate responsibility for safeguarding rests with the DSL.

The designated staff members will:

- liaise with the local and statutory children's agencies where appropriate
- keep written reports of concerns about children, even when there is no need to refer the matter immediately
- ensure all records are kept securely, separately from the main pupil file, and in a locked location
- follow procedures where an allegation is made against a member of staff as stated in this policy
- ensure that, where a pupil on the child protection register leaves, the information is transferred to the new school immediately and that the pupil's social worker is informed
- report to the Disclosure and Barring Service (DBS) immediately on leaving the school, any person (whether employed, contracted, a volunteer etc) whose services are no longer used because she/he is considered unsuitable to work with children
- report any child leaving at a non-standard time to the appropriate LEA
- consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibitions order may be appropriate.

Mrs Sue Pepper is the named Governor responsible for overseeing the implementation of the Safeguarding Policy and undertakes to independently review the policy on a yearly basis. The Chair of Governors (Mr Huw Davies) has overall responsibility for this policy along with all other members of the governing body. The governors will take a proportional risk based approach to the level of information that is provided to temporary staff and volunteers. The review of the policy is minuted and signed by the chair.

Duty of Employees

Every member of the school's staff is under a general legal duty:

- to protect children from abuse
- to be aware of the school's child protection procedures and to follow them
- to know how to implement the procedures
- to keep a full record of any significant complaint, conversation or event using the Child Protection referral form (found in Appendix E)
- all evidence, (for example, scribbled notes, mobile phone text messages), must be safeguarded and preserved
- to report any matters of concern (suspicions or complaints of abuse) to a designated staff member or if the complaint involves any of these people then it should be reported to the other members
- to undertake appropriate training, including refresher training, at three yearly intervals in line with advice from our LSCB. Records of training are kept in the school office.
- for part time and voluntary staff who work with children the school will ensure that they are aware of the arrangements. They are provided with induction training which includes:
 - A copy of Policy to Safeguard and Promote the Welfare of Children who are pupils at the school Part 1: Child Protection and Part 2: Anti Bullying
 - Staff Code of Conduct Policy
 - The identity of the DSP's in the school
 - A copy of part 1 of the KCSIE
- to ensure their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil, for example, in one to one tuition, sports coaching and conveying a pupil by car.

Whistleblowing:

In accordance with the Independent school Standards Regulation 3(2)(b) which requires compliance with Keeping Children Safe in Education Sept 2016 (KCSIE) and Working Together to Safeguard Children updated Feb 2017 (WTSC), the school recognizes the requirement for a Whistleblowing section in this Policy.

All staff are required to report to the Designated staff members any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. In exceptional cases such reports should be made to the IPOC, LADO or the DBS or a charity such as Child Safe and the nominated member of the governing body. There will be no retribution or disciplinary sanction taken against a member of staff for making such a report provided that it is done in good faith. Please refer to Whistleblowing Policy.

Procedures including Early Help

Early Help

Staff working within the school should be alert to the potential need for early help for children, considering following the procedures identified for initiating early help for a child who:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- is showing early signs of abuse and/or neglect
- is showing signs of displaying behaviour or views that are considered to be extreme.

As these children are therefore more vulnerable we will identify who their vulnerable children are, ensuring Staff and Volunteers know the processes to secure advice, help and support where needed.

Should a child be considered in need of Early Help the DSL will contact Wandsworth:

[Early Help Hub](#) (by clicking on this link) or by contacting email fis@wandsworth.gov.uk or telephone: 020 8871 7899

To assess whether a child is in need of early help we refer to the [Wandsworth Safeguarding Board Thresholds for Intervention](#) (assessed by clicking on this link)

Hornsby House School recognises that for an early help assessment to be effective the assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them.

However, if parents and/or the child do not consent to an early help assessment, then the DSL will make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any staff member / volunteer within the school.

Any member of staff suspecting or hearing a complaint of abuse:

- must listen carefully to the pupil and keep an open mind. Staff should not form a decision as to whether or not the abuse has taken place
- must not ask a leading question, i.e. a question that suggests its own answer
- must reassure the pupil but not give a guarantee of absolute confidentiality. The member of staff should explain they have to pass the information to the Head or designated staff members who will ensure the correct action is taken
- must keep a sufficient record of the conversation (using the CP form – Appendix E). The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names and not initials. The record must be kept securely and handed to the Head or designated staff members.

Action taken by the designated staff members

The Action to be taken will take into account:

- the procedures published by the DfE – Keeping Children Safe in Education Sept 2016 (KCSIE) and Working Together to Safeguard Children updated Feb 2017 (WTSC)
- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to IPOC (if the concern is about a child) or LADO (if the concern is about a member of staff) or the police without investigation within the school. In borderline cases discussions with the LADO can be held informally and without naming the school or individual
- the wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override the pupil's wishes
- the wishes of the complainant's parents provided they have no interest which is in conflict with the pupil's best interest and they are properly informed. Again, it may be necessary, after all appropriate consultation to override parental wishes in some circumstances. If the Designated staff member is concerned that disclosing information to parents would put a child at risk, she will take further advice from the relevant professionals before making a decision to disclose
- duties of confidentiality, so far as applicable, taking into account that from 1st October 2012 there are restrictions on reporting and publishing of allegations against teachers
- the lawful rights and interests of the school community as a whole including its employees and its insurers
- if there is room for doubt as to whether a referral should be made, the designated staff members may consult with IPOC, LADO or other appropriate professionals on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay within 24 hours. If the initial referral is made by telephone, the designated staff members will confirm the referral in writing (usually by e-mail) to

IPOC or LADO within 48 hours. If no response or acknowledgement is received within one working day, the designated staff members will contact these agencies again.

Referral Guidelines

The Designated staff members must make a referral to IPOC within one working day of the recognition of risk if there are signs that a child:

- is experiencing or may already have experienced abuse or neglect
- is likely to suffer significant harm in the future

The safety of children is paramount in all decisions in relation to the welfare of children, and members of the school staff should take all reasonable steps to offer a child immediate protection from an abusive parent.

External Agencies

Whether or not the school decides to refer a particular complaint to IPOC, LADO or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to the agencies of the Child Protection Unit of the police and will be provided with contact names, addresses and telephone numbers, as appropriate.

- if the safeguarding query or concern is about a child (either in need or at risk), we will contact the IPOC (Initial Point of Contact) on 020 8871 6622 or email mash@wandsworth.gov.uk
- if the safeguarding concern relates to a member of staff, then we will contact the LADO (local authority designated officer, Jackie Reynolds (Principle Officer)) on 020 8871 7208 or LADO@wandsworth.gov.uk
- if it's related to an attendance matter, then we will contact the Wandsworth Education Welfare Service on 020 8871 8306 – Andrea Gorgon or Stella Macaulay
- Wandsworth Council – Out of hours Social Worker
020 8871 6000 – ask to be put in contact with the 'Out of hours Social Worker' who will ring you back.
- Police Child Protection Unit
101 or 999
- For information and advice. NSPCC - help@nspcc.org.uk or 0808 800 5000 or <https://www.nspcc.org.uk/services-and-resources/nspcc-helpline/>

Allegations against Staff, Volunteers or the Head

The procedures for dealing with allegations against staff/volunteers should aim to strike a balance between the need to protect children from abuse and the need to protect staff from false or unfounded allegations unless:

- the pupil is at risk
- other pupils are at risk
- the member of staff's presence in school will impede an investigation

Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the pupil concerned
- the need for a full and fair investigation

The school is required to report to the Secretary of State, via the DfE within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

If any person (whether employed, contracted, a volunteer or student) is dismissed or resigns before a disciplinary process is completed the Headmaster should inform the person about the employer's statutory duty to report the case to the Secretary of State for Education. Failure to do so constitutes an offence and the school may be removed from the DfE register of independent schools.

If any person (whether employed, contracted, a volunteer or student) is dismissed or resigns and a judgment is made that a disciplinary process would have been instituted if that person had remained in post the Headmaster should similarly inform the person about the employer's statutory duty to report the case as above.

If an allegation is made against the staff, volunteers or the Designated staff members with responsibility for Child Protection, the member of staff receiving the allegation must immediately inform the Head or in his absence, the allegation should be passed directly to the Chairman of the school Governors.

If an allegation is made against the Headmaster the member of staff receiving the allegation must immediately inform the Chairman of the school Governors without notifying the Headmaster first.

Allegations against Pupils

A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's policy on behaviour and discipline will apply. Child protection concerns will be referred to the Multi Agency Safeguarding Hub (**Wandsworth**). Our contact for referrals is the IPOC Officer (020 8871 6622).

Monitoring

The Headmaster and the designated staff members will monitor the operation of this policy and the effectiveness of its procedures, and make a termly report on Child Protection to the school governors. In addition, any deficiency or weakness that is noted in the school's child protection arrangements will be remedied without delay. The governing body whose nominated school governor is Sue Pepper will undertake an independent termly review of this policy and procedures and the efficiency with which the related duties have been discharged.

Record Keeping

When a concern had been raised then all concerns, discussions, decisions and the reasons for these will be recorded electronically on CPOMS (Child Protection and Online Management System). These records are kept securely and can only be accessed by those who have been given the requisite permission. These records are reviewed regularly by the DSL and DDSL's so that patterns of behaviour can be identified.

Children with Special Educational Needs

As a school we recognised the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include: (a) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further expropriation; (b) children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and (c) communication barriers and difficulties in overcoming these barriers.

Online Safety (see e-Safety Policy)

Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and pupils.

Peer on Peer Abuse – sexting/cyberbullying/sexual assaults

This will always be taken seriously and acted upon, under e-safety and safeguarding – anti-bullying policy and not dismissed as 'banter' or 'part of growing up'. These issues will be part of (age appropriate) computing (e-safety) PSHE lessons and discussions. Victims will be supported through the school's pastoral system. Any hate crime/incident will be reported.

Sexting

Hornsby House School will follow the updated guidance;

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Reviewed: Nov 2017 AG/ER. Updated September 2017

Next review: Nov 2017 (Governor review)

APPENDIX A. Safeguarding children in Education

GUIDANCE FOR STAFF

DEALING WITH DISCLOSURES

RECEIVE

- listen to what is being said, without displaying shock or disbelief
- accept what is said
- make a note of what has been said as soon as practicable

REASSURE

- reassure the pupil, but only so far as is honest and reliable. For example, don't make promises you may not be able to keep eg "I'll stay with you" or "everything will be alright now"
- do reassure and alleviate guilt, if the pupil refers to it. For example, you could say:
 - I believe you
 - I am glad you came to me
 - I am sorry this has happened
 - You're not to blame. You are not alone, you are not the only one this sort of thing has happened to
 - We are going to do something together to get help
(Based on NSPCC guidelines)

Do not promise to keep it a secret as your professional responsibilities may require you to report the matter. If you make this promise to a child and then break it, you confirm to the child yet again that adults are not to be trusted.

REACT

- react to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- do not ask 'leading' questions, for example 'what did he do next?' (this assumes he did), or 'did he touch you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- do not criticize the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be the Designated staff members or the Head. Try to see the matter through yourself and keep in contact with the pupil.

RECORD

- make some very brief notes at the time on any paper which comes to hand, and write them up as soon as possible
- do not destroy your original notes in case they are required by a court

- record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual ‘pet’ words, record the actual words used, rather than translating them into ‘proper’ words
- draw a diagram or complete a body map to indicate the position of any bruising
- record statements and observable things, rather than your ‘interpretations’ or ‘assumptions’, in other words record facts not opinions.

REMEMBER

- to follow the school’s child protection policy and procedures and share your concerns with your designated child protection member of staff as appropriate
- support the child: listen, comfort and be available
- complete confidentiality is essential. **Share your knowledge only with appropriate professional colleagues.**
- try to get some support for yourself if you need it
- ensure that your behaviour or actions do not place pupils or yourselves at risk or harm or allegations of harm to a pupil for example, in 1 to 1 tuition, sports coaching, conveying pupils by car, engaging in inappropriate electronic communication with a pupil, and so on.

Appendix B. DEFINITIONS AND SIGNS OF ABUSE

Categories of abuse *(It should be noted by all staff that abuse, neglect and safeguarding issues are rarely standalone events that can be covered with one label and that children may be abused in a family or an institutional or community setting known to them, or more rarely, by others e.g. via the internet)*

1. Neglect

Persistent or severe neglect, or the failure to protect a child from any danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in significant impairment of the child’s health or development, including non-organic failure to thrive.

2. Physical abuse

Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocation and FGM (Female Genital Mutilation) or FII (Fabricated Induced Illness) previously referred to as Munchausen’s syndrome by proxy.

3. Sexual abuse

Actual or likely sexual exploitation of a child or adolescent.

4. Emotional abuse

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. Some levels of emotional abuse may be perceived as low level but on going, such as an adult being persistently low in warmth and high in criticism or so overprotective as to not allow a child to develop and grow as they should.

Possible signs of physical Abuse

- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- admission of punishment which appears excessive
- fear of parents being contacted
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- chronic running away

Possible signs of sexual abuse

Children from ages of 5 to 11 may:

- hint about secrets they cannot tell
- say a friend has a problem
- ask if you will keep a secret if they tell you something
- begin lying, stealing, blatantly cheating in the hope of being caught
- have unexplained sources of money
- have terrifying dreams
- start wetting themselves
- exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- stop enjoying previously liked activities, such as music, sports, art, scouts or guides, going on holiday, gym or other clubs
- be reluctant to undress for gym
- become fearful of or refuse to see certain adults for no apparent reason, show dislike of a particular baby-sitter, relative or other adult
- act in a sexual way inappropriate to their age
- act in a sexually inappropriate way towards adults
- draw sexually explicit pictures depicting some act of abuse
- seem to be keeping secret something which is worrying them
- have urinary infections, bleeding or soreness in the genital or anal areas
- have soreness or bleeding in the throat
- have chronic ailments, such as stomach pains or headaches
- take over the parent role at home, seem old beyond their years (if a victim of incest)
- become severely depressed, even attempt suicide
- have poor self-image, self mutilate
- continually run away
- regress to younger behaviour, such as thumb sucking, surrounding themselves with previously discarded cuddly toys
- show discomfort when walking

- say that they are no good, dirty, rotten
- be wary, watchful
- repeat obscene words or phrases which may have been said during the abuse
- attempt to sexually abuse another child
- talk or write about sexual matters
- find excuses not to go home or to a friend's house after school (places where abuse may be happening)
- be withdrawn, isolated, or excessively worried

Possible signs of emotional abuse

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over-reaction to mistakes
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- self-mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- chronic running away
- compulsive stealing
- scavenging for food or clothes

DISCLOSURE AND OBSERVATIONS

Where a child volunteers information about possible abuse, or where staff see signs which cause them concern, they should:

- seek information from the child with tact and sympathy;
- listen to the child without interruption;
- not ask leading questions of the child;
- make a signed note of the conversation, with the date, time, place and whether any witnesses were present;
- make no undertakings to the child of absolute confidentiality;
- not investigate suspected abuse themselves and report the matter directly to the Designated staff members

NB There may be other reasons, aside from abuse, which might result in a change of behaviour. If in doubt contact one of the school's designated Safeguarding Lead or Deputies.

Referrals via the Headmaster or Deputy Head (Pastoral) (DSL) or Safeguarding Deputies only.

Appendix C. DEFINITIONS AND SIGNS OF ABUSE specifically children who run away or go missing, Female Genital Mutilation (FGM) and Child Sexual Exploitation

Children who run away or go missing:

Reference for this policy is taken from the DfE's Statutory guidance on children who run away or go missing from home or care (January 2014)

When a child goes missing or runs away they are at risk. Safeguarding children therefore includes protecting them from this risk. At Hornsby House we accept our responsibility for protecting children whether they go missing from the family home or from the residential care setting.

Staff are aware of the following:

- children may run away **from** a problem such as abuse or neglect at home or **to** somewhere they want to be
- children may have been coerced to run away by someone else.
- there are particular concerns about links between children running away and the risks of sexual exploitation
- missing children may also be vulnerable to other forms of exploitation, to violent crime, gang exploitation, or to drug and alcohol abuse
- the communication difficulties of our children make them even more vulnerable as they may have limited understanding of risks posed by others
- that evidence suggests that distance from home, family and friends is a key factor for looked after children running away could also be factors influencing residential pupils.

To minimise the risks of children running we aim to adopt a preventative approach.

Definitions:

Since April 2013 police forces have been rolling out new definitions of 'missing' and 'absent' in relation to children and adults reported as missing to the police.

These are:

- **missing:** *anyone whose whereabouts cannot be established and where circumstances may be out of character, or the context suggests the person may be subject of crime or at risk to themselves or another.*
- **absent:** *a person not at a place where they are expected or required to be' note that 'absent' within this definition would not include those defined as 'away from placement without authorisation' a child whose whereabouts are known would not be treated as either missing or absent under police definitions.*

A **missing child** would be prioritized as 'high risk' where:

- a risk posed is immediate and there are substantial ground for believing that the child is in danger through their own vulnerability
- a child has been the victim of a serious crime
- the risk posed is immediate and there are substantial grounds for believing that the public is in danger'.

A **missing child** incident would be prioritized as 'medium risk' where:

- the risk posed is likely to place the subject in danger
- they are a threat to themselves or others.

Where a child is categorized as 'absent' details will be recorded by the police and subject to constant review.

Procedure for Staff at Hornsby House School

Rationale

Appropriate supervision is planned across both school and residential settings for individuals and groups of pupils. There are occasions, however when pupils may absent themselves from lessons or from the school site. This policy outlines how the school will respond to such situations.

Background

Teachers are responsible for all pupils in the classes or groups they are timetabled to teach. Supervision may be delegated to other appropriate staff e.g. support assistants. (see supervision policy). The closeness of the supervision will depend on the number, age, aptitude, experience of the pupils and nature of the activity.

Responsibilities of Teachers

Staff should ensure that pupils arrive at their lessons/activity at the required time and that they remain in the appropriate place. If pupils need to leave the activity they should do so only with the permission of the person responsible after due consideration of the reason for leaving and any risk that might be involved.

Should a pupil or pupils not arrive, or leave without permission, the person responsible at the time should initiate enquiries as to their whereabouts and initiate a search if no satisfactory and reliable reason is established. Adequate supervision of pupils remaining must also be ensured.

If staffing resources do not allow for this to happen, the member of staff responsible should inform the Headmaster (or if not available, other senior member of staff) in school. As a general guideline, if pupil(s) cannot be located within fifteen minutes, the Headmaster or either Deputy Head must be informed and he/she will determine any further action which needs to be taken. Such action will include informing the SMT on call if it is in the evening. The member of SMT will determine at what point parents and / or police or other agencies need to be involved.

However, it is important to note that this is a **general guideline** only and staff must make a professional judgment taking into account, numbers, age, aptitude, experience and previous history as well as local conditions (e.g weather) in determining all decisions about handling students absconding from school. There will be occasions when it is necessary to involve SMT immediately.

Responsibilities of Senior Member of Staff:

When a child cannot be located or is known or presumed to be offsite without permission, the member of SMT should:

Initiate a search, calling on sufficient numbers of staff to complete a thorough search of the buildings and grounds in a short timeframe.

Extend the search into the immediate locality of the school. Staff going out of school on a search should take a mobile phone. The school office should have the phone number to reach the member of staff when necessary.

When the child is located, the member of staff should if necessary contact school for advice and support in approaching and returning the child.

Throughout the process, it is imperative that supervision of remaining pupils is ensured.

When a child runs away:

The senior leader on duty is responsible for ensuring the following individuals and agencies are informed within the time scales set out in the local Runaway and Missing From Home and Care (RMFHC) protocol:

- the local police
- the LA responsible for the child's placement
- parents and any other person with parental responsibility, unless it is not reasonably practicable or to do so would be inconsistent with the child's welfare

[See Statutory Guidance on children who run away or go missing from care: Flowchart to accompany statutory guidance.](#)

Contacting Parents

Decisions about contacting parents will be taken by SMT.

If the child is not located **within an hour (maximum)**, parents **must be informed immediately**. However, there are occasions when it would be necessary to inform parents as soon as the child is missing.

Parents will always be informed at an appropriate time when a child has been offsite without permission but has been returned safely and in a reasonable timeframe.

Contacting the police:

Police will be contacted **after a period of two hours** if a child is missing. This may be actioned earlier depending on the circumstances or if parents request it.

When referring to the Police any relevant information that might help to find or support the child should be shared, including:

- description of the child including their clothing
- details of where the child was last seen and with whom
- recent photograph
- relevant addresses, known associates and addresses frequented
- previous history of absenteeism and circumstances of where found
- circumstances under which the child is absent
- any factors that increase the risk to the child.

(Children who go missing from Home, Care or Education NCC Protocol May 2012)

Action on the return to school

Mindful of The Children's Rights Director (2012) report: 'one of the major influences of them running away is having a sense that they are not being listened to and taken seriously'. On return to the school, the child will be seen wherever possible by a senior member of staff and / or the person responsible for their pastoral care to check whether they are safe and well. A supportive approach, including actively listening and responding to the child's needs will be adopted as this will have a greater chance of preventing the child from going missing again and safeguarding them against other risks. Running away should not be viewed as behaviour that needs to be punished. Any reasons given will be considered in relation to how the child is cared for in future and the school's care practice.

In addition to providing the child with the opportunity to raise issues of concern, the purpose of the check is to identify any indications of harm, where and with whom they have been and give the child the opportunity to disclose any offending against them.

Following the meeting the child's risk assessment will be reviewed and amended accordingly to minimize a repeat of running away.

A written record will be completed in the form of an incident report which should be forwarded to the school's designated child protection officer (Mr Edward Rees). The incident report will detail:

- the length of time missing
- whereabouts of child when missing
- any known associates
- risk factors.

The DSL will scrutinize the reports identifying any patterns and trends over time, in particular frequency of such incidents as there is an established link between frequent

missing episodes and serious harm, which could include gang involvement, forced marriage, bullying and sexual exploitation.

When the monitoring demonstrates:

- reported missing on two or more occasions
- frequently away from residential care without authorization.

External agencies will be informed to seek further advice and guidance.

Meetings with Independent Advocates

The child will be offered the support of an independent advocate.

The meeting will be held in a place the child feels safe and provides the opportunity for the child to discuss the reasons why they went missing and to understand the risks and issues faced by the child while missing. This will help to build up a picture of why the child has run away, identify additional support and inform future planning.

An assessment of whether a child might run away again should be based on information about:

- individual circumstances
- motivation for running away
- potential destinations / associates
- recent patterns of absence
- circumstances in which child was found / returned
- risk factors such as mental health issues / depression / other vulnerabilities.

If the child prefers not to engage in an independent interview parents / carers will be offered the opportunity to provide any relevant information.

When older students run away or go missing the school acknowledges they are no less vulnerable and are equally at risk, particularly of sexual exploitation. Repeatedly going missing will not be viewed as a normal pattern of behaviour. The school is aware that repeat episodes can indicate sexual exploitation.

The school acknowledges the importance of early and effective sharing of information between professionals. Information to be shared will include duration of missing episodes, information from return meetings, absence data which will help authorities to identify risks in the area such as exploitation, gangs or other crime related activity.

In addition the school governors will also be informed.

Children Missing Education

Children's attendance is regularly monitored and if it is felt that they are missing more than 20% of schooling the local authority will be informed.

Children are NEVER to be removed from roll unless one of the following can be evidenced:

- a new destination school and the pupil file has been forwarded
- referred to the appropriate service (Children Missing Education / Elective Home Education)
- approval from the placing Local Authority.

Female Genital Mutilation (FGM):

Female Genital Mutilation is a form of child abuse and honour-based violence and as such is dealt with under the schools Child Protection/Safeguarding policy.

The school uses the World Health Organisation definition as written below.

Definition of FGM:

“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non- therapeutic reasons.” (World Health Organisation 1997)

The UK Government has written advice and guidance on FGM that states;

“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.”

“Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

Specific factors that may heighten a girl’s risk of being affected by FGM

- the position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM
- any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family
- any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family
- any girl withdrawn from Personal, Social and Health Education (PSHE) may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Indicators that FGM may be about to take place soon.

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. It is believed that **FGM happens to British girls in the UK as well as overseas** (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent:

- it may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- a member of staff may hear reference to FGM in conversation, for example a girl may tell other children about it
- a girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- a girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- parents state that they or a relative will take the child out of the country for a prolonged period
- a girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- parents seeking to withdraw their children from learning about FGM.

Indications that FGM may have already taken place

It is important that staff look out for signs that FGM has already taken place so that:

- the girl affected can be supported to deal with the consequences of FGM enquiries can be made about other female family members who may need to be safeguarded from harm
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

There are a number of indications that a girl has already been subjected to FGM:

- a girl may have difficulty walking, sitting or standing and may even look uncomfortable
- a girl may spend longer than normal in the bathroom or toilet due to difficulties urinating
- a girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems

- a girl may have frequent urinary, menstrual or stomach problems
- there may be prolonged or repeated absences from school
- a prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM
- a girl may be particularly reluctant to undergo normal medical examinations.
- a girl may confide in a member of staff
- a girl may ask for help, but may not be explicit about the problem due to embarrassment or fear
- a girl may talk about pain or discomfort between her legs.

Hornsby House staff are aware of the issues surrounding FGM and seek to protect any child they suspect is in danger from FGM. Unlike other forms of safeguarding FGM carries with it a mandatory reporting duty, detailed below.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school's DSL and involve Children's Social Care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence). In these cases, teachers should follow local safeguarding procedures.

The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Child Sexual Exploitation:

Sexual exploitation of children and young people has been identified throughout the UK, in both rural and urban areas, and in all parts of the world. It affects boys and young men as well as girls and young women. It is a form of Sexual Abuse and can have a serious impact on every aspect of the lives of children involved.

It is a crime that knows no borders and, as indicated above, can be global in nature. Cross border cooperation is therefore crucial as it is possible that activity in one area may push perpetrators cross a border together with young victims.

Whilst it is not known how prevalent it is. Sexual exploitation has become increasingly recognisable as practitioners gain more understanding of grooming and other methods of sexual exploitation and begin to take a proactive and coordinated approach to deal with it.

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

Children involved in any form of sexual exploitation should be treated primarily as the victims of abuse and their needs carefully assessed; the aim should be to protect them from further harm and they should not be treated as criminals. The primary law enforcement response should be directed at perpetrators who groom children for sexual exploitation.

The government guidance requires agencies to work together and in doing so, the key principles should be:

- i. A child-centred approach. Action should be focussed on the child’s needs, including consideration of children with particular needs or sensitivities, and the fact that children do not always acknowledge what may be an exploitative or abusive situation
- ii. A proactive approach. This should be focussed on prevention, early identification and intervention as well as disrupting activity and prosecuting perpetrators
- iii. Parenting, family life, and services. Taking account of family circumstances in deciding how best to safeguard and promote the welfare of children and young people

Appendix D.



HORNSBY HOUSE SCHOOL

How staff should respond to a raised concern

- React calmly
- Be aware of your reactions
- Keep responses short and simple
- Be aware of your own non-verbal messages
- Don't stop a person from talking freely
- Observe and listen but do not ask for more information

Suggested Responses

- What you are saying is important....
- I'm glad you were able to tell me....
- I will do my best to help you....
- This is important, so I need to ask someone else for help...
- Use open wording for clarification such as....
 - TELL – EXPLAIN – DESCRIBE
- ...Do not attempt to question or interview



CHILD PROTECTION REFERRAL FORM

Referred by:
Name:
Position:
Address: As above

Child details*:
Name:
Address:
Date of birth:
Male/Female:
Religion:

Parent/Guardian details:	
Mother's name:	Father's name:
Address:	Address:
Telephone: home work mobile	Telephone: home work mobile

Other professionals involved with child/family:	Contact details:
Name:	
Name:	
Name:	

Other children/adults in the family:	Relationship to child*
Name:	

Reason for referral:

Summary of concerns for the child:

Parents advised of referral?

Yes/No

Child/Young Person advised of referral?

Yes/No

Signature..... **Date**.....