

HEMDEAN HOUSE SCHOOL



SAFEGUARDING POLICY INCLUDING EARLY YEARS

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APPROVED BY: Stephen Hodgson, Chair of Governors
SIGNED:
NEXT REVIEW: October 2018

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1 Safeguarding

1.1 Contacts

Designated Safeguarding Lead (DSL)

Mrs Marie Dickason. Email: marie.dickason@hemdeanhouse.net
Tel: 0118 947 2590

Deputy Designated Safeguarding Lead

Ms Sian Green. Email: s.green@hemdeanhouse.net /
Tel: 0118 947 2590

All six Berkshire Local Safeguarding Children Boards (Reading, Bracknell Forest, Slough, The Royal Borough of Windsor and Maidenhead, West Berkshire and Wokingham) share and work to a set of Child Protection Procedures

The procedures have been agreed by as a framework for joint agency working in child protection. They reflect relevant legislation, guidance from central government and lessons from research. Staff that are or may be involved in protection of children need to have a working knowledge of these documents and to refer to relevant sections as needed.

To access the procedures follow this link to the dedicated website:

<http://berks.proceduresonline.com/index.htm>

Chair of Governors – Mr Stehen Hodgson (via School Office)

Local Safeguarding Children Board (LSCB)

Reading Borough Council Email: lscb@reading.gov.uk
01189 373269
www.readinglscb.org.uk

Sean Capewell – LADO

Reading Borough Council
0118 937 3555

Children's Multi-Agency Safeguarding Hub,

Tel: 0118 937 3641 9am to 5pm, Monday to Friday (excluding bank holidays).

Outside these hours, contact the Emergency Duty Team on 01344 786543

Secure: gcsxmash.team@reading.gcsx.gov.uk

Early Help Hub

Email: caf@reading.gov.uk who will then help you.

Berkshire Out of hours team

Emergency Duty Team

Tel: 01344 786543

Thames Valley Police

Tel: 01865 291046

Thames Valley Police

101 or in case of emergency dial 999

Prevent Duty

The Police Channel Co-ordinator for the Reading area is:
Shaun Greenough
Email: Shaun.Greenough@thamesvalley.pnn.police.uk
Mobile: 07900 709 126

The Reading Channel Panel meets on a monthly basis to consider any referrals. If you have a Prevent related concern and want some guidance you should contact:

Tristan Khezzadeh
Prevent Officer
Thames Valley Police (Reading)
Email: tristan.khezzadeh@thamesvalley.pnn.police.uk
Mobile: 07800 702 161

Alternatively, you can email Preventreferrals@thamesvalley.pnn.police.uk .

This is managed daily during office hours Monday to Friday. A member of the Thames Valley Police Prevent Team will contact you to take further information or provide advice.

If you have immediate concerns or you need to contact outside of these hours please call 101 and ask for the on call Special Branch Sergeant.

1.2 Legislation and guidance

This policy has been developed in accordance with the principles established by the [Children Act 1989](#) and [2004](#), and in line with the following:

- [DfE Keeping Children Safe in Education \(July 2016\)](#)
- [DfE What to do if you are worried a child is being abused \(March 2015\)](#)
- [DfE Working Together to Safeguard Children \(March 2015\)](#)
- [Berkshire Local Safeguarding Childrens Board guidance \(ensuring we work in accordance with locally agreed inter-agency procedures\)](#)
- [Prevent Duty Guidance: for England and Wales \(March 2015\)](#)
- [Every Child Matters \(2005\)](#)
- [Framework for the Assessment of Children in Need and their Families \(2000\)](#)

1.3 Introduction

Child Protection is always of the highest priority at Hemdean House School. The Governing Body takes seriously its responsibility under [Section 175 of the Education Act 2002](#) to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. We have a duty both to children in need and to children at risk of harm. We recognise that all staff and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is of paramount concern. The School prohibits the use of corporal punishment.

1.4 Aims

We will update and remedy any deficiencies or weaknesses in the child protection arrangements without delay. The aims of this policy are as follows:

- To support the child's development in ways that will foster security, confidence and resilience.
- To provide an environment in which children and young people feel safe, secure, valued and respected, confident and know how to approach adults if they are in difficulties.
- To raise the awareness of all Governors, teaching staff, support staff and volunteers of

the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

Safeguarding (as defined in the Joint Inspector's report) is taken to mean *'All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare is minimised' and 'where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies.'*

Staff covers all adult staff on site, including temporary, supply and support staff and volunteers working with children.

- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- To develop a structured procedure within the School which will be followed by all members of the school community in cases of suspected abuse.
- To develop effective working relationships with all other agencies involved in safeguarding children.
- To ensure that all adults within our School who have access to children have been checked as to their suitability.
- To provide a framework to underpin the Governing Body's annual review of child protection policy and procedures and the efficiency with which related duties have been discharged.

1.5 Procedures

Our school procedures for safeguarding children are in line with the [Reading Borough Council](#) and the [Berkshire Local Safeguarding Children Board \(LSCB\)](#) child protection procedures, [DfE Keeping Children Safe in Education \(July 2016\)](#), and [DfE Working Together to Safeguard Children \(March 2015\)](#).

We differentiate between safeguarding children who have suffered or are likely to suffer significant harm by reporting to the Children's Multi Agency Safeguarding Hub (MASH) immediately and those who are in need of additional support from one or more agency using local processes including 'Common Assessment Framework' and 'Team Around the Child' (TAC)

We will ensure the following:

Mrs Marie Dickason Head of EYFS is the Designated Safeguarding Lead (DSL) for Hemdean House School. She has carried out 'Safeguarding Children v3 e-learning course

- The Governing Body understands and takes full responsibility for safeguarding children within Hemdean House School. **Mrs Michelle Masters** is the nominated Governor Responsible for Child Protection. Mrs Michelle Masters and Mrs Dickason (see above) will meet at least three times a year to discuss any child protection issues and Mrs Dickason will report to meetings of the Governing Body, reviewing this policy fully for approval once a year. The policy is then approved and signed off by all of the Governors. The nominated Governor's role includes liaison with the local authority on issues of child protection or in case of allegations against the Head or a member of the Governing Body.
- Additionally, Ms Sian Green, has taken appropriate training courses and has undertaken the Universal Safeguarding Course.
- **Ms Sian Green**, will cover for Mrs Dickason (DSL) on days that Mrs Dickason is not available at School.

- All permanent and temporary members of staff (both full and part time) and designated Governors will have received detailed instructions in how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- The name of the Designated Safeguarding Lead is clearly shown in the Staff Room.
- All staff are required to wear the school blue identity lanyard at all times. Visitors to the school will wear a red identity lanyard, Governors have orange lanyards, Volunteers have green lanyards and peripatetic staff have yellow lanyards so each person on site can be identified
- Volunteers are provided with procedural information to allow them to respond accordingly to such disclosures. All staff, governors and volunteers are told:
 - (1) the signs of possible abuse;
 - (2) that confidentiality cannot be promised to a pupil giving evidence;
 - (3) the need to avoid asking leading questions;
 - (4) guidance to ensure that their behaviour and actions do not place themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil).
- All parents / carers are made aware of the School's responsibilities in regard to child protection procedures through publication of the School's Safeguarding Policy on the Hemdean House School Website. A paper copy is sent on request.
- The name of any member of staff considered not suitable to work with children will be notified to the [Disclosure and Barring Service \(DBS\)](#), within one month of them leaving the school. The referral address is: Disclosure and Barring Service, PO Box 181, Darlington, DL1 9FA (Tel:01325 953795. Email: dbsdispatch@dbs.gsi.gov.uk).
- Our procedures will be reviewed and updated annually and / or immediately if we identify deficiencies or weaknesses.
- The name of the Designated Safeguarding Lead is clearly shown in the Staff Room, and School Office.
- Where there are concerns of a Safeguarding nature pupils and staff are encouraged to make use of our internal systems to whistle blow or raise any issue in confidence. Please refer to the School's whistleblowing policy ([see section 5.4 below](#))

1.6 Induction and training

All staff read at least Part 1 of [DfE Keeping Children Safe in Education \(September 2016\)](#). The Head, members of staff and volunteers have regular child protection training renewed as specified by the LSCB every three years. All Governors will receive child protection training, offered as an online course or by the DSL. Governors who are heads of other schools also receive child protection training within their own schools as a matter of course. Each Governor will receive refresher training at three yearly intervals, with in-house child protection training offered to them in the interim. All teaching, and administrative staff employed by Hemdean House School, including the Head, are given child protection training online at Level 1, and will receive thorough refresher training at three yearly intervals. Every new member of the teaching and support staff whether full or part time, including newly appointed volunteers, will receive basic in-house child protection training as part of their induction day within the first week of their arrival. Induction training includes a copy of Part 1 of [DfE Keeping Children Safe in Education \(July 2016\)](#) as well as the School safeguarding policy.

We care about the safety of our pupils and where another organisation works with our pupils on another site, we obtain assurance that appropriate child protection checks and procedures are applied to any staff employed by them, although it is the organisation's ultimate responsibility to carry out these checks themselves. Hemdean House School's training covers the following topics:

- Understanding the basics
- Recognising child abuse
- Reporting child abuse
- Working together

1.7 Responsibilities

We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. The DSL is responsible for the following:

- Referring a child, if there are concerns that a child is at risk to social care immediately (within 24 hours). This may take place without informing parents/guardians where appropriate.
- Referring a child, if there are concerns about a child's needs or welfare, possible abuse or neglect, to social care promptly, utilising the Common Assessment Framework (CAF) where appropriate. This may take place without informing parents/guardians where appropriate.
- Referring all cases of suspected abuse to the MASH for child protection concerns.
- Referring all cases of suspected abuse to the DBS.
- Referring all cases of suspected abuse to the police.
- Ensuring that all records are kept confidentially, securely and separate from pupil records.
- Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Acting as a source of support, advice and expertise to staff on matters of safety, and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-

agency planning meetings, contributes to the Framework for Assessments process and provides a report which has been shared with parents.

- Ensuring that any absence of two days, without satisfactory explanation, of a pupil currently on the Child Protection Register, is referred to their Education Welfare Officer and / or Social Worker.
- Ensure we inform the local authority of any pupil 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
- Liaising with the Head to inform them of **all** issues especially ongoing enquiries under [Section 47 of the Children Act 1989](#) and police investigations.
- Ensuring that all School staff are aware of the School's child protection policy and procedures and know how to recognise and refer any concerns.
- Ensuring that the child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.
- Ensuring that the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this.
- Ensuring that the School links with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensuring that when children leave the school that their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.
- Taking responsibility for 'looked after children', promoting their educational achievement should any attend Hemdean House. At present there are no looked after children at the School.
- Taking responsibility, along with other members of the Senior Management Team, for the missing child procedures (see section 3.8 below) which deals with children going missing from Hemdean House.
- The designated Governor will give an annual update at Governors' meetings. In addition, each term the DSL will report any current child protection issues to the designated Governor.
- The DSL keeps up to date with knowledge to enable her to fulfil her role, including attending relevant training, at least every two years, provided by the Reading Local Safeguarding Children Board, or a similar provider.

Safeguarding is everyone's responsibility. The DSL will usually decide whether to make a referral to children's social care, but in exceptional circumstances anyone can refer their concerns directly to children's social care. Staff should complete a '**Something is not quite right form**' (see [Appendix 2](#)) and pass to the DSL if they have initial concerns. Staff can refer to [DfE What to do if you are worried a child is being abused \(March 2015\)](#) for further information. If at any time there is a risk of immediate serious harm to a child, a referral is made to children's social care immediately.

We recognise that children cannot be expected to raise concerns in an environment where members of staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. Anyone can refer their concerns to children's social care directly.

All School staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults in rooms with open doors. Our child protection training gives advice on how our staff can establish a safe working environment for the

children, hence reducing the risk of staff being falsely accused of unprofessional conduct, which may have a bearing on child protection.

1.8 Confidentiality

We recognise that all matters relating to child protection are confidential. The DSL will disclose personal information about a pupil to other members of staff on a need-to-know basis only. However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety, well-being or that of another.

We will always undertake to share our intention to refer a child to social care with their Parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Reading Children's Multi Agency Safeguarding Hub (MASH) (0118 937364) on this point.

Anyone with concerns relating to a child may contact the Reading MASH or the Independent Schools Inspectorate at: Ground Floor, CAP House, 9—12 Long Lane, London EC1A 9HA (020 7600 0100).

1.9 Supporting children

We recognise the following:

- That children may be subjected to physical abuse, emotional abuse, sexual abuse or neglect or any combination of these.
- That a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself and find it difficult to develop and maintain a sense of self-worth.
- That the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- That children can be particularly vulnerable in a boarding environment. We are alert to pupil relationships and the potential for peer abuse.
- That in dealing with possible abuse by one or more pupils against another pupil, there is a need to refer such abuse to an external safeguarding agency.
- That research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- That 'it could happen here'.

Staff should ask themselves the following:

- Does the child seem 'normal' for her age?
- Does she seem emotionally or socially withdrawn?
- Is she unusually aggressive?
- Has there been a real change in her behaviour?

Hemdean House will support all pupils by:

- Acting on early signs of abuse, keep clear records and reassess concerns when situations do not improve, sharing information quickly and challenge inaction.
- Providing contact details for external helplines and counselling agencies.
- Encouraging the development of self-esteem and resilience in every aspect of School life including through the curriculum, particularly SMSC (Spiritual Moral Social and Cultural).
- Promoting a caring, safe and positive environment within the School.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

- Notifying social care as soon as there is a concern. If in doubt concerns will always be discussed with the MASH.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the School by ensuring that such concerns and School medical records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency. A photocopy of these records should be kept in a confidential file until the person's 25th birthday.

1.10 Supporting staff

We recognise that members of staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support.

Our policy on physical intervention / positive handling by staff is set out separately ([see section 5.6 below](#)). Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL or the Head. We understand that physical intervention, of a nature which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

Staff will have access to The Guidance for Safer Working Practices for Adults who work with Children and Young People

<http://www.saferrecruitmentconsortium.org/GSWP Oct 2015.pdf>

1.11 Prevention

We recognise that the School plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. The School community will therefore:

- Establish and maintain an ethos which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.
- Provide across the curriculum opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

1.12 e-Safety

We are aware that the constant improvement in both quantity and quality of new technological devices and platforms increases the need to safeguard children. The School recognises the need to heed advice from the Child Exploitation and Online Protection Agency regarding Internet safety. Every pupil will receive guidance through Computing lessons and assemblies. Advice for staff and parents will be provided through external training sessions.

We expect all staff and pupils to adhere to our policy for the safe use of the internet. Further details regarding cyberbullying can be found in our Behaviour Policy. We recognise that as a School we have a duty of care, and understand that we are empowered by law to police cyberbullying 24 hours a day, 7-days a week, and that we may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the

School.

1.13 Evaluation

The Governing Body of Hemdean House School (through the designated Governor) is responsible for the annual review of this policy. The policy is then approved by the Governing Body.

1.14 Use of other equipment

In EYFS practitioners and visitors must take note of the school's policy on the use of mobile 'phones and cameras in the setting.

Staff must not use private mobile 'phones to take photographs or videos in EYFS.

Occasionally we may take photographs or videos of the children at our school. These are often for educational purposes or for display within the school. The permission of parents or carers is always sought for such photographs to be used in a prospectus, on our website or released to the media.

We allow parents of our pupils to photograph or video concerts and plays performed by our pupils provided that copyright and licenses are not breached by doing so.

2 Allegations of abuse

2.1 Introduction

An allegation should be passed to the Head immediately. Allegations that a member of staff or a volunteer has abused a pupil or pupils either inside the School premises or during a School trip or visit could be made by:

- parents
- the abused pupil
- other members of staff
- other pupils
- the police or social services
- a third party

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. We will report the matter to the Local Safeguarding Children Board (LSCB) and be guided by them in our handling of the allegation. Where the allegation names the member of staff; but not the pupil, we will normally interview the member of staff, and ask for his or her version of events unless the LSCB has advised a different course of action. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would normally be kept.

If the allegation made concerns a member of staff or volunteer, the member of staff receiving the allegation will immediately inform the Head who will then inform the DSL, unless the DSL is the focus of the allegation.

If the allegation made concerns another pupil, the member of staff receiving the allegation will immediately inform the DSL and the Head. All pupils involved in this allegation will be treated as 'at risk'.

If the allegation made concerns the Head, the person receiving the allegation will immediately inform the Chairman of Governors who will consult as above, without notifying the Head first. The Head may be suspended for the duration of the investigatory process and the nominated Deputy Head will be made acting Head until the conclusion of the investigation and resolution of the issue.

If the allegation made concerns the DSL, the person receiving the allegation will immediately inform the Interim Head who will inform the Chairman of Governors on the same day. The DSL may be suspended for the duration of the investigatory process, and the Head will assume all DSL responsibilities until the conclusion of the investigation and resolution of the issue.

2.2 The first response

We will act in accordance with [DfE Keeping Children Safe in Education \(September 2016\)](#). We will respond immediately and sensitively to the concerns of the victim and her family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously
- The Interim Head will be informed of the allegation.
- Establish the facts before jumping to any conclusion
- Involve Sean Capewell, the LADO - 0118 937 3555 within 24 hours of a disclosure or suspicion of abuse
- Inform the member of staff concerned honestly of the allegation that has been made, and advise him or her to contact their trade union or professional association for advice and support
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the social services before making contact.

2.3 The next step

A formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Invite the police to conduct the investigation in criminal matters.
- Involve the LSCB and MASH.
- Consider suspending the member of staff (or volunteer) concerned.

2.4 Support for the pupil

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Interim Head, together with the DSL, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, LSCB, or other agencies involved to identify the support strategies that will be appropriate.

2.5 Suspension

Every effort should be made to ensure that the impact of suspension on a member of staff is as neutral as possible. This is a serious step which needs careful consideration; therefore we will inform the MASH and may also take legal advice beforehand. We will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child.
- The allegations are so serious as to constitute grounds for dismissal, if proven.
- The police are investigating allegations of criminal misconduct

We recognise that we have a duty of care towards all of our staff and we will always:

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending him or her.
- Keep him or her informed of progress of the investigation.

- Provide support for anyone facing an allegation and provide them with a named contact at School.
- Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend.
- Deal with allegations quickly, in a fair and consistent way.

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave.
- Giving him or her non-contact duties.
- Ensuring that a second adult is always present in the classroom when he or she teaches.

Confidentiality should be maintained whilst the allegation is being investigated. Advice should be taken from the MASH, Police and Social Care as to how to manage speculation and potential press interest.

2.6 Resignation

The resignation / compromise agreement of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

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

A referral to the DBS *must* be made, if the criteria are met.

'Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual' KCSIE 2016.

2.7 Referral to the DBS

Like all schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the DBS promptly within one month of the individual's dismissal / resignation or compromise agreement because he or she has been considered unsuitable to work with children. Reports concerning members of staff or volunteers are normally made by the DSL. The School plays no part in the subsequent process of barring individuals from working with children and / or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the DBS at any time.

Consideration is given to 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 or she not resigned) and a prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence'.

2.8 Timescales

It is in everyone's interest to resolve cases as quickly as possible consistent with fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80% of cases should be resolved within one month, 90% within three months, and all but the most exceptional cases should be completed within 12 months.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, if there are concerns about child protection, the employer should discuss them with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

2.9 Recording allegations

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

2.10 Unfounded allegations

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a professional programme that best meets her needs, which may involve the Child and Adolescent Mental Health Service and an Educational Psychologist, as well as support from a Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and / or community. However much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help her to achieve as smooth a transition as possible, working closely with the parents or guardians.

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him / her on the grounds of 'no smoke without fire'. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

2.11 Evaluation

At the conclusion of a case in which an allegation is substantiated, the MASH team should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's procedures or practice

to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The MASH team and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

3 Risks to children

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

Peer on peer abuse. is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

All staff should have an awareness of safeguarding issues some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

SEN/D pupils can be more vulnerable to exploitation and special regard given in these instances.

3.1 Physical abuse

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

Indicators may include:

- injuries that are not consistent with the explanation offered
- injuries not consistent with the child's age and development
- repeated injuries over a period of time
- runaway attempts and fear of going home
- stilted conversation, vacant stares or no attempt to seek comfort when hurt
- describes self as bad and deserving to be punished
- cannot recall how injuries occurred or offers an inconsistent explanation
- wary of adults or reluctant to go home
- often absent from school
- may flinch if touched unexpectedly
- extremely aggressive or withdrawn
- displays indiscriminate affection-seeking behaviour
- abusive behaviour and language in play
- overly compliant and/or eager to please
- poor sleeping patterns, fear of the dark, frequent nightmares
- sad, cries frequently
- depression

- poor memory and concentration

3.2 Emotional abuse

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

Indicators may include:

- bedwetting and/or diarrhoea
- frequent psychosomatic complaints, headaches, nausea, abdominal pains
- mental or emotional development lags
- behaviours inappropriate for age
- fear of failure, overly high standards, reluctance to play
- fears consequences of actions, often leading to lying
- extreme withdrawal or aggressiveness, mood swings
- overly compliant, too well-mannered
- excessive neatness and cleanliness
- extreme attention-seeking behaviours
- poor peer relationships
- severe depression, may be suicidal
- runaway attempts
- violence is a subject for art or writing
- complains of social isolation

3.3 Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators may include:

- forbidden contact with other children
- fatigue due to sleep disturbances
- sudden weight change
- cuts or sores made by the child on the arm (self-mutilation)
- recurring physical ailments

- difficulty in walking or sitting
- unusual or excessive itching in the genital or anal area due to infection(s)
- torn, stained or bloody underwear
- injuries to the mouth, genital or anal areas (e.g. bruising, swelling, sores, infection)
- sudden lack of interest in friends or activities
- fearful or startled response to touching
- overwhelming interest in sexual activities
- hostility toward authority figures
- need for constant companionship
- regressive communication patterns (e.g. speaking childishly)
- academic difficulties or performance suddenly deteriorates
- truancy and/or running away from home
- wears provocative clothing or wears layers of clothing to hide bruises

Child Sexual Exploitation (CSE)

SEN/D pupils can be more vulnerable to exploitation and special regard given in these instances.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE.

Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. Hemdean House School is aware there is a clear link between regular school absence/truancy and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truancy and make reasonable enquiries with the child and parents to assess this risk.

In all cases if the tool identified any level of concern (green, amber or red) the DSL should contact their local Referral, Intervention and Assessment team and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.

Hemdean House School is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

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

This definition of child sexual exploitation was created by the UK National Working Group for Sexually Exploited Children and Young People (NWG) and is used in statutory guidance for England

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

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behavior
- sexually risky behaviour, ‘swapping’ sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources

- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to unusual locations to meet friends
- seen at known places of concern moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

3.4 Neglect

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

Indicators may include:

- unattended medical and dental needs
- consistent lack of supervision
- consistent hunger
- nutritional deficiencies
- inappropriate dress for weather conditions
- poor hygiene
- persistent (untreated) conditions (e.g. head lice or other skin disorders)
- developmental delays (e.g. language, weight)
- irregular or nonattendance at school
- demands constant attention and affection
- lack of parental participation and interest
- regularly displays fatigue or listlessness, falls asleep in class
- frequently absent or late
- lacks trust in others, unpredictable

3.5 Female genital mutilation

It is essential that staff are aware of female genital mutilation (FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. As with forced marriage there is the 'One Chance' rule. It is essential that schools take action without delay.

With effect from 31 October 2015 there is a mandatory duty for teaching staff to report "known" cases. If staff have suspicions or have concerns, staff should follow local safeguarding procedures. If there are concerns that there is an immediate threat staff should take immediate action in line with local safeguarding procedures.

Staff are referred to the Home Office Guidance which can be found at <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>. A copy of the guidance is held in the School Office.

There are four types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation – entrance to vagina is narrowed by repositioning the labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

It is carried out in the belief that:

- FGM brings status / respect to the girl and / or social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom / tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening include:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs

- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

3.6 Mental health issues/ Self harm

We monitor carefully for signs of mental health issues in girls. Included in that is self harm. Self harm is defined as the act of deliberately causing harm to oneself either by causing a physical injury, by putting oneself in dangerous situations and / or self-neglect. Intentional self poisoning or injury, irrespective of the apparent purpose of the act ([NICE, 2004](#)). It can take a number of forms, including;

- Cutting
- Eating disorders
- Taking overdoses of tablets or medicine
- Punching oneself
- Pulling hair out of eyelashes
- Burning
- Scratching, picking or tearing one's skin
- Inhaling or sniffing harmful substances
- Head banging

3.7 Extremism and radicalisation

This policy for the prevention of extremism and radicalization is one element within our overall school arrangements to safeguard and promote the welfare of all children. We refer to the [Prevent Duty Guidance \(2015\)](#), [UKCO Tackling Extremism in the UK \(2013\)](#), [DfE Teaching approaches that help build resilience to extremism among young people \(2011\)](#), [Prevent Strategy Review \(2011\)](#) and [DCSF Learning together to be safe \(2009\)](#). When operating this policy we use the following accepted Governmental definition of extremism which is: *'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and / or calls for the death of members of our armed forces, whether in this country or overseas'*.

There is no place for extremist views of any kind in our School, whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals). Our pupils see Hemdean House as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. Hemdean House recognises that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy.

We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of

difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. At Hemdean House this will be achieved by good teaching, primarily via the SMSC curriculum. We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the School's values and ethos. Hemdean House will therefore assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the School and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication

We recognise, however, that the ethos of Hemdean House is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the Internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and, where appropriate, dealt with in line with School policy.

Staff at Hemdean House are alert to the fact that whilst extremism and radicalisation are broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example, this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm (these examples are for illustration and are not definitive or exhaustive). Therefore all adults working at Hemdean House (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the DSL or Head. As part of wider safeguarding responsibilities Hemdean House are alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of School, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social media.

- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Other schools, local authority's services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equal opportunities policy, views based on, but not exclusive to gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or anti-British views.

Hemdean House will closely follow any locally agreed procedures as set out by the Local Authority and / or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised consideration will be given to the local authority Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

Where applicable we will also work with local partners, families and communities in our efforts to ensure Hemdean House understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances Hemdean House will seek external support from the Local Authority and / or local partnership structures working to prevent extremism.

3.8 Absconded pupil

There are various checkpoints throughout the day that would alert staff if a child was missing. In practice we operate a system of trust and rely on the children not to abuse our free atmosphere and open grounds. In nearly every case, the child is not intentionally missing and is found safe and well on School premises. The School however cannot take this for granted and needs to act quickly and decisively in the case of an absent pupil. All children have to register twice a day, at 8.45 am and at 1.15 pm. Any child who leaves School during the day signs out on their departure and back in on their return.

If a child is unaccounted for, the following steps must be taken:

- It should be ascertained, as soon as possible, when the child was last seen by an adult or by a child if the latter is more recent. Accuracy is vital at this stage.
- The child's timetable must be scrutinised to see if they might be having an extra lesson or practice such as Learning Support, Music, Drama, or Sport event.
- A thorough search of the School must be undertaken, starting with their form teacher/room. If it is believed that the child has left the premises, the form teacher should check if their bag / blazer are missing. Children's mobile phone numbers are stored on the school's records and this number must be rung.
- The Head and the SLT must be informed and this information then cascaded down to all staff, whose duty it is to ensure correct procedure are followed. In the absence of the Head a member of the SLT must lead the proceedings. After school during Club hours, staff on site must be informed to ensure that the school telephone is answered promptly in the out of office hours.

- The child's parents and / or guardian must be contacted. In many instances the child will have been collected by them but failed to sign out or ask the School for permission for an early departure. Care must be taken not to alarm parents before carrying out the preliminary checks.
- Staff handling the situation must meet at quarter-hourly intervals to pool their information. Procedures for locating a missing child should take no longer than one hour, within which time the police must have been informed. They may suggest contacting local hospitals for information.
- A written record of the situation and steps taken must be completed as soon as possible.

4 Personnel

4.1 Safer recruitment

Hemdean House School follows the Government's guidelines for the safer employment of staff who work with children. We also follow guidance applicable to school Governors with regards safer recruitment and the single central register. All Governors must have an enhanced DBS check. We obtain DBS Certificates on all new members of staff, temporary staff, visiting and peripatetic staff, contractors' employees, such as catering staff, who work unsupervised in the school. New staff and Governors receive child protection training as part of their induction process. This training is repeated at not more than three yearly intervals. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. Therefore, by adhering to safer recruitment best practice techniques, and by ensuring that an ongoing culture of vigilance within our School and staff team, we will minimize the opportunities for extremist views to prevail. Where agency staff are used evidence is needed that the agency has carried out the required pre-employment checks before starting work at the School.

The identity of the agency staff must be verified by photographic ID before the person starts work.

The School recruits in a fair and consistent manner, having regard to the Equality Act 2010 and subsequent amendments. The procedure for safer recruitment is as follows:

For staff appointed from 12 August 2015 we check whether staff appointed to Management positions are subject to 'prohibition from management of Independent schools directions (section 128 directions). For staff in regulated activity, the check is done via the DBS.

For this purpose management positions are the Headteacher/ all staff on the Senior Management Team (including non-teaching staff) and teaching positions with departmental headship.

- Line managers must inform the Head of any resignation immediately to ensure sufficient time for placing an advert and relevant checks to be completed before start date.
- The Head, and the Bursar to liaise regarding closing date, wording and placing of advertisement (including job description and person specification). The Bursar will place an advert, including on the School website.
- All applications received or queries, regardless of role, are to be directed to the Bursar unless otherwise agreed to allow logging and tracking of applicants. All applications must use Hemdean House's application form.
- After closing date, application forms passed to the Head or Bursar for shortlisting. The Head or Bursar will involve other staff as appropriate.
- Interview date, format and panel to be agreed by Head, Bursar and Deputy Head(s)

- Interview panel to include member of staff who has completed Safer Recruitment in Education training (for example the [NSPCC course](#)).
- Interview notes must be taken and retained in recruitment folder.
- Any gaps in the Application must be explained and the fact that the explanation is satisfactory must be recorded.
- Unsuccessful applicants will be notified in writing.
- Successful applicants invited for interview by the Bursar (either by phone or post). Interviewees will be asked to bring the following (copies will be destroyed if they are unsuccessful):
 - valid passport,
 - valid driver's licence,
 - utility bill or bank statement (in applicant's name, showing home address and being less than three months old),
 - examination certificates and / or qualifications, if appropriate.

Copies of above to be taken by Bursar. If an applicant is unable to supply any of the above, refer to DBS Identity checklist.

- Prior to interview, apply for, and receive two references for shortlisted interviewees for teaching posts; one referee may be sought for support posts. One reference **must** be the previous employer. Successful references may be made a condition of any job offer.
- Unsuccessful interviewees advised in writing. Start date agreed by the Head or Bursar in discussion with the Deputy Head as appropriate. Successful candidate telephoned and offer made.
- If accepted, conditional job offer letter is drafted by the Bursar and signed by Head or Deputy Head. Relevant paperwork for the pre-employment checks would be included together with a starter form.
- Payroll provided with copy of job offer letter; a signed copy goes to their personnel file.
- Pre-employment checks completed satisfactorily, carried out and completed prior to joining, as follows: identity checks, reference checks, prohibition order check, barred list check, DBS check, checks to confirm qualifications, medical fitness check, checks to confirm the right to work in the UK (where the appointee has lived outside the UK, further checks as are considered appropriate where obtaining a DBS disclosure is not sufficient to establish suitability to work with children).
- In accordance with [DfE Safer Recruitment guidelines](#), in the case of DBS disclosures, the certificate must be obtained before, or as soon as practicable after, appointment. The DBS disclosure must be received before a resident member of staff can become resident. The Head must be consulted by the Technical Support Officer if the DBS has not been received before the start date.
- New staff file to be set up; monitor completion of checklist in conjunction with SLT
- Enter new staff member into Central Staff Register to include
 - Identity;
 - Barred list/ List 99 (date of DBS check unless a separate earlier barred list check was undertaken);
 - Professional qualifications;
 - Enhanced disclosure (or DBS status check);
 - Overseas checks, where applicable;
 - Right to work in the UK;
 - Prohibition teaching check;
 - Prohibition from management.
- In readiness for new member of staff's arrival, advise the Hub Manager to enable

new account to be set up for access to hub and email. Circulate a note to all staff welcoming new member of staff.

4.2 Training

Whole school training on safeguarding will be organised for staff and Governors at least every two years and complies with the prevailing arrangements agreed by the local authority and the Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications. The DSL will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years, which includes training on extremism and radicalisation and its safeguarding implications. Key members of staff undertake the College of Policing [Channel General Awareness](#) online course.

Free on line training can be accessed at:

- PREVENT http://course.ncalt.com/Channel_General_Awareness/01/index.html
- CSE <http://www.safeguardingchildren.co.uk/resources/keep-them-safe/>
- FGM http://www.safeguardingchildren.co.uk/resources/female-genital-mutilation-recognising-preventing-fgm-free-online-training/?utm_medium=email&utm_campaign=SCA%20Dec%20Newsletter&utm_content=SCA%20Dec%20Newsletter+Version+A+CID_209468a22208a463401bcbd0886bc131&utm_source=Email%20Marketing&utm_term=click%20here

All staff must read at least Part One of KCSIE. This applies not only to new staff but also to those already in post in April 2014 when KCSIE was first introduced. Each time Part One of KCSIE is updated by the DfE, existing staff must be updated. This is particularly important when new duties are introduced, as with the introduction of *Prevent* in July 2015, or the recognition of additional types of abuse, as in September 2016. The methodology for ensuring existing staff read Part One of KCSIE is not prescribed. All effective means are acceptable (such as, electronic or hard copy distribution and acknowledgement).

From September 2016, in addition to Part One of KCSIE, school leaders and staff who work directly with children must read Annex A of KCSIE 2016. This applies to both incoming and existing staff as at September 2016.

The DSL must receive updated child protection training at least every two years. This will include local inter-agency working protocols and training in the LSCB's approach to *Prevent* duties.

Additional designated safeguarding staff must be trained to the same level as the DSL.

All staff must be trained in child protection regularly, in line with advice from the LSCB. *Prevent* awareness training will be part of this. Staff training must include on-line safety.

The two-yearly training for DSLs and regular formal training for staff must be supplemented with informal updates, for example, e-bulletins and staff meetings. These should be as required but at least annually.

4.3 Induction of new staff

All new staff must be provided with induction training that includes:

- the school's child protection policy, including information about the identity and role of the DSL(s);
- the staff code of conduct/behaviour policy including the whistleblowing

- procedure and the acceptable use of technologies policy;
- a copy of Part 1 of KCSIE.

Copies of the above documents must be provided to all 'staff' during induction.

5 Guidance for staff

5.1 Who is the DSL?

Our Head of EYFS, Marie Dickason is Hemdean House School's Designated Safeguarding Lead. She has been fully trained for the demands of this role and inter-Agency working. She regularly attends courses with other child support agencies to ensure that she remains conversant with best practice. She will undergo refresher training every two years, and maintains close links with the Local Safeguarding Children Board (LSCB) for Reading Borough Council. She will report at least twice a year to the Governors on child protection issues. The School's records on child protection are kept locked in the Head's office, and are separated from routine pupil records. Access is restricted and permission to see extracts from these files can only be given by the Designated Safeguarding Lead and the Head and SLT.

5.2 Promoting awareness

Our curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All our teaching staff play a vital role in this process, helping to ensure that all of our pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example, and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All the staff, including all non-teaching staff, have an important role in insisting that our pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy. Time is allocated in SMSC and tutor time to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and SMSC lessons are used to promote tolerance and mutual respect and understanding. We use opportunities, such as the annual [National Anti-Bullying Week](#) to teach about the unacceptability of bullying and abusive behaviour and to promote the safe use of the internet and mobile phones, inside and outside of School.

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees the School Counsellor or DSL.

5.3 Reporting concerns

If a teacher or other member of staff has concerns about any pupil or incident that touches upon child protection issues, he or she should report them as soon as possible to the Designated Safeguarding Lead or to the Head.

5.4 Whistleblowing

A whistleblower is used to describe someone who becomes aware of a serious problem within an organisation and raises that matter so that it can be investigated and corrected. The sorts of problem covered might include abuse or neglect of vulnerable people

All organisations face the risk of things going wrong or of unknowingly harbouring malpractice. As a School we positively encourage staff and members of the School community to raise worries and concerns within the organisation.

5.5 Confidentiality

In the past many organisations have strongly discouraged whistle blowing and have felt that the practice was disloyal and underhand. Whistleblowers have suffered for doing what they felt to be the right thing. We believe firmly that all in the School should be able to follow their sense of right and wrong. We believe that through consultation we will continue to develop our procedures and practices to do with confidential reporting. As a school we are aware that the following are not acceptable and they have an impact upon the School, its pupils and employees:

- Fraud, corruption and malpractice
- Abuse and neglect of vulnerable people
- Failure to deliver proper standards of service
- Damaging personal conflicts at senior level
- Bullying, harassment, discrimination or victimisation in the workplace

Staff should discuss with their line manager anything which seems to be unclear. If staff are not sure what to do in any given situation they should ask before taking any action. If a problem is notified, it will always be dealt with seriously. The School is aware that it is never easy to report a concern but hopes that these will be raised at an early stage before it has a chance to become more serious. If it is preferred, reports can be made by an employee who is accompanied by a colleague or friend. The School will support concerned employees and will protect them from reprisals or victimisation. Such reporting will not affect their career or the enjoyment of their job. The School will do anything it can to respect confidentiality if this has been requested. If attempts are made to discourage, victimise or criticise concerned employees from raising concerns, the School will treat this as a disciplinary offence.

In the vast majority of cases the correct procedure for raising concerns is through the line manager. However in particular circumstances employees should speak to either the Head or SLT asking them for a confidential meeting.

In any case involving issues concerned with safeguarding and child protection it is vital that the procedure laid down in the Safeguarding Policy is followed. There may be exceptional cases where it might be best to contact either the Chairman of Governors or a member of the Governing Body. These instances might include:

- (1) if the problem involves a very senior member of staff;
- (2) if a criminal offence has occurred involving the Police.

Employees raising concerns need to be aware that such issues will need to be fully investigated. The School needs to treat with absolute fairness both the person raising the concern and also any others who might be involved. Employees raising issues will be informed of, if they request it, the results of any investigation which has taken place and of any proposed action which might result. However in doing this the School will have to respect the confidentiality of other employees as well. Abuse of the confidential reporting system by maliciously raising unfounded allegations will result in disciplinary action being taken.

5.6 Supervision of Staff in EYFS

In the EYFS, the lead practitioner holds regular supervision meetings with EYFS staff. Details of these are in the Supervision of Staff folder.

5.7 Interaction with pupils

Staff need to ensure that their behaviour does not inadvertently lay them open to

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

It is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

5.8 Communication with pupils

Staff are advised not give their personal mobile phone numbers to pupils except in special circumstances, nor should they communicate with them by text message, personal email or social media unless essential. If they need to speak to a pupil by telephone, they should, whenever possible, use one of the School's telephones. The leader on all trips and visits involving an overnight stay should always take a School phone with him / her, and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit.

5.9 If a pupil reports abuse

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as Childline. If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the Designated Safeguarding Lead with a written account of what has transpired as a matter of urgency. If a pupil decides to speak to a member of staff about the fact that either they or a pupil known to them, is being bullied, harassed and abused, the member of staff should:

- React professionally, and remember that they are not carrying out an investigation (which is a task for specialists).
- Take what the child says seriously, and calmly, without becoming emotionally involved.
- Make it clear why unconditional confidentiality cannot be offered (drawing on the policy for pupils on confidentiality issues as necessary).
- Explain that any adult member of staff is obliged to inform the Designated Safeguarding Lead, if there are child protection or safeguarding issues are involved, in order that specialist help can be arranged.
- Encourage the pupil to speak directly to the Designated Safeguarding Lead.
- Explain that only those who have a professional 'need to know' will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse.
- Reassure the child that she was right to tell, and that she is not to blame for having being bullied or abused.
- Allow the child to tell her own story, without asking detailed or leading questions.
- Record what has been said.
- Inform the Designated Safeguarding Lead or the Head as soon as possible, and at least by the end of the morning / afternoon session of that day.
- Inform the Head immediately in cases where abuse from a member of staff is alleged, or if the incident happened inside the School, or on a School trip (if the

Head is unavailable – or is involved – the Chair of Governors should be told immediately).

- Where there are evident signs of physical injury, that may (or may not) be the result of abuse or bullying, medical help should be summoned, or the pupil should be taken to a Doctor's / Hospital. In serious cases, the Police should be informed from the outset. Health professionals in a school operate within their own professional guidelines, which include an obligation to refer cases of abuse to the Designated Safeguarding Lead and or the Head.

Information about possible abuse may come to a member of staff in several ways: direct allegation from a girl that has been abused, through a friend, relative or other child, through a child's behaviour or through observation of an injury to the child. In the case of an allegation being made by the girl concerned or by a third party it is important to remember that:

- Defendants have been acquitted where leading questioning or inappropriate investigation has been proven.
- It is vital that subsequent enquiries should not be prejudiced by detailed questioning in School.

The Designated Safeguarding Lead and / or the Head will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, carers, Local Safeguarding Children Board (LSCB), or other agencies involved to identify the support strategies that will be appropriate.

5.10 Supervision of pupils

Pupils are expected to go to our Early Birds club if they arrive between 8 am and 8.35 am, after which they can go to their class. Pupils must leave the School at 3.45 (infants at 3.30) unless they have a club or are attending the After School Club.

Arrangements are made to ensure pupils are supervised during after-hours functions, play and concert rehearsals, or other events that bring small groups into School out of hours. Members of the PE Department supervise pupils at both home and away matches. All members of the teaching staff are expected to take their share of break and lunchtime supervisory duties. Pupils are able to call on a member of staff at any time if necessary. All pupils are expected to remain on site throughout the School day except when they are on a School trip or have permission to go off site, in which case they must sign out and sign back in on return.

We take a register of all pupils in year groups at 8.45 am and at 1.15pm; and for Infants at 1.30 pm and at the start of every lesson. Parents are responsible for notifying the School if their child is absent for any reason. The School will always contact the parent if a child fails to arrive at School without an explanation.

There is a qualified first aider on duty throughout the school day who is available to administer first aid, to deal with any accidents or emergencies, or to help if someone is taken ill. Most first aiders have the paediatric qualification and there is always paediatric first aid cover when EYFS pupils are onsite. A number of members of the teaching staff and non-teaching staff, who are trained and qualified as first aiders are able to give emergency first aid. The names of first aiders are displayed around the school. First aid boxes are in all potentially high risk areas, as well as in the School Office. The designated first aider checks and replenishes the first aid boxes.

Parents are responsible for ensuring that their children travel safely to and from School.

Pupils are not to use gymnastic, athletic or climbing equipment without supervision. Pupils are expected to follow reasonable instructions given to them by teachers or by qualified leaders in adventurous activities.

We ensure that children do not have unsupervised access to potentially dangerous areas, such as the science laboratories, the studio, HEU and Art room. Doors to these areas are kept locked at all times when not in use. All flammables are kept securely locked in appropriate storage facilities. Pupils do not have access to the maintenance, catering and caretaking areas of the school. Clear signs are displayed.

All new members of the teaching staff receive a thorough induction into the School's expectations of the appropriate levels of pupil supervision. Guidance is given duties and on areas that should be regularly checked when on duty.

5.11 Images of children

At Hemdean House School, we are an open and inclusive community that is very proud of all of the achievements of all of our pupils in their academic, artistic and sporting endeavours. We celebrate our diversity and give all of our many visitors a warm welcome. We particularly welcome parents to our concerts, plays and sporting events, as well as to more formal occasions during the School year. The School walls are decorated with examples of pupil's work, team photographs and photographs of trips and expeditions in which our children have participated. All new teaching and office staff are given guidance on the school's policy on taking, using and storing images of children. If photos are taken of pupils, school equipment must be used and these must be uploaded at the earliest opportunity to a school computer and deleted from the device. Our web site is updated regularly, and all parents are sent our regular new bulletin in order to keep them fully abreast with the news of our active community. The images that we use for public displays and communications purposes only show pupils whose parental consent for display we have already obtained. We only use images of School activities, such as plays, concerts, sporting fixtures, prize-giving and trips in their proper context. We never use any image that might embarrass or humiliate a pupil. Pupils are always properly supervised when professional photographers visit the School. Parents are given the opportunity to purchase copies of these photographs.

Parents who accept a place for their child at this School are invited to agree to the School using anonymous photographs of their child and information relating to their achievements for promotional purposes, which may be published in the prospectus or on the website, as well as displayed within the premises, and in bulletins sent to the School community.

Currently we have one (1) identified child for whom parental permission has NOT been given.

We will only use images of our pupils for the following purposes:

- Internal displays (including clips of moving images) on digital and conventional notice boards within the school premises.
- Communications with the school community (parents, pupils, staff, Governors and alumni) via password-protected sections of the School web site.
- Marketing the School both digitally by website, by prospectus, by displays at educational fairs and other marketing functions both inside the UK and overseas, and by other means.
- In the school newsletter distributed to the school community (parents, pupils, staff, Governors and alumni) and via the School web site

If the press attends an event, we will make every effort to ensure that children whose parents or guardians have refused permission for images of their children to be used are protected. We will always complain to the Press Complaints Commission (PCC) if the media fail to follow the appropriate code of practice for the protection of young people, including the children of celebrities.

Parents are welcome to take photographs of their own children taking part in sporting

and outdoor events. When an event is held indoors, such as a play or a concert, parents should be mindful of the need to use their cameras and recording devices with consideration and courtesy for the comfort of others. We ask parents not to take photographs of other pupils on their own, without the prior agreement of that child's parents. Flash photography can disturb others in the audience, or even cause distress for those with medical conditions; we therefore ask that it is not used at indoor events. Parents are also reminded that copyright issues may prevent us from permitting the filming or recording of some plays and concerts.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. The School is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability. All children are encouraged to look after each other, and to report any concerns about the misuse of technology, or any associated worrying issue to a member of staff. The use of cameras on mobile phones is not allowed in washing and changing areas or in lessons and neither should photography be used in a manner that may offend or cause upset. The misuse of cameras in a way that breaches our anti-bullying policy is always taken seriously and may be the subject of disciplinary procedures.

6 Confidentiality

6.1 Principles

At Hemdean House School we believe that:

- The safety, wellbeing and protection of our pupils are the paramount considerations in all decisions staff make about confidentiality. The appropriate sharing of information between staff is an essential element in ensuring our pupils' wellbeing and safety.
- It is an essential part of the ethos of our School that trust is established to enable pupils, staff and parents to seek help both within and outside the School and minimise the number of situations when personal information is shared to ensure pupils and staff are supported and safe.
- Pupils, parents and staff need to know the boundaries of confidentiality in order to feel safe and comfortable in discussing personal issues and concerns.
- Everyone in the School community needs to know that no one can offer absolute confidentiality.
- Limits of confidentiality are necessary to enable staff to make informed decisions about the most appropriate action to take in a given situation.

6.2 Definition

Confidentiality is something which is spoken that is of a private nature and entrusted to another. The confider is asking for the content of a conversation to be kept secret. In practice there are few situations where absolute confidentiality is in the best interest of the child, as help from other professionals is likely to be needed for a solution or remedy to be found. This means that in most cases what is on offer is limited confidentiality. Disclosure of the content of a conversation could be discussed with professional colleagues but not with any other persons. Staff should make clear to a child that there are limits to confidentiality, at the beginning of the conversation. They should explain that the limits relate to ensuring that child's safety and wellbeing. The pupil will be informed when a confidence has to be broken for this reason and will be encouraged to do this for themselves whenever this is possible.

6.3 Levels of confidentiality

Different levels of confidentiality are appropriate for different circumstances.

In the classroom and in the course of a lesson.

Careful thought needs to be given to the content of the lesson, setting the climate and establishing ground rules to ensure confidential disclosures are not made. It should be made clear to pupils that this is not the time or place to disclose confidential, personal information. When a health professional is contributing to the SMSC programme in a classroom setting, he or she is working with the same boundaries of confidentiality as a teacher. An example of ground rules might be as follows:

- We won't ask each other or the teacher any personal questions.
- We will respect each other and not laugh, tease or hurt others.
- We won't say things we want to keep confidential.
- We can ask to pass or opt out if an issue under discussion makes us feel uncomfortable.
- If we do find out things about other pupils, which are personal and private, we won't talk about it outside the lesson.
- If we are worried about someone else's safety we will tell a teacher.

One to one disclosures to members of School staff.

Staff should encourage pupils to discuss difficult issues with their parents or another professional within the School. The needs of the pupil are paramount and the School will not automatically share information about the pupil with their parents unless it is considered to be in the child's best interests. Serious concerns must be reported immediately to the Designated Safeguarding Lead.

Parents and carers.

The School believes that it is essential to work in partnership with parents and we endeavour to keep parents abreast of their child's progress at school, including any concerns about their behaviour. However, we also need to maintain a balance so that our pupils can share any concerns and ask for help when they need it. Where a pupil does discuss a difficult personal matter they will be encouraged to also discuss the matter with their parent or carer themselves.

7 EAL pupils

7.1 Principles

Hemdean House welcomes a number of children with experience of living overseas and enjoys the breadth of experience that they bring to the school. The overseas group contains both British children who have lived abroad and foreign nationals who have relocated to Britain. The latter group need particular help and encouragement on arrival to cope with the many changes they face, beyond just joining a new school. Everyone should be aware that customs which we take for granted, differences in food, dress and personal living, can all make the transition to Hemdean House seem more alien to a child who has lived abroad.

APPENDIX 1:

There is no appendix 1

APPENDIX 2: SOMETHING IS NOT QUITE RIGHT

**PLEASE USE THIS FORM WHEN YOU HAVE CONCERNS ABOUT A CHILD.
CONFIDENTIALLY HAND IT COMPLETED TO THE DESIGNATED SAFEGUARDING LEAD.**

Name of pupil:

Age if known:

Year if known:

Concerns:

(Continue on the other side if necessary)

Your name (Please print this):

Date: