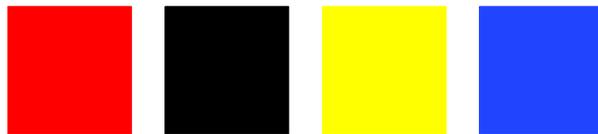


Heston

COMMUNITY
SCHOOL



SAFEGUARDING POLICY

This Policy is founded within our School ethos which provides a caring, friendly and safe environment for all members of our community.

Responsibility: Full Governing Body
Updated: January 2021
Next Review: January 2022

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DESIGNATED SAFEGUARDING STAFF CONTACT DETAILS

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Headteacher:

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Linked Policies:

- Attendance Policy
- Behaviour Policy
- Data Protection
- Educational Visits Policy
- Equal Opportunities Policy
- E-Safety Policy
- GDPR Policies
- Health and Safety Policy
- Policy of the Education of Children in Care
- Prevent Policy
- Safer Recruitment
- SRE Policy
- Staff Code of Conduct
- SMSC Protocols
- Visitors and Visiting Speakers Policy
- Whistleblowing Policy

1.0 Introduction

- 1.1 Heston Community School takes seriously its statutory duty under Section 175 of the Education Act 2002 to promote and safeguard the welfare of students, comply with the statutory guidance in 'Keeping Children Safe in Education' [DfE September 2019] and 'Working Together to Safeguard Children' [DfE June 2018]. The Teacher Standards 2012 state that teachers, including Headteachers, should safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties. To this end, the School works with other agencies to ensure there are adequate arrangements within the School to identify, assess and support those students who are at risk of, or suffering harm.
- 1.2 The School expects all visitors adhere to the guidelines within the School's Safeguarding Policy.

2.0 Safeguarding Principles

- 2.1 The School will ensure that the welfare of all our students, irrespective of age, is given paramount consideration when developing and delivering all School activities.
- 2.2 All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- 2.3 All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a student is at risk of harm in accordance with this guidance.
- 2.4 All students and staff involved in Child Protection issues will receive appropriate support from the School's Senior Leadership Team who will follow this Policy guidance, ensuring that the School is following the guidelines set out in the Department for Education's statutory guidance 'Keeping Children Safe in Education' [KCSIE].
- 2.5 It is the School's responsibility to safeguard and promote the welfare of students. Young people who are, and feel, safe make more successful learners. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where students are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that our students receive effective support, protection and justice.

3.0 Aims of the Safeguarding Policy

- 3.1 The aims of the Policy are to:
 - Protect our students from maltreatment
 - Prevent the impairment of children's mental and physical health or development
 - Ensure all our students grow up in circumstances consistent with the provision of safe and effective care
 - Provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of students
 - Ensure consistent good practice across the School
 - Demonstrate the School's commitment with regard to safeguarding students
 - Ensure that all staff are aware of, and follow, the Student Protection Referral Procedures within the School

- Provide a systematic means of monitoring students known or thought to be at risk of harm and ensure the School contributes to assessments of need and support packages for those students
- Ensure that outside agencies are involved, where appropriate
- Ensure that key concepts of Student Protection are integrated within the curriculum, especially via PSHE
- Create an environment where students feel secure, have their viewpoints valued, are encouraged to talk and are listened to
- Create a culture of safer recruitment by adopting recruitment procedures that help deter, reject or identify people who may abuse students
- Ensure students of all ages are protected from the possibility of exposure to radicalisation/extremism
- Provide an appropriate level of safeguarding training for parents/carers, staff, students and governors
- Take action to enable all children students to have the best outcomes
- For all staff to adopt an 'It could happen here' approach to safeguarding.

4.0 Roles and Responsibilities

The following section outlines the safeguarding roles and responsibilities of individuals and groups within the School.

4.1 Governors

The Governing Body's responsibilities include:

- Ensuring all staff receive appropriate safeguarding training
- Ensuring all staff have read KCSIE Part 1
- Ensuring that an effective Child Protection Policy is in place, together with a Staff Behaviour Policy and appropriate protocols for students who go missing in education, particularly on repeated occasions
- Appointing a Designated Safeguarding Lead who should undergo Student Protection training every two years
- Prioritising the welfare of all our students and young people and creating a culture where staff are confident to challenge Senior Leaders over any safeguarding concerns
- Making sure that students are taught about how to keep themselves safe, including online safety
- Ensure procedures are in place to make referrals to the Disclosure and Barring Service
- Ensure the School is following Safer Recruitment processes as per Part 3 of KCSIE
- Ensure any allegations of abuse against staff are dealt with as per Part 4 of KCSIE.

In addition, the Governing Body must prevent people who pose a risk of harm from working with students by:

- Adhering to statutory responsibilities to check staff who work with students
- Taking proportionate decisions on whether to ask for checks beyond that which is required
- Ensuring that volunteers are appropriately supervised
- Making sure that at least one person on any appointment panel has undertaken safer recruitment training
- Ensuring there are procedures in place to handle allegations against members of staff and volunteers

- Making sure that there are procedures in place to handle allegations against other students
- Governors are responsible for the approval of the Safeguarding Policy.

A member of the Governing Body is required to take on the role of the Safeguarding Governor. The role of the Governor will include:

- Meetings with the Safeguarding Leads [including Prevent, E-Safety and monitoring the Single Central Record]
- Monitoring of incident logs
- Reporting to relevant Full Governor and Teaching and Learning Committee meetings
- Ensuring statutory requirements of the Policy are met, e.g. annual review.

4.2 Headteacher

- The Headteacher has a duty of care for ensuring the safety of members of the School Community, though the day-to-day responsibility for Safeguarding will be delegated to the named officers
- The Headteacher, the DSL and [at least] one other member of the Senior Leadership Team should be aware of the procedures to be followed in the event of a serious allegation being made against a member of staff
- The Headteacher and Senior Leaders are responsible for ensuring that the Safeguarding Leads and other relevant staff receive suitable training to enable them to carry out their roles and to train other colleagues, as relevant
- The Headteacher and Senior Leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal monitoring role. This is to provide a safety net and also support to those colleagues who take on important monitoring roles
- The Senior Leadership Team will receive regular monitoring reports from the Safeguarding Leads.

4.3 Designated Safeguarding Lead

The DSL will:

- Take day to day responsibility for safeguarding issues and have a leading role in establishing and reviewing the School's Policies and related documents, including KCSIE [Part 1] and Appendix A
- Ensure all staff know what to do if a student makes a disclosure
- Ensure that all staff are aware of the systems and procedures that support safeguarding and referrals to Children's Social Care
- Ensure all staff receive support, up-to-date information and training on issues of Student Protection, in September or on commencing employment
- Ensure staff are aware of the Early Help Process and understand their role in identifying emerging problems
- Ensure that all staff and students can identify the Designated Leads for Safeguarding Children
- Provide training and advice for staff to raise awareness and confidence on Child Protection procedures and to ensure new staff are aware of these procedures
- Liaise with relevant bodies
- Refer promptly, all cases of suspected abuse to Children's Services
- Maintain and update as necessary the Child Protection Monitoring List
- Attend Case Conferences, Review Meetings, Strategy Meetings or nominate an appropriate member of staff to attend on their behalf

- Maintain records of Case Conferences and other sensitive information in a secure confidential file and to disseminate information about the student only on a 'need to know basis'
- Report to Governors.

4.4 All Staff

- Staff should understand that Safeguarding incidents and behaviour can be related to factors outside School and can occur between children in these environments
- Staff should consider whether children are at risk of abuse or exploitation in situations outside their families [Contextual Safeguarding].
- Staff should be aware that extra- familial harms take a variety of different forms and children can be vulnerable to multiple harms including [but not limited to] Child Sexual Exploitation [CSE]; Child Criminal Exploitation [CCE], and serious youth violence.
- Staff should be aware that mental health problems can be and, in some cases are, an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff should be aware that concerns about another staff member who may pose a risk of harm to children includes those not directly employed by the setting i.e. supply staff and volunteers. Staff have a duty to report these concerns.
- Staff have a duty to report Safeguarding concerns immediately, following School protocols.

5.0 Student Protection – School Procedures for Dealing with Disclosures of Abuse

- It is the legal responsibility of every member of staff to be aware of the signs of abuse and neglect and to refer these concerns to the Designated Safeguarding Lead who will decide on the necessary course of action for any Child Protection concern in the School and will liaise with Children's Services and other relevant agencies, as appropriate
- All listed signs or symptoms of abuse should be treated with caution as there could be a straightforward explanation for injuries or behaviour
- Referrals should be made, in writing
- When a student discloses information to a member of staff it is important that the student is informed that confidentiality cannot be guaranteed in respect of child protection issues
- The Safeguarding Flowchart [Appendix 2] illustrates the actions to be taken and by whom, where there are concerns about a student. If, at any point, there is a risk of immediate serious harm a referral should be made to Designated Safeguarding Lead who will contact Children's Social Care immediately
- In cases also involving an allegation of abuse against a member of staff, see Section 16 of this document and Part 4 of KCSIE
- **Any member of staff can make a direct referral to the Local Authority Duty Line if unhappy with the School's response to a concern or referral [Appendix 6]**
- **If the student is in imminent danger please refer to Margot Currie [DSL] or Ranjit Berdesha, [Headteacher]. Out of School hours, contact the police by dialling 999.**

5.1 If a student discloses Child Protection information, the protocols outlined below should be followed to support the student:

- Do reassure the student that they have done the right thing by telling you
- Stay calm and be available to listen
- Listen with the utmost care to what the student is saying
- Inform the student that you have a legal duty to pass this information on to the relevant member of staff
- Do not put words into the student's mouth and note the main points carefully
- Question normally without pressurising
- Do ask them what has happened but you do not need the full details
- Do ask them when the incident occurred, for example, in the last 24 hours, less than a week ago, a month ago or a year ago
- Do ask where the incident[s] took place
- Do ask for the complainant's name
- Do ask for the student/student's age[s]
- Do not ask leading questions
- Do not tell the person who is the subject of an allegation
- Do assure the student/students that you will report what they have told you to only those people who need to know
- Do not promise to keep it a secret. The information must be referred to the appropriate agencies
- Do not indicate to the student any clue that you might already have information about the situation
- Immediately inform the Designated Safeguarding Lead
- Do not discuss disclosures with colleagues; the information must remain confidential
- Do make notes immediately after you have finished meeting with the student. Keep a full record – date, time, what the student did, said, etc. This should be completed as soon as possible and handed to the Designated Safeguarding Lead
- Do inform one of the Designated Safeguarding Leads as soon as possible and complete a Safeguarding Referral Form [see Appendix 4]
- Do complete a written transcript within 24 hours and pass this to the Designated Safeguarding Lead.

6.0 Monitoring and Record Keeping

- 6.1 All incidents are reviewed, recorded and monitored and the views of the student are sought and understood. It is essential that accurate records be kept where there are concerns about the welfare of a student. These records are kept in secure, confidential files, which are separate from the student's School Records. [The files are stored securely, in locked filing cabinets in a locked room. The key to the filing cabinet for closed cases is kept a Key Safe in the office of the Headteacher's PA.]
- 6.2 The Child Protection Files are to be kept securely for seven years, in accordance with the School's Retention Policy, following a student leaving the School. If a student transfers to another school, a copy of the Child Protection File will be kept; the original should be sent securely to the new school and a record of receipt sought.
- 6.3 The School keeps updated a central record of students, subject to Child Protection plans, Child in Need Plans and also students considered to be vulnerable.

- 6.4 Staff must keep the Designated Safeguarding Officers informed of:
- Poor attendance and punctuality [see the Attendance Policy for full details]
 - Concerns regarding appearance/dress
 - Changed or unusual behaviour
 - Concerns regarding health and emotional well-being
 - Deterioration in educational progress
 - Discussions with parents/carers about concerns relating to their child
 - Concerns about home conditions or situations
 - Concerns about child-on-child abuse [including serious bullying and cyber-bullying]
 - Concerns about extremism and radicalisation.
- 6.5 When there is suspicion of significant harm to a student and a referral is made, as much information as possible should be given about the nature of the suspicions, the student and the family.
- 6.6 The School keeps a record of the referrals made to the Local Authority Duty Line.

7.0 Extended School and Off-Site Arrangements

- 7.1 Where extended School activities are provided by and managed by the School, our own Safeguarding and Child Protection Policy and Procedures apply. If other organisations provide services or activities on our site, the School will check that they have appropriate procedures in place, enhanced DBS clearance and Safer Recruitment Procedures. When our students attend off-site activities or alternative provision, the School will check that effective Child Protection arrangements are in place and that all staff have enhanced DBS checks.

8.0 Attendance

- 8.1 A minimum standard of safety must be afforded to students not attending school, particularly in terms of the following groups:
- Students who are registered with the School and who are or go missing from School giving rise to concern about their welfare. [These students may be classified as missing, whereabouts unknown].
 - Students who are poor attendees at School or who have interrupted school attendance. Full details of procedures are covered in the Attendance Policy.

9.0 Staff Training

- 9.1 It is important that all staff receive training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.
- 9.2 All staff receive annual training at the start of the Autumn Term and staff new to the School will receive training during their Induction. All staff are expected to familiarise themselves with the Department for Education's latest guidance: 'Keeping Children Safe in Education' and the School's Safeguarding Policy.
- 9.3 All staff are required to sign the School's Safeguarding Pledge annually, confirming their commitment to and understanding of the School's expectations regarding Safeguarding. [Appendix 3]

- 9.4 Governors receive training during their Induction and thereafter training is updated every three years. Training for the Safeguarding Governor and Deputy Safeguarding Governor is updated every two years.
- 9.5 The School's CPD Programme includes Safeguarding CPD, covering areas such as Mental Health and Wellbeing, Prevent, E-Safety, GDPR, County Lines, Child Sexual Exploitation and Female Genital Mutilation. [On-Line training is provided by SSS Training]

10.0 Visitors to the School

- 10.1 Procedures and expectations are covered in a separate Visitors and Visiting Speakers Policy.

11.0 Contractors

- 11.1 All Contractors are required to report to the Premises Staff on their arrival. They must be wearing an ID badge at all times. Staff should challenge anyone in School without an ID badge on display.
- 11.2 Employees of School appointed contractors are required to be in possession of a current, Enhanced DBS Certificate. Contractors will be informed of this by the Premises, Facilities and Compliance Manager when quotes are requested for works; subsequently submitting written confirmation of DBS clearance upon appointment.
- 11.3 In exceptional circumstances, where the contractor is not in possession of a DBS Certificate, a Risk Assessment will be carried out by the Designated Safeguarding Lead, the Headteacher and the Premises, Facilities and Compliance Manager. Supervision of such contractors will be evaluated case-by-case and the Designated Safeguarding Lead will meet with the workmen before commencement, to make Safeguarding expectations and procedures clear.

12.0 Child Protection Guidance for Staff

12.1 Child Abuse can be categorised into four distinct types

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Fabrication by a parent / carer of symptoms or deliberately inducing illness in a child

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation
- Deliberately telling a child they are worthless, unloved or inadequate

Sexual Abuse

- Any sexual activity with a child
- May include physical contact e.g. penetration; oral sex or rape; non-penetrative activities e.g. rubbing/touching outside clothes;

- Production of or forcing children to look at sexual images or sexual activities; encouraging children to behave in sexually inappropriate ways
- Grooming a child in preparation for sexual abuse

Neglect

- Ongoing failure to meet a student's basic physical needs e.g. food, adequate clothing, shelter, health care
- Inadequate supervision or not protecting from physical or emotional harm

12.2 Safeguarding can involve a range of potential issues [See Appendix 1]:

- Children in the Court System
- Children Missing from Education
- Children with Family Members in Prison
- County Lines [Child Criminal Exploitation]
- Child Sexual Exploitation [CSE]
- Bullying, including Cyberbullying [e.g. text messages, on social networking sites] and prejudice-based bullying
- Domestic Abuse
- Drugs/Substance Misuse
- Fabricated or Induced Illness [FII]
- Faith Abuse
- Female Genital Mutilation [FGM]
- Forced Marriage
- Gender Based Violence/Violence Against Women and Girls [VAWG]
- 'Honour-based' Violence
- Homelessness
- Mental Health
- Peer on Peer Abuse
- Private Fostering
- Racist, Disability, and Homophobic or Transphobic Abuse
- Radicalisation and Extremist Behaviour
- Sexual Harassment Between Children
- Sexual Exploitation
- Sexual Violence
- Teenage Relationship Abuse
- Trafficking
- Upskirting [Now a criminal offence and peer-on-peer abuse]

13.0 Signs that may signal the presence of abuse

13.1 The Student

- Shows sudden changes in behaviour or school performance
- Has not received help for physical or medical problems brought to the parents' attention
- Has learning problems [or difficulty concentrating] that cannot be attributed to specific physical or psychological causes
- Is always watchful, as though preparing for something bad to happen
- Lacks adult supervision
- Is overly compliant, passive, or withdrawn

- Comes to School or other activities early, stays late, and does not want to go home.

13.2 The Parent

- Shows little concern for the student
- Denies the existence of, or blames the student for problems in school or at home
- Asks teachers or other caregivers to use harsh physical discipline if the student misbehaves
- Sees the student as entirely bad, worthless, or burdensome
- Demands a level of physical or academic performance the student cannot achieve
- Looks primarily to the student for care, attention, and satisfaction of emotional needs.

13.3 The Parent and the Student

- Rarely touch or look at each other
- Consider their relationship entirely negative
- State that they do not like each other.

13.4 Types of Abuse

The following are some signs often associated with particular types of student abuse and neglect: physical abuse, neglect, sexual abuse and emotional abuse. It is important to note, however, that these types of abuse are more typically found in combination than alone. A physically abused student, for example, is often emotionally abused as well, and a sexually abused student also may be neglected.

13.5 Signs of Physical Abuse

Consider the possibility of physical abuse when the student:

- Has unexplained burns, bites, bruises, broken bones, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Seems frightened of the parents and protests or cries when it is time to go home
- Shrinks at the approach of adults
- Reports injury by a parent or another adult caregiver.

Consider the possibility of physical abuse when the parent or other adult caregiver

- Offers conflicting, unconvincing, or no explanation for the student's injury
- Describes the student as 'evil', or in some other very negative way
- Uses harsh physical discipline with the student
- Has a history of abuse as a child.

13.6 Signs of Neglect

Consider the possibility of neglect when the student:

- Is frequently absent from school
- Begs or steals food or money
- Lacks needed medical or dental care, immunizations, or glasses
- Is consistently dirty and has severe body odour
- Lacks sufficient clothing for the weather
- Abuses alcohol or other drugs
- States that there is no one at home to provide care.

Consider the possibility of neglect when the parent or other adult caregiver

- Appears to be indifferent to the student
- Seems apathetic or depressed
- Behaves irrationally or in a bizarre manner
- Is abusing alcohol or other drugs.

13.7 Signs of Sexual Abuse

Consider the possibility of sexual abuse when the student:

- Has difficulty walking or sitting
- Suddenly refuses to change for gym or to participate in physical activities
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behaviour
- Becomes pregnant or contracts a sexually transmitted infection, particularly under the age of 14
- Runs away
- Reports sexual abuse by a parent or another adult caregiver.

Consider the possibility of sexual abuse when the parent or other adult caregiver

- Is unduly protective of the student or severely limits the student's contact with other children, especially of the opposite gender
- Is secretive and isolated
- Is jealous or controlling with family members.

13.8 Signs of Emotional Maltreatment

Consider the possibility of emotional maltreatment when the student:

- Shows extremes in behaviour, such as overly compliant or demanding behaviour, extreme passivity, or aggression
- Is either inappropriately adult [parenting other children, for example] or inappropriately infantile [frequently rocking or head-banging, for example]
- Is delayed in physical or emotional development
- Has attempted suicide
- Reports a lack of attachment to the parent.

Consider the possibility of emotional maltreatment when the parent or other adult carer

- Constantly blames, belittles, or berates the student
- Is unconcerned about the student and refuses to consider offers of help for the student's problems
- Overtly rejects the student.

13.9 Grave Concern/At Risk

These different types of abuse require different approaches. A student suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion, have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion, then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a student who fails to thrive without any obvious reason. In such a situation an investigation will be required to consider the causes.

14.0 Female Genital Mutilation [FGM]

14.1 Teachers have a statutory duty to report when they suspect or discover that Female Genital Mutilation [FGM] has been carried out.

14.2 Such concerns should immediately be reported to the Designated Safeguarding Lead, who will contact the Police.

15.0 Allegations against Staff

15.1 Any allegation of abuse made against a teacher, other member of staff or volunteer should be dealt with very quickly and fairly, providing effective protection for the student and, at the same time, providing effective support to the person subject to the allegation.

15.2 All staff should be aware of the School's expectations and the Staff Code of Conduct. Guidance about Safeguarding and Student Protection, including E-Safety, is provided at induction and the annual Safeguarding training; policies are available in the Shared Area as well as on the School Website.

15.3 If an allegation is made by a student against a member of staff, or information is received which suggests that a person may be unsuitable to work with Children, the member of staff receiving the allegation or who is aware of the information, will immediately inform the Headteacher.

15.4 The Headteacher on all such occasions will discuss the content of the allegation with the 'Designated Officer' [DO] at the Local Authority.

15.5 If the allegation is against the Headteacher it should be taken directly to the Chair of Governors. The School follows the DfE Guidance 2020 'Keeping Children Safe in Education' on allegations of abuse against staff as well as the guidance provided in Section 16 of The Sexual Offences Act [2003].

15.6 When concerned about the welfare of a student, staff members should always act in the interests of the student.

16.0 Inappropriate Relationships

16.1 The Sexual Offences Act 2003 states that sexual relationships with under 16s are against the law. It is also an offence for an adult to have a sexual relationship with someone under 18 if the adult occupies a 'position of trust' in relation to that young person. This covers, for example, relationships between members of school or college staff and students. It applies as long as the young person is under 18, even if they are over the age of legal consent.

16.2 The Sexual Offences Act covers sexual activity with a child, causing or inciting a child to engage in sexual activity, engaging in sexual activity in the presence of a child, as well as causing a child to watch a sexual act.

17.0 Physical Intervention

17.1 Staff should only use physical intervention as a last resort, to prevent personal injury to the student; other students or an adult; to prevent serious damage to property or in exceptional circumstances.

17.2 Such events should be recorded and signed by a witness.

- 17.3 Staff who are likely to need to use physical intervention will be appropriately trained.
- 17.4 Physical intervention of a nature which causes injury or distress to a student, may be considered under child protection or disciplinary procedures.

18.0 Monitoring and Evaluation of Child Protection

- 18.1 The Designated Safeguarding Governor and Designated Safeguarding Lead on SLT are responsible for ensuring that this policy is reviewed annually.

19.0 Whistleblowing

- 19.1 The School's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

20.0 Information Sharing

- 20.1 Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death. Poor or non-existent information sharing is a factor repeatedly flagged up as an issue in Serious Case Reviews carried out following the death of, or serious injury to a student. [Appendix 7]
- 20.2 Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of students at risk of abuse or neglect. No practitioner should assume that someone else will pass on information which may be critical to keeping a student safe.
- 20.3 Students may disclose abuse, in which case the decision to share information is clear. In other cases, for example, neglect, the indicators may be more subtle and appear over time. In these cases, decisions about what information to share, and when, will be more difficult to judge. Everyone should be aware of the potential for students to be sexually exploited for money, power or status and individuals should adopt an open and inquiring mind to what could be underlying reasons for behaviour changes in students of all ages.
- 20.4 Where there are concerns about a student's welfare, it is essential to share the information with the Designated Safeguarding Leads.

APPENDICES

APPENDIX 1

SPECIFIC SAFEGUARDING ISSUES

[Please note that this is not a definitive list; other concerns could arise at any time.]

BULLYING INCLUDING CYBERBULLYING

The rapid development of and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The wider search powers included in the Education Act [2011] give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images [or files] on electronic devices, including mobile phones.

CHILD CRIMINAL EXPLOITATION [CCE]

County Lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation, as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

County Lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of government departments, local government agencies and VCS [voluntary and community sector] organisations. County Lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Potential involvement in County Lines activity is closely linked with episodes of being missing in education, during which the victim may be involved in transporting drugs. Referral to the National Referral Mechanism should be considered, alongside local referrals.

CHILD SEXUAL EXPLOITATION [CSE]

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something [for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection] as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Staff should be aware that many children and young people who are victims of sexual exploitation may not recognise this themselves.

Organised exploitation and trafficking: Victims are trafficked through criminal networks, often between towns and cities, and forced or coerced into sex with multiple men. Those being exploited may also be used to recruit new victims.

CHILDREN WITH FAMILY MEMBERS IN PRISON

These children are at risk of poor outcomes including poverty, isolation and poor mental health.

CONTEXTUAL SAFEGUARDING

The guidance on contextual safeguarding has been updated: 'All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments'.

FEMALE GENITAL MUTILATION [FGM] – MANDATORY DUTY TO REPORT

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a student or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the student or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures if they suspect a student is a victim or is a potential victim of FGM.

CONTROLLING BEHAVIOUR

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

COERCIVE BEHAVIOUR

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This is not a legal definition.

DOMESTIC ABUSE

Domestic violence and abuse relate to any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexual orientation. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

DRUGS

As part of the statutory duty on schools to promote students' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. 'Drugs' refers to substance misuse and all drugs including so-called legal highs, medicines, volatile substances, alcohol, tobacco and illegal drugs.

FABRICATED OR INDUCED ILLNESS [FII]

Fabricated or induced illness is a rare and potentially dangerous form of abuse. It can also be known as:

- Munchausen's Syndrome
- Fabricated Illness by Proxy
- Factitious Illness by Proxy [artificially created]
- Illness Induction Syndrome

FII is the systematic fabrication or induction of illness in a student or young person, causing them to be seen as ill. This can be done in three main ways [which are not mutually exclusive]:

- Fabrication of symptoms (including fabrication of past medical history) or exaggeration of symptoms
- Falsification of hospital charts, including manipulation of test results to result in misdiagnosis
- Deliberate Induction of illness, for example, by poisoning the student or young person

Clinical evidence indicates that cases of FII are usually carried out by a female carer, usually the student's mother. However, it is important to remember that there have been cases where a student's father, foster parent, grandparent, guardian or a healthcare professional were responsible.

FAITH ABUSE

This includes belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray [traditionally seen in some Christian beliefs], the evil eye or djinns [traditionally known in some Islamic faith contexts] and dakini [in the Hindu context], ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

FORCED MARRIAGE

A forced marriage is where one or both people do not [or in cases of people with learning disabilities, cannot] consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/student abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical [including threats, actual physical violence and sexual violence] or emotional and psychological [for example, when someone is made to feel like they are bringing shame on their family]. Financial abuse [taking your wages or not giving you any money] can also be a factor.

GANGS AND YOUTH VIOLENCE

The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact. Schools have a duty and a responsibility to protect their pupils and students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime.

- Dealing with violence also helps attainment.
- While students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any educational establishment.

Schools and colleges are places where important interventions can take place to prevent violent behaviour, including more serious violence such as young people carrying a knife, and violence that takes place in the community.

GENDER-BASED VIOLENCE/VIOLENCE AGAINST WOMEN AND GIRLS [VAWG]

Violence against Women and Girls [VAWG] has been defined by the United Nations [UN] as ‘any act of gender-based violence that is directed at a woman because she is a woman or acts of violence which are suffered disproportionately by women.’ This includes physical, sexual and economic abuse, violence or sexual exploitation. VAWG includes violence that is targeted at women or girls because of their gender or affects women and girls disproportionately. The strands of VAWG as outlined by the government are:

- Domestic Violence and Abuse
- Rape and Sexual Violence
- Prostitution and Trafficking
- Sexual Exploitation
- Female Genital Mutilation [FGM]
- Forced Marriage
- Honour Based Violence
- Stalking and Harassment

HONOUR BASED VIOLENCE

So-called ‘honour-based’ violence [HBV] encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation [FGM], forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse [regardless of the motivation] and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a student being at risk of HBV, or already having suffered HBV.

HOMELESSNESS

Being homeless, or being at risk of becoming homeless, presents a risk to a child’s welfare. The DSL and Deputies should be aware of the contact details and referral routes to the Local Housing Authority to be able to raise concerns early. This should not replace a referral to Children’s Social Care where a child is at risk of harm or has been harmed.

LOOKED AFTER CHILDREN

Looked After Children [LAC] are one of the most vulnerable groups in society. The majority of Looked After Children have suffered abuse or neglect and it is nationally recognised that there is considerable educational underachievement when compared with their peers, which can result in poor exam success rates in comparison with the general population, with few Looked After Children progressing to Higher Education and following progression pathways that will lead to future economic success and well-being.

Under the Children Act 1989, a student is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- Children who are accommodated under a voluntary agreement with their parents [Section 20]
- Children who are the subjects of a care order [Section 31] or interim care order [Section 38]

- Children who are the subjects of emergency orders for their protection [Sections 44 and 46]
- Children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement [Section 21]

The term ‘in care’ refers only to children who are subject to a care order by the courts under Section 31 of the Children Act 1989 – they may live with foster carers, in a Children’s Home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are ‘accommodated’ by the local authority under Section 20 of the Children Act – they may live in foster care, in a Children’s Home or in a residential school. All these groups are said to be ‘Looked After Children’ [LAC]. They may be looked after by LBH or may be in the care of another authority but living in Hounslow. [Refer to the Looked After Child Policy]

MENTAL HEALTH

KCSIE 2020 includes additional guidance to ensure that staff, in their safeguarding role, make the link between mental health concerns and keeping children safe. The guidance states that all staff should be aware that mental health problems can be and, in some cases are, an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

At least one in four of the population will experience a mental health problem at some point, and around half of people with lifetime mental health problems experience their first symptoms by the age of 14. The issues can relate to the student themselves, to their family, or to their community or life events. A student’s behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.

Only medical professionals will make a formal diagnosis of a mental health condition. Schools, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn students whose needs may otherwise go unrecognised.

STUDENT WELL-BEING

Students need support at critical periods in their school career. Staff must be vigilant regarding stress and any related mental health issues for students, self-harm and any other concerns relating to a student’s well-being. All such concerns must be reported following the School’s Child Protection procedures.

The School offers a counselling service for all students at the School from Year 7 through to Year 13. The service is available throughout term time. Students can refer themselves for counselling or staff can make a referral through the Learning Coordinator. Students must consent to counselling.

The aims of the counselling service are:

- To make on-site counselling accessible to all students from Year 7 through to Year 13
- To improve students’ mental health and emotional wellbeing
- To enhance students’ capacity to engage with studying and learning by supporting them with difficulties they may be experiencing
- Identifying students’ additional needs and connecting them with more specialised external services when required

- A range of issues can be explored in sessions such as anger, bereavement, stress and anxiety, bullying, self-harm, family, depression and self-worth. The support students get from counselling can improve the way they deal with and recover from their experience, as well as providing them with new internal tools to tackle future difficulties.

PEER ON PEER ABUSE

Children can abuse other children which can take many forms, including bullying, sexual violence, sexual harassment, physical abuse [causing physical harm], sexting and initiation type violence and rituals.

PRIVATE FOSTERING

Private fostering is very different from the care of children by local councils through approved foster carers. It occurs when a child under 16 [or under 18 if disabled] is cared for and provided with accommodation, by an adult who is not the parent or close family relative, for 28 days or more, by private arrangement between parent and carer. [The Children act 1989 defines 'relative' in relation to a child as a grandparent, brother, sister, uncle or aunt and includes half-siblings and step-parents; a cohabitee of the mother or father would not count as a relative, neither would extended family such as great-aunts or uncles, great grandparents or cousins].

Common examples of private fostering arrangements include:

- Children and young people who are sent to this country for education or health care by their birth parents from overseas
- Children or young people whose parents work or study long and/or antisocial hours.
- Children or young people who are living with a friend's family as a result of parental separation, divorce or difficulties at home
- A teenager living with the family of a boyfriend or girlfriend

If a member of staff becomes aware that a student may be in a private fostering arrangement they should raise this in the first instance with the Designated Safeguarding Lead who should contact the parent or carer of the child and encourage them to notify Hounslow's Children's Services. This action should be followed up by making contact with Hounslow's Children's Services themselves. The local authority will check that the arrangement is suitable and safe for the child through home visits.

Private fostering arrangements can be a positive response, from within the community, to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group and private fostering arrangements must be reported to Children's Services by the School.

RADICALISATION

Protecting our students from the risk of radicalisation, should be seen in the wider context of safeguarding. The aim of the Prevent is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals and working to safeguard children and young adults by providing early intervention to protect and divert away from being drawn into terrorist activity.

SELF-HARMING AND SUICIDAL BEHAVIOUR

Children who self-harm or express thoughts about this or suicide, must be taken seriously and provided with appropriate help and intervention at the earliest point. Should a member

of staff become aware of a student engaging in, or suspected to be at risk of engaging in self-harm, they should inform the Designated Safeguarding Lead immediately by completing a Referral Form.

If a student expresses a desire to end their life or has suicidal thoughts, the member of staff must accompany the student immediately to the School's Designated Safeguarding Lead.

SEXTING

Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message. This can lead to 'sextortion' which is a form of sexual exploitation that employs non-physical forms of coercion to extort sexual favours from the victim. 'Sextortion' refers to the broad category of sexual exploitation in which abuse of power is the means of coercion as well as the category of sexual exploitation in which threatened release of sexual images or information is the means of coercion.

SEXUAL HARASSMENT AND SEXUAL VIOLENCE BETWEEN CHILDREN IN SCHOOLS

Sexual harassment refers to 'unwanted conduct of a sexual nature' that can occur online and offline and in the context of student on student sexual harassment within the School setting. Sexual harassment is likely to: violate a student's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Evidence has demonstrated that certain groups, including children with SEND and LGBT, are at greater risk.

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual 'jokes' or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes [schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim] and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos [both often referred to as sexting]; inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

FAMILIAL SEXUAL ABUSE

Familial sexual abuse is defined as forcing or enticing a student or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the student 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 student 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.

CSA in the family, is linked to a range of negative outcomes over the whole of the life course, including poorer physical and mental health, lower income, relationship difficulties and further violence and abuse.

TEENAGE RELATIONSHIP ABUSE

This includes any incident, or pattern of incidents, of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over, who are or have been intimate partners, or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Where there are concerns, or it is known that there is violence present in a teenage relationship, it will be dealt with as a CP concern.

SERIOUS VIOLENCE [Young people being pulled into criminal networks and gangs]

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Staff should be vigilant for signs that children are involved with serious violent crime, criminal networks and gangs and report concerns immediately to the DSL.

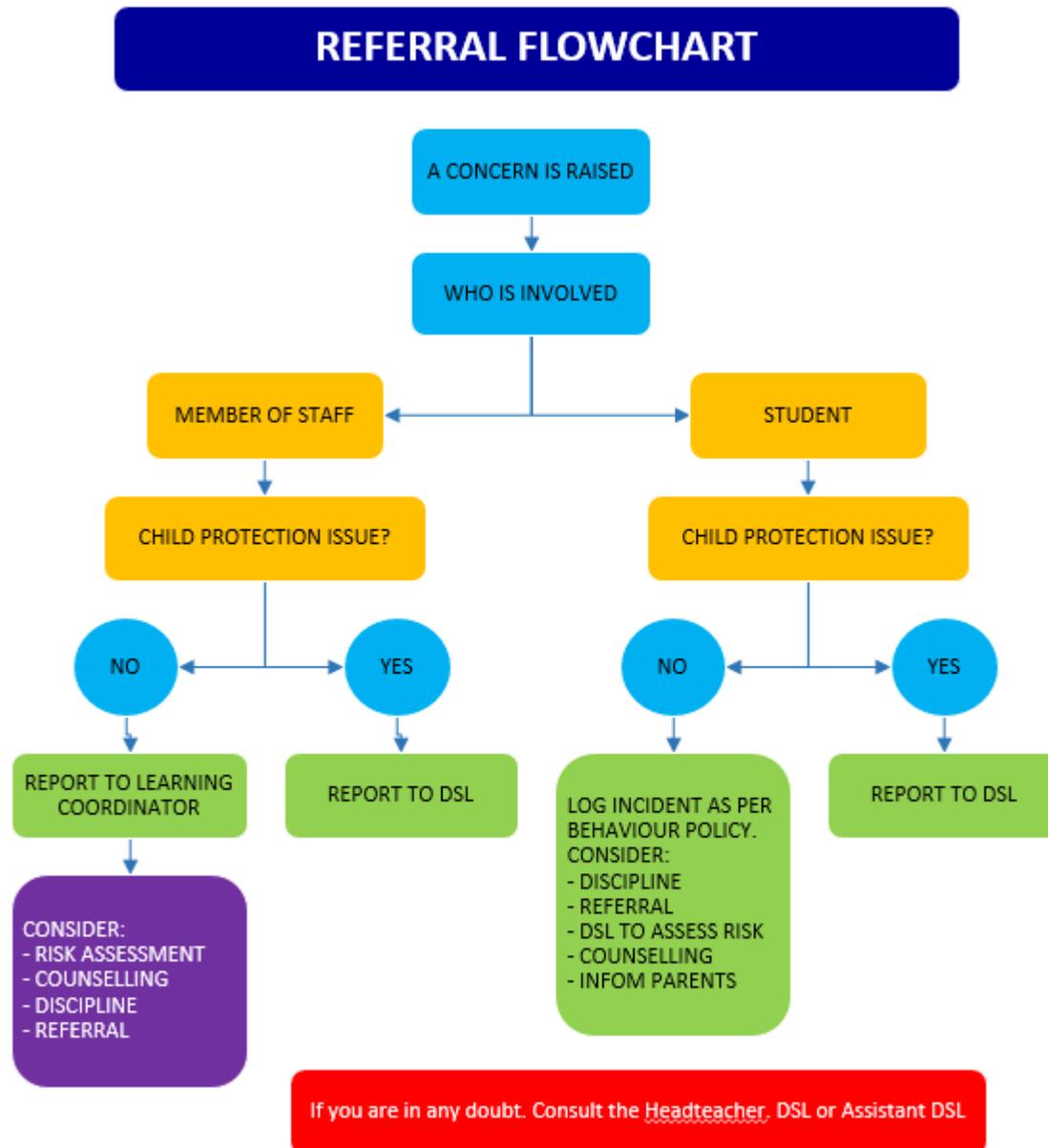
TRAFFICKING

Children may be trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working with drugs. There is evidence that some children are trafficked through numerous countries before arriving in the UK. There are many legitimate reasons why children are brought to the UK, such as economic migration with their family, education, re-joining their family or fleeing a war-torn country. Some children will have travelled with their parents or carers. However, a number of children arrive in the UK accompanied by adults who are either not related to them or in circumstances which raise child protection concerns. For example, there may be little evidence of any pre-existing relationship between the student and the accompanying adult or even no knowledge about the person who will care for the student. There may be unsatisfactory accommodation in the UK, or perhaps no evidence of parental permission for the student to travel to the UK or stay with the sponsor. These irregularities may be the only indication that the student could be a victim of trafficking.

UPSKIRTING

Upskirting became a specific criminal offence under the Voyeurism [Offences] Act 2019. It typically involves taking a photograph under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or causing humiliation, distress or alarm. Keeping Children Safe in Education [2019] lists upskirting as one example of peer on peer abuse of which school staff should be aware.

APPENDIX 2



CONTACT NUMBERS

Hounslow Duty Line: 020 8583 6600/ 020 8583 3200 [Option 2]
Duty Manager [East]: 020 8583 4573

SAFEGUARDING ADVICE AND ALLEGATIONS MANAGEMENT

SAAM DUTY DESK [First point of contact for the Designated Officer [DO]]
Contact Details: 020 8583 2585 or 020 8583 3066 [Existing Cases]

PREVENT LEAD

Mrs Joan Conlon: 020 8583 2197



SAFEGUARDING PLEDGE HESTON COMMUNITY SCHOOL

It is paramount to our core values that we ensure that all our students, irrespective of age, feel safe and secure and that any suspicion of abuse or neglect is responded to promptly and appropriately. Student Protection and Safeguarding training is provided to ensure all staff are aware of their safeguarding responsibilities and the routes of referral they need to use if they have any suspicion that a student’s safety is at risk.

We require all staff to confirm that they have received this training and they are clear about their responsibilities to ensure the safety of all students.

Please read and confirm by signature that you have completed the Safeguarding Training, handed the certificate to Sonia Dosanjh and know what to do if you have concerns about a student’s welfare or safety.

I CONFIRM THAT:	Initial
• I have completed the Safeguarding Training, including e-safety, as part of my induction/at the start of the Academic Year	
• I am fully aware of the procedures for passing on any concerns about student welfare and safety to the Designated Safeguarding Leads: Margot Currie [Designated Safeguarding Lead] or, in her absence, Michelle Stone [Deputy Safeguarding Lead]	
• I will pass on any concerns or issues immediately so that the student’s welfare and safety may be addressed	
• I will act professionally towards students and not take any actions that could be seen as a breach of safeguarding in accordance with the School’s Code of Conduct	
• I have read the management of allegations procedure and am clear that I must pass on any concerns immediately to the Headteacher	
• I know where to find the appropriate policies on Student Welfare and Safeguarding procedures in the Staff Shared Area. I have read these and will follow the procedures as required	
• I will make the School aware of any criminal convictions which have arisen since my most recent DBS check and recognise that the failure to declare any conviction may result in dismissal	
• I have completed and returned my personal data sheet and will advise the School of any changes in personal circumstances [e.g. change of address / name] as they occur	
• I have read Keeping Children Safe in Education [updated September 2020]	

I confirm that I have read and understand the documentation referenced above and agree to work in accordance with the School’s Safeguarding principles and procedures.

Signed: _____

Print Name: _____

Date: _____

Once signed, please hand to Sonia Dosanjh [HR Officer] for School Records

APPENDIX 4



SAFEGUARDING REFERRAL FORM

Student name			
Date and Time		DOB	
Member of staff noting concern			

CONCERN [Please describe as fully as possible]

ACTIONS TAKEN			
Date	Person taking action	Action	Signature

Please pass this form to the Designated Safeguarding Lead when completed

Date Feedback Given:

Person Giving Feedback:

APPENDIX 5

STATEMENT TO STUDENTS IN THE SCHOOL PLANNER

Student Protection – Feeling Safe

[A copy of the information included in the Student Planner]

Every young person has the right to feel safe in School, at home, in the community and on the phone and internet. Sometimes however, someone you know or a stranger may do or say something either to you or to a friend which you feel is wrong and may even be against the law. This could be something which makes you or a friend feel unsafe physically, emotionally or sexually.

If you feel someone is doing or saying something to you or a friend that is wrong, or that makes you feel uncomfortable, you should tell an adult in School about this as soon as you can. You should do this even if you have been told to keep it a secret. You could tell your Tutor, your Learning Coordinator or any member of staff that you feel comfortable talking to about this.

All members of staff in School have a special responsibility to make sure that young people are safe and have received training. **Ms Currie** is the School's **Designated Safeguarding Lead**. You can talk to her directly, if you would prefer. Staff will listen carefully to what you tell them. They will also explain clearly to you what they will need to do to make sure that you, or the young person you are worried about, will be safe.

OTHER AGENCIES WHERE YOU CAN REPORT CONCERNS

- **Student Line** Phone: 08001111 or go to the website at www.studentline.org.uk

If you're being bullied online, or want to speak to someone right now, call Studentline - no worry is too big or too small.

- **CEOP (Student Exploitation and On-Line Protection)** CEOP works with student protection partners across the UK and overseas to identify the main threats to Children and coordinates activity against these threats to bring offenders to account. CEOP protects Children from harm online and offline.

If you are in immediate danger, please call the police on 999 straight away. Please also tell a trusted adult.

APPENDIX 6

Hounslow Child and Family Assessment Notification Form



CFAN 2019.docx

APPENDIX 7

Information Sharing Advice

THE PRINCIPLES

The principles set out below are intended to help practitioners working with Children, young people, parents and carers share information between organisations. Practitioners should use their judgement when making decisions on what information to share and when and should follow organisation procedures or consult with their manager if in doubt. The most important consideration is whether sharing information is likely to safeguard and protect a student.

NECESSARY AND PROPORTIONATE

When taking decisions about what information to share, you should consider how much information you need to release. The Data Protection Act [1998] requires you to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

RELEVANT

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

ADEQUATE

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

ACCURATE

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

TIMELY

Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a student. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

SECURE

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

RECORD

Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.

WHEN AND HOW TO SHARE INFORMATION

When asked to share information, you should consider the following questions to help you decide if and when to share. If the decision is taken to share, you should consider how best to effectively share the information. A flowchart follows the text.

WHEN

Is there a clear and legitimate purpose for sharing information?

- Yes – See next question
- No – Do not share

DOES THE INFORMATION ENABLE AN INDIVIDUAL TO BE IDENTIFIED?

- Yes – See next question
- No – You can share but should consider how

IS THE INFORMATION CONFIDENTIAL?

- Yes – See next question
- No – You can share but should consider how

DO YOU HAVE CONSENT?

- Yes – You can share but should consider how
- No – See next question

IS THERE ANOTHER REASON TO SHARE INFORMATION SUCH AS TO FULFIL A PUBLIC FUNCTION OR TO PROTECT THE VITAL INTERESTS OF THE INFORMATION SUBJECT?

- Yes – You can share but should consider how
- No – Do not share

HOW

- Identify how much information to share
- Distinguish fact from opinion
- Ensure that you are giving the right information to the right individual
- Ensure where possible that you are sharing the information securely
- Inform the individual that the information has been shared if they were not aware of this, as long as this would not create or increase risk of harm

All information sharing decisions and reasons must be recorded. If at any stage you are unsure about how or when to share information, you should seek advice and ensure that the outcome of the discussion is recorded. If there are concerns that a student is suffering or likely to suffer harm, then follow the relevant procedures, without delay.

The Seven Golden Rules for Sharing Information

Sharing information is an intrinsic part of any frontline practitioners' job when working with Children and young people:

1. The General Data Protection Regulation [2018] and Human Rights Law are not barriers to justified information sharing, but provide a framework to ensure that personal information about individuals is shared appropriately.

2. Be open and honest with the individual [and/or their family where appropriate] from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share, with informed consent where appropriate, and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and wellbeing: Base your information sharing decisions on considerations of the safety and wellbeing of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Source – ‘Information Sharing - Advice for practitioners providing safeguarding services to Children, young people, parents and carers’ [March 2015] Reference: DFE-00128-2015