



HEREWARD HOUSE SCHOOL

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Safeguarding and Child Protection Policy

Author: Pascal Evans

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This policy is available on the school website

Hereward House School: Safeguarding and Child Protection Policy

Our School's Aims

At Hereward House we aim to provide a warm, welcoming and safe atmosphere in which every child can thrive and feel comfortable. Whilst embracing the highest academic aspirations for our boys, we believe that a school should not be an exam factory. We strive to create a stimulating, purposeful and happy community, where every child feels valued and secure. We aim to be a school where boys will be encouraged and assisted to develop academically, morally, emotionally, culturally and physically. It is our belief each one should enjoy his school days and reflect upon them with pride, pleasure and affection. We are preparing boys not just for senior school, but for life.

This policy is informed by and has regard to:

Keeping Children Safe In Education (September 2018) (KCSIE)

Disqualification under the Childcare Act 2006 (September 2018)

What to do if you're worried a child is being abused (March 2015)

Working together to Safeguard Children (September 2018)

Prevent Duty Guidance: for England and Wales (March 2015)

The Prevent Duty: Departmental advice for schools and Childminders (June 2015)

The use of social media for on-line radicalisation (July 2015)

Children's Act 1989 and 2004

Education (Independent School Standards Regulations 2014) (England)

Mental Health and Behaviour in School (March 2015)

Counselling in Schools: a Blue Print for the Future

Requirements of Camden Safeguarding Children's Board

Hereward House School: Safeguarding and Child Protection Policy

1: Safeguarding and Child Protection

1.1 Policy statement and principles

This policy refers to the whole school including our EYFS setting.

Purpose of Policy

This policy sets out how the school will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. The school will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm.

The procedures contained in this policy apply to all staff, volunteers and governors. Safeguarding is everyone's responsibility, anyone can make a referral to children's social care.

Policy principles

- Welfare of the child is paramount, the school has a duty to consider at all times the best interests of the child and must take action to enable all children to have the best outcomes.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

1.2 Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

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2: Roles and Responsibilities

Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

2.1 Key Personnel and contacts

Key personnel at the School

Designated Safeguarding Lead (including EYFS) is Nicholas Arnold

Contact details: email: Deputy@herewardhouse.co.uk, tel: 020 7794 4820

The Headmaster and Deputy Designated Safeguarding Lead (including EYFS) is Pascal Evans

Contact details: email: p.evans@herewardhouse.co.uk, tel: 020 7794 4820

Designated LAC Teacher (including EYFS) is Nicholas Arnold

Contact details: email: Deputy@herewardhouse.co.uk, tel: 020 7794 4820

Governor with responsibility for Safeguarding and Child Protection is Michael Abraham

Contact details: email: office@herewardhouse.co.uk, tel: 020 7794 4820

Key personnel in London Borough of Camden

Child Protection Lead Officer and Local Authority Designated Officer (LADO):

Name: Kurt Ferdinand

Contact details: 020 7974 4556

Safeguarding Lead Officers:

Name: Michelle O'Regan (Head of Service – Children in Need)

Tel: 020 7974 1905

Name: Tracey Murphy (Service manager) Tel: 020 7974 4103

Name: Patricia Williams (Service manager) Tel: 020 7974 1558

Children's Contact Service/MASH team:

Manager: Jade Green/David Jaggs

Tel: 020 7974 1553/3317

Fax: 020 7974 3310

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Key personnel in London Borough of Camden

Online safety contact officer::

Name: Jenni Spencer
Tel: 020 7974 2866

PREVENT Education Officer

Name: Jane Murphy
Tel: 020 7974 1008

Emergency Duty Team Social Services Camden (for out of hours 5pm – 9.00am)
Contact details: tel: 020 7794 4444 (contact Camden)

Other key contacts

Local Metropolitan police force

020 8721 2779 or 999 (emergency number) 101 (the non-emergency police number)

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors:

020 7340 7264

Barnet MASH Team:

Tel: 0208 359 4066
Fax: 0208 359 8032

Haringey First Response Screening Team (within the MASH Team):

Tel: 0208 489 4470
Fax: 0208 489 4442

Islington Children Services Contact Team (within the MASH Team):

Tel: 020 7527 7400

Westminster ACCESS Team:

Tel: 020 7461 4000 option 1
Fax: 020 7461 7526

Anti-terrorist Hotline

Tel: 0800 789 321
counterextremism@education.gsi.gov.uk

NSPCC

Tel: 0808 800 5000
help@nspcc.org.uk

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Hereward House School, as required, has a **Designated Safeguarding Lead (DSL)** and a Deputy DSL. The role of the DSL is to take charge coordinating and managing all roles and responsibilities in safeguarding and Child Protection.

If you have any concerns about any staff, pupil or parent you should raise those concerns immediately with the DSL, or failing that with the Deputy DSL

2.2 Camden Supporting People Directive

The Directorate includes Children's Safeguarding and Social Work (CSSW), Early Intervention and Prevention and Education divisions and these services will support the school to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the borough, including an early help service
- providing statutory social work services under the Children Act 1989
- providing the school with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and e-safety
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education including children who are known to be home educated.

2.3 Role and responsibilities of the Governors:

The governing body will ensure that the school meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- The school has the following policies in place and that these are regularly monitored, reviewed and updated where necessary;
 - safeguarding policies and procedures covering early help and child protection that are consistent with Camden Safeguarding Children Board procedures and Camden's internal policies
 - a staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media.

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- a procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present.
- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.
- There is a nominated governor with responsibility for liaising with Camden CSF on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the head teacher.
- A senior member of staff is appointed the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
- There is a designated teacher nominated to promote the educational achievement of looked after and previously looked after children and that this person has received appropriate training for the role.
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy.
- Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the school and there are robust whistleblowing procedures in place.
- Steps are taken to ensure parents and pupils are aware of the school's safeguarding and child protection policies and procedures.
- Governors take steps to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line.
- The school has appropriate written procedures in place to ensure safe recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
- At least 1 member of the governing body has undertaken accredited safer recruitment training.

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- All staff receive safeguarding and child protection training at least every 2 years and receive regular updates from the designated safeguarding lead to ensure they remain up to date with new legislation.
- The school has procedures in place to deal with allegations made against other pupils and pupils who go missing from education.
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.
- the school has staff that possess the knowledge, understanding and skills necessary to keep safe children who are looked after by a local authority, and that a designated member of staff has the responsibility for their welfare and progress and has up-to-date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers.

2.4 Role of the School and Headmaster in promoting safeguarding

The school promotes safeguarding and helps to ensure pupils to keep safe by:

- ensuring all staff are inducted thoroughly and have read all the schools safeguarding and child protection policies, behaviour policies and the CSCB children missing from education policy so that they are fully aware of their role in safeguarding children and are able to fully implement policies.
- ensuring staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- educating pupils about safeguarding through the school curriculum
- being flexible with our teaching approaches, as appropriate, so as to be able to address relevant, current issues such as extremism and radicalisation
- upholding a school ethos which promotes a positive, supportive and secure environment in which every child can thrive and feel comfortable
- creating a culture which helps children to feel safe and able to raise any concerns or suggestions, in the knowledge that they will be listened to and valued
- discussing and exploring concerns through PSHEE, form time and assembly

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- ensuring there is provision for listening to children, such as the suggestions and concerns box in the library, to open as many possible channels of communication between staff and pupils
- running an open door policy, where pupils and parents feel comfortable approaching the Headmaster or Deputy Head for support with any issue or concerns that they have.

2.5 Role and responsibilities of the DSL:

The role of the DSL is to:

- In line with published local thresholds, liaise and manage referrals to relevant agencies such as Children's Safeguarding and Social Work (CSSW), the Local Authority Designated Office LADO, the CHANNEL Panel, the Police and the Disclosures and Barring Services.
- Provide advice and guidance for staff on safeguarding and child protection issues. Provide regular updates received from Camden to all staff and governors on any changes in safeguarding or child protection legislation.
- Ensure the appropriate training of all staff, in line with Camden CSB guidelines, and to ensure that all staff, including temporary and voluntary staff, are made aware of the appropriate policies, procedures and safeguarding arrangements.
- Attend regular training, including Prevent awareness training,
- have an understanding of Camden CSB procedures and to act as a source of support and expertise to the school community
- oversee child protection systems within the school, including the secure management of records, standards of recording concerns and referral processes
- notify children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensure relevant records are passed when pupils transfer to a new school and where appropriate, share relevant information with schools or colleges to enable continued support the child on transfer
- be aware of those children who may be in need, young carers and children who have special educational needs and liaise with the SENCO when considering any safeguarding action for a child with special needs
- liaise with the designated teacher for LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child;

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- be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns
- attend and/or contribute to child protection conferences
- Ensure that they are contactable at all points during the school term, especially at point where they are not present on the main school sites
- coordinate the school's contribution to child protection plans
- develop effective links with relevant statutory and voluntary agencies
- keep governors informed of ongoing safeguarding and child protection issues and enquiries and to liaise with the nominated governor and ensures that the safeguarding and child protection policy is updated annually
- keep a record of staff attendance at child protection training
- take lead responsibility for safeguarding children in the EYFS setting
- make the safeguarding and child protection policy available to parents via the school website
- take responsibility for ensuring the effective provision of online safety at the school.
- Discharge the role with sufficient independence, especially if an allegation were made against the proprietors or a family member

2.6 Role and responsibilities of the Deputy DSL:

The Deputy Designated Safeguarding Lead is appropriately trained, to the same level as the DSL and, in the absence of the DSL, carries out the role of the DSL to ensure the ongoing safety and protection of pupils.

2.7 Role and responsibilities of all staff:

All staff must ensure that they:

- have read part one of Keeping Children Safe in Education September 2016 and Annex A of KCSIE September 2016 if they work directly with children or are school leaders
- are aware of the systems, policies and procedures within the school that support safeguarding and child protection

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- work together to provide a safe environment for children to work and learn in
- are aware of their duty of care to the children, the importance of listening to them and taking their concerns seriously
- follow good practice guidelines, set out later in this policy and the **Staff Behaviour and Code of Conduct Policy**
- are aware of signs of abuse and neglect so that they are able to identify children who may be in need of early help or who are suffering or are likely to suffer, significant harm and in such circumstances to take appropriate action, working with other services as needed
- report any concerns to the DSL, Deputy DSL, Chair of Governors or if unavailable directly to the LADO (allegation against member of staff) or Camden CSB (issues of abuse against persons outside of school.) **Safeguarding is everyone's responsibility and anyone can make a referral to children's social care.**

2.8 Multi-agency working

The school will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and *Working together to safeguard children* 2018.

The school/ recognises its vital role in safeguarding school-age children and will co-operate with the Camden Safeguarding Children Board to ensure joint working with partner agencies in order to improve outcomes for children in Camden.

3: Safeguarding Children

The school will carry out its duty to safeguard pupils which is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

To achieve these aims, the school will:

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- identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating;
- where the child's extra needs require services from another agency, make a referral to the Early Help service (via the Child and Family Contact team) for appropriate help and support;
- where the child is receiving an Early Help service, work as part of the Team around the Child and take up the role of lead professional where this is appropriate;
- identify children who may be suffering from significant harm and make a child protection referral to CSSW (via the Child and Family Contact team who will pass referrals on to the MASH);
- share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

The school will refer to Camden's thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.

[Safeguarding children - Camden Council](#)

All referrals for a children's social care service will be made by way of an e-CAF referral to Camden's Child and Family Contact team. The team is Camden's "front door" for children's social care referrals and accepts referrals for all cases.

Parental consent for referral will be sought but a referral will be made regardless of consent being given in cases where the child is at risk of significant harm.

Staff will also share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

3.1 Early Help Cases

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs
- young carers

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- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
 - children who frequently go missing from home, school or care;
 - children who are misusing drugs or alcohol;
 - children at risk of exploitation through modern slavery and trafficking;
 - children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
 - children who have returned home from care;
 - children who show early signs of abuse or neglect;
 - children at risk of radicalisation;
 - privately fostered children.
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- Where the child's extra needs require services, consideration will be given to what early help support can be offered a child by the school/college.
 - If the child requires an early help service from another agency, the school/college will make a referral to the Early Help service (via the Child and Family Contact team) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
 - Where the child is receiving an Early Help service, the school will work as part of the Team around the Child and take up the role of lead professional where this is appropriate.
 - Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school believes that this is not the case, consideration should be given making a referral for a statutory social work service.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Camden Safeguarding Children Board referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

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3.2 Referral for a statutory social work service

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the designated safeguarding lead or their deputy are most likely to have the most complete safeguarding overview. Following consultation the designated safeguarding lead should decide on whether to make a referral to CSSW via the Contact Service.

Where the referral raises concerns that the child is at risk of significant harm, the case will be passed on to Camden's MASH team to gather relevant information from other agencies.

The Contact Service will inform the school within 1 working day of the outcome of any referral and what action CSSW will be taking. This may include any of the following:

- Carrying out a child and family assessment to identify the child's needs and establish if the child is a **child in need** under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.
- Convening a **strategy meeting under child protection** procedures as set out in section 4 for any child where there are concerns about significant harm and/or taking any immediate action in order to protect the child.
- Providing services for the child and their family in the meantime whilst work is ongoing (including details of services).

3.3 Recognition

Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead.

Staff should refer to **appendix 1** for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.

Any concerns held by staff should be discussed in the first instance with the designated safeguarding lead or their deputy and advice sought on what action should be taken. Where required, advice on thresholds and indicators of harm can be obtained from the MASH social worker on a no-names basis.

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3.4 Procedure for staff if a pupil discloses

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member must let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgment. If they do so immediately the pupil may think that the member of staff is reluctant to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise. If possible and practicable to do so, it's best to find a quiet area out of earshot of others but within a sphere of loose supervision. If free the Headmaster's office or the library are best suited.

During their conversations with pupils staff will:

- allow the pupil to speak freely
- remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – 'I'm so sorry this has happened'; 'I want to help'; 'This isn't your fault'; 'You are doing the right thing in talking to me'
- Reassure the pupil that you are listening and want to help
- do not be afraid of silences – staff must remember how hard this must be for the pupil
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's relatives think about all this
- tell the pupil that in order to help them, they must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the DSL. Otherwise it is the duty of the member of staff to inform the DSL of what has been discussed. If the pupil does agree to go and see the DSL, the staff member should inform the DSL that the child will be coming to see them at some point
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the **record of concern form** and hand it to the DSL
- seek support if they feel distressed

3.5 Referral

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Where possible, a decision on whether or not to refer a pupil to CSSW should be made by the designated safeguarding lead or their deputy following a discussion with the member of staff who has raised concerns. However this should not delay any referral and any member of staff may make a referral if this is necessary but staff should discuss the matter with a member of the senior management team and take advice from the Child and Family Contact team social worker. The designated safeguarding lead should be informed as soon as possible.

Referrals should be in writing using an e-CAF referral completed either by the teacher raising concerns or by the designated safeguarding lead. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.

Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a “no names” basis with Camden’s Child Protection Co-ordinator or the Child and Family Contact team social worker to obtain advice on how to proceed.

Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.

If the child already has an allocated CSSW social worker, the referral should be made directly to them. If the child is not already known to CSSW, referrals should be made to the Child and Family Contact team. If the child lives outside Camden, a referral should be made to their home local authority.

All referrals will be acknowledged by the Child and Family Contact team manager within 24 hours and the referrer informed of what action will be taken

If the school does not think the child’s situation is improving within a reasonable timescale following referral, this should be taken up with CSSW/Early help services via the designated safeguarding lead.

3.5.1 Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make initial contact with the parent in the event of a concern, suspicion or disclosure.

Parental consent will be sought prior to a referral being made unless the DSL feels that notifying the parents would place the child at risk of further harm, interfere with a criminal

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investigation or cause undue delay. In this case advice will be sought as whether to inform them.

If parents do not consent, but the child is at risk of significant harm, the referral should still be made.

3.6 Procedure to follow if staff have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil can feel conflicted. They may be concerned that they have misunderstood the situation and be concerned about the possible ramifications. All staff must remember that the welfare of the child is paramount. The school's whistleblowing procedure enables staff to raise concerns or allegations in confidence and for a sensitive inquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headmaster. Complaints about the Headmaster should be reported to the Chair of Governors. Complaints about a member of the Governing body should be reported to the Headmaster or DSL.

If you have a concern about the DSL you should report to the chair of governors. All allegations or suspicions against the Headmaster should be reported to the chair of governors without informing the Headmaster.

In any of the above cases colleagues can contact the LADO directly if they believe the concerns are not being investigated properly.

3.7 Whistleblowing

The school has a culture of safety and raising concerns, it values its staff and believes in reflective practice. The school fosters a culture of openness in line with the "Freedom to speak up" review and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

The school/college recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school/college environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools/colleges are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school/college, staff and volunteers may report concerns to the following;

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- Camden's lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil;
- The following numbers can be used where there are issues regarding the school/college's overall procedures around safeguarding
 - Camden Council's confidential and independent help-line for protected disclosure on **0800 734199**
 - Ofsted whistle-blowing line on **0300 123 3155**
 - NSPCC whistleblowing helpline on **0800 028 0285**

The head teacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

3.8 Reporting directly to child protection agencies

Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with CSSW (contact MASH,) police or the NSPCC if:

- the situation is an emergency and the DSL, the Deputy DSL, the Headmaster and the Chair of Governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety

3.9 Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, Headmaster or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to

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relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headmaster.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

3.10 Action if a pupil is missing

N.B Please refer also to the school's missing-child procedures which also include the requirements for an EYFS missing child in its content.

- first check with the pupil's friends
- check with the office who will check to see if the pupil has left. If necessary, inform the senior member of staff on duty who will then follow up this information.
- If this does not resolve the situation contact the DSL (Nicholas Arnold) immediately. If he is absent contact the Deputy DSL (Pascal Evans) or The Governor with Responsibility for Safeguarding (Mike Abraham.)

Should a pupil leave the school without notice being given by the parent or without the school being advised by the parent of the new address and/or school the child is to attend, the school will notify the Education Welfare Service as soon as possible.

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:

The Education Welfare Service must be notified of all decisions.

If the child is already known to Children's Safeguarding and Social Work (CSSW), their allocated social worker should be notified immediately.

If the child is not known to CSSW, but the school has concerns about their welfare, the Designated Safeguarding Lead should make a referral to CSSW.

3.11 Children who are missing from education or home educated

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The School will be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns. The School refers to Camden's "Children missing from education" policy and the CSCB missing children protocol for further details available at: [Schools and Nurseries Safeguarding Policies | Camden Safeguarding Children Board](#)

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:

- The Education Welfare Service must be notified of all decisions.
- If the child is already known to CSSW, their allocated social worker should be notified immediately.
- If the child is not known to CSSW, but the school has concerns about their welfare, the designated safeguarding lead should make a referral to CSSW.

3.12 Arrangements for Dealing with Peer on Peer Abuse

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexual violence and sexual harassment; physical abuse; sexting (or youth produced sexual imagery); initiation violence and rituals. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh" or "boys being boys". The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children.

The School takes the following steps to minimise the risk of peer-on-peer abuse.

- This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them.
- There is a strong and positive PHSEE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.
- Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood.
- Staff will consider each issue and each individual in their own right before taking action.

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- Pupils are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'.
- Pupils are involved in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive

Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures. Where an issue of pupil behaviour gives '**reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm**', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from Camden CSB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the CCSB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the CCSB and/ or the Police as appropriate.

The referral CSSW MASH will be made under the *Children who harm other children* protocol available at: [Policies / Guidance | Camden Safeguarding Children Board](#)

Police may be informed of any harmful behaviours which are potentially criminal in nature. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the Headmaster and the DSL and support from external agencies will be sought, as appropriate.

All allegations will be recorded in line with safeguarding procedures.

In relation to a report of peer on peer abuse, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting abuse; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and

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considerations regarding shared classes, sharing school premises and school transport.

Sexting should be dealt with under the same process as used in other instances, where staff feel a pupil is at risk of significant harm (set out in 3.2 and 3.3). In addition to this staff must not view or forward illegal images of a child. Further advice is available at UK Council for Child Internet Safety (UKCCIS): [Sexting in schools and colleges](#).

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

3.13 Children at risk of radicalisation

Please see Appendix 3 for details of the school's support for building resilience against radicalisation.

The school safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/MS_C_Guidance_Maintained_Schools.pdf

Under Counter-Terrorism and Security Act 2015, the school also has a duty to refer young people on to Camden's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

Where a school/college has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or that a younger pupil may be at risk due to their parent's radicalisation, the school/college will follow the guidance set out in the CSCB guidance "Safeguarding children and young people from radicalisation and extremism" available at:

<http://www.cscb-new.co.uk/wp-content/uploads/2016/03/CSCB-guidance-on-radicalisation-and-extremism.pdf>

Schools should always be a safe space for young people to explore new ideas and perspectives, and develop their critical thinking skills. Where there are concerns about radicalisation and a referral to Channel Panel is being considered the school/college should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

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The DSL should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from the Police Prevent Engagement Officer (Mark Fowler, Mark.P.Fowler@met.pnn.police.uk or call 0208 733 6014) and Camden's Prevent co-ordinator (Rema Patel, rema.patel@camden.gov.uk or call 020 7974 1475).

Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

Further advice for staff and governors can be sought from the DfE dedicated helpline and mailbox: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

3.14 Mandatory reporting of Female Genital Mutilation (FGM)

The school/college will follow the statutory guidance on FGM available at: [Multi-agency statutory guidance on female genital mutilation - Publications - GOV.UK](#)

Where a pupil makes a disclosure of FGM, the school/college will follow the mandatory reporting rules and make appropriate referrals to the police as set out in the CSCB guidance available at: <http://www.cscb-new.co.uk/wp-content/uploads/2015/10/FGM-mandatory-reporting-guide.pdf>

3.15 Children with special education needs or disabilities (SEND)

The school/college is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. School policies reflect this and recognise that staff need to be able to help this group to overcome barriers to seeking help.

3.16 Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating the DSL to keep all parties informed and be the central point of contact
- nominating separate link- person/people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with

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distress or anxiety

- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies

3.17 Looked after and previously looked after children and care leavers

The school recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

The school designated teacher for LAC and care leavers has specialist knowledge of the issues faced by this cohort and for this reason, the designated safeguarding lead will consult with the designated teacher to seek advice whenever there are concerns about the welfare of a looked after or previously looked after child or care leaver.

4: Recognising Neglect and Abuse

4.1 Recognition of neglect and abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES](#) website and [NSPCC](#) website

Please see Appendix 1 for child protection definitions and further information on children missing in education, child sexual exploitation and preventing radicalisation.

Please see Appendix 2 for indicators and signs of abuse.

4.2 Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and

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destructive relationships and long-term medical or psychiatric difficulties.

The school will do everything in its power to reduce the impact of abuse as far as is possible during the time that the child is in our care. The action points for this will vary from child to child depending on the type of abuse, their age, circumstances and personal development.

4.3 Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language

5: Guidelines on Staff Behaviour and Good Practice

5.1 Good practice guidelines

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice. Good practice applies to all staff and includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them

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- encouraging positive and safe behaviour among pupils
- being a good listener, establishing an environment where children feel secure, are encouraged to talk and feel that concerns and suggestions are listened to
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's safeguarding and child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse

5.2 Staff Behaviour and Code of Practice

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be sensible to suggest that a pupil sees an appropriate adult in the school.

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. Below the school has highlighted a number of codes of practice staff members must adhere to in relation to safeguarding and child protection.

5.2.1 Communication with Pupils

Staff should not give their personal mobile phone numbers or personal email addresses to pupils, nor should they communicate with them by text message. Staff should try to avoid communication to pupils' personal email addresses, unless the communication is CC'd to their parents. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system.

5.2.2 Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their

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professional role. Staff should, therefore, use their professional judgment at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

5.2.3 Physical Intervention

Please see Physical Intervention Policy

Physical intervention and restraint on pupils should only be used as a last resort, normally when de-escalation strategies have failed, and when there is a clear risk of serious harm to the pupil or others or serious damage to property.

Decisions on when to use physical intervention is a matter of professional judgement, and any intervention or restraint should be proportionate, reasonable and necessary to the perceived risk and should continue only for as long as the risk remains. Should such an intervention be required the school should record the details, including any injury, and contact the parent/carer on the same day to explain the circumstances involved.

5.2.4 Physical education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

5.2.5 Transporting pupils

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It is inadvisable for a teacher to give a lift in a car to a pupil alone. This should be avoided if possible. Where practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to the Headmaster or Deputy Head and the pupils parents.

5.2.6 Use of Mobile Phones and Cameras

Photographs will only be taken of children with their parents' permission (provided in writing via consent form). Photographs will only be taken by a designated staff member/s. Where photographs are taken by staff to give evidence of children's progress, photos can only be taken on school cameras or iPads. They must then be downloaded onto school computers, where they will be monitored. Photos cannot be used or passed on outside the school.

Neither staff nor pupils may use mobile phones within our EYFS setting (Transition.)

5.2.7 Social Media

Playing an active part in social media offers great potential for the school to engage with the world. Social networks are where we engage, respond and promote the great things that happen at school. As a school we have an opportunity to play a part in communicating to pupils, parents, and others. But we also have a duty to do so responsibly.

Staff must use judgement. Social networks are public spaces like any other, staff should behave professionally at all times and act as role models. Staff should refrain from commenting negatively on pupils, colleagues, parents, competitors, products or partner organisations.

This also applies to personal use of social networks – social media opinions are permanent, so staff must make sure they are happy that they could be seen by pupils, parents, colleagues, and the public.

Staff must also protect the School's confidentiality. Refrain from sharing confidential or sensitive information about the School or about those whose information is held.

Staff need to be very careful when using social media, they must not follow individual, current or former pupils on Twitter, nor should they 'friend' individual, current or former pupils on Facebook, or similar formats

Staff must not criticise or argue with other members of staff, parents or pupils on social media and should refrain from swearing or using bad language in online postings.

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Staff should not post links to inappropriate content nor retweet or share other people's inappropriate comments or links.

These guidelines do not cover all possible situations and staff will need to exercise their own professional judgement and discretion. The above situations give some indication of the potential problems area and how to minimise risks. If in doubt contact the Headmaster.

If you become aware of or have concerns about a boy out of school hours through Social Media, you should follow the school's Safeguarding procedures as soon as practicable.

5.2.8 Personal Care

Please see Personal Care Policy.

Staff should follow the school policy when providing personal care.

Staff must never provide personal care by themselves and must always work in a pair. When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen. When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher. Parents should always be notified if intimate care has been provided.

When children are changing, levels of supervision should be appropriate to the pupil's age. Staff should avoid any physical contact unless a child needs help. Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

5.2.9 Abuse of trust

The preceding paragraphs covered just a number of areas in relation to staff behaviour and codes of practice. All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. The **staff behaviour and code of conduct policy** further sets out expectations in this respect.

5.3 Staff who are the subject of an allegation

In the event that an allegation is made against a member of staff or volunteer, the school will follow Camden's *Guidance for the management of an allegation against a member of staff*. [Policies / Guidance | Camden Safeguarding Children Board](#)

Immediate contact will be made with the LADO to discuss any allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police.

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The school will appoint a responsible staff member, normally the Headmaster, who will be the school representative for the purposes of the allegations procedures and who will link with the LADO in the event of any allegations being raised. An additional staff member will be appointed as their deputy to act in their absence or if allegations are made against the responsible staff member.

If the allegation is against the Headmaster/DSL it should be reported to the chair of governors without informing the Headmaster/DSL. The chair of governors will contact the LADO directly.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

If the allegation concerns a member of staff, a volunteer or another pupil he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known.

The school will promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met¹.

The DBS referral form and guidance for completing the form can be accessed on line via the DBS website at:

[Disclosure and Barring Service: criminal record checks, referrals and complaints - Detailed guidance - GOV.UK](#)

¹ Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

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In the event that a staff member is removed or resigns from the school prior to, or following, the upholding of an allegation against that person and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the DBS.

The school has a duty to consider making a referral to the Teaching and Regulation Agency (TRA) where a teacher has been dismissed and a prohibition order may be appropriate. Where a referral has been made to the DBS, it is not necessary for a referral also to be made to TRA, as information is shared between the two bodies.

In cases where behaviour has not reached the threshold to be referred to the DBS but has otherwise acted in a way that brings the profession into disrepute and led to a dismissal the school will consider whether it is appropriate to a referral to the TRA instead.

Any pupils who are involved will receive appropriate care.

5.4 Complaints procedure

Our complaints procedure will be followed where a parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for a child protection concern. Complaints are managed by the Headmaster and/or the governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures which can be found in our **School Complaints Policy**.

If a complaint is related to child protection, it will be dealt with under Safeguarding and Child Protection procedures rather than the usual School Complaints procedure.

6: School procedures promote safeguarding

6.1 Safer recruitment

6.1.1 Staff

Our school endeavours to ensure that we do our utmost to employ 'safe' staff *by following the guidance in Safeguarding Children and Safer Recruitment in Education (pp20-54) together with the local authority and the school's individual procedures.*

Safer recruitment means that all applicants will:

- complete an application form (with career history)

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- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Disclosure and Barring Service (DBS) as appropriate to their role
- be interviewed (at least one member of the interviewing panel will have had Safe Recruitment Training)
- undergo an overseas criminal check if applicable
- Prove right to work in UK if applicable
- complete a medical fitness questionnaire
- Complete a self-declaration Form
- Go through a prohibition check, carried out by the Bursar
- Go through a prohibition from Management check if applicable

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their child protection training needs.

All newly appointed staff sign to confirm they have received a copy of the Safeguarding and Child Protection Policy.

Please see our **Safe Recruitment Policy**

6.1.2 Disqualification by Association

In line with recent guidance the school no longer requests disqualification by association checks. The by association provisions now only apply to childcare in domestic settings.

6.1.3 Volunteers

The Headmaster will ensure that the following are carried out in relation to unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom:

- Volunteers will be required to undergo a recruitment process, such as reference checks and interviews, which are appropriate and proportional to the duties assigned to them.
- Volunteers who are carrying out a regulated activity, for example being left unsupervised with pupils or providing personal care to pupils, will be subject to an enhanced DBS check, including barred list information.
- The Headmaster will ensure that all volunteers are competent to carry out the duties assigned to them and only assigned duties that are suitable to their qualification and experience.

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- For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the head teacher/principal will carry out a risk assessment to decide whether an enhanced DBS check should be carried out depending on:
 - the nature of the role
 - what information is already known about the volunteer
 - what references from work or volunteering activity the volunteer has provided regarding suitability
 - whether the role is eligible for an enhanced DBS check.
- Volunteers for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.

All volunteers will be fully inducted in relation to all school policies and procedures.

6.1.4 Contractors and Visitors

The Headmaster will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.

Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Headmaster will request written confirmation that relevant checks have been carried out for that individual.

All visitors and contractors will be:

- informed to report to reception on arrival
- expected to provide proof of identity
- expected to wear a name-badge and carry some form of identification at all times when on the school premises;
- suitably supervised by school staff at all times
- made aware of school health and safety procedures

Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.

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Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

6.1.5 Visiting Speakers

The school will follow the Prevent statutory guidance protocols for ensuring that any visiting speakers, whether invited by staff, parents or pupils, are suitable and appropriately supervised. This means that even in cases where specific vetting checks are not prescribed, speakers will not be left alone with pupils. Schools must take action to ensure that they are suitable. An internet search, can sometimes be more instructive than formal vetting checks.

The Prevent requirement to check speakers and the KCSIE is likely to mean in practice that checks on visiting speakers will be recordable on the Single Central Register either as checks on staff or un-prescribed checks on volunteers.

6.2 Staff Induction and Training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

6.2.1 Staff Induction

The Headmaster will ensure that all staff (including temporary staff and volunteers) are fully inducted, are made aware of the school safeguarding and child protection policy and procedures and that staff are fully aware of their role in implementing these.

Staff will be issued with the following documents during induction training:

- The identity and role of the DSL, Deputy DSL and Governor with responsibility
- The school's safeguarding and child protection policy
- A copy of KCSIE part 1 (2018)
- A copy Annex A of KCSIE 2018 if the member of staff is a school leader or is directly involved in teaching
- Fire Emergency Plan Procedures
- The Staff Behaviour and Code of Conduct Policy (including whistleblowing procedures)
- Missing Child Policy

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In addition to this the DSL will explain the following policies to them

- Safeguarding policy
- Staff Behaviour Policy
- Behaviour, Rewards and Sanctions Policy
- Safeguarding Response to Children Missing from Education
- Online safety
- DSL roles

6.2.2 Staff Training

The DSL will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on a two-yearly basis.

The Headmaster will keep a central record of all statutory and other training undertaken by staff.

As well as basic safeguarding training, the DSL and the Deputy DSL will receive specific training on their role and other relevant multi-agency training courses. The school will ensure that the Deputy DSL receives the same level of training as the DSL.

The DSL and Deputy DSL will receive training as set out in Annex B of KCSIE and cover inter-agency working, including Prevent, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of openness and listening to children.

The context of the school within the community will be a factor in determining the level and focus for training and responsiveness to factors such as FGM, radicalisation, Child sexual exploitation, on-line safety, and cyberbullying and mental health

Advice will be sought from Positive Learning Ltd to ensure that the training is sufficient, in line with Camden CSB directives and frequent enough to equip staff to follow the school's procedures and to raise concerns appropriately.

All staff are expected to undertake training to familiarise themselves with the risks of radicalisation and how to identify children and young people at risk. Staff take the CHANNEL online training module suitable for teaching staff and other frontline workers. http://course.ncalt.com/Channel_General_Awareness/01/index.html

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In addition the DSL and Deputy DSL will undertake Prevent awareness training so they can provide advice and support for other staff members.

Training provided has regard to the requirements set out by the EYFS Statutory Framework. Specifically, it enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.

6.3 Extended school and off-site arrangements

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 we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we check that effective child protection arrangements are in place.

6.4 Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them

6.5 e-Safety

The school takes e-Safety very seriously and organises specialist talks for parents. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school.

As part of the school's online safeguarding measures a strong Internet content filtering system has been set up on all school technology accessing the Internet. The filter is imposed

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on any electronic equipment accessing the internet via the school network. It is also the responsibility of the ICT Manager to regularly check (and when necessary, update) the list of 'blocked sites' to ensure continued pupil online protection. The school is aware that content filtering systems are unable to block access to websites from 3G and 4G mobile phones. The school instead relies on pupil behaviour management to ensure pupils e-safety. Pupils must hand in their mobile phones for the duration of the school day.

The school builds resilience in its pupils by providing them with opportunities to learn about e-safety within a range of curriculum areas and ICT lessons. Educating pupils on the dangers of technologies that may be encountered outside school will also be carried out via PSHEE, as well as informally, when opportunities arise.

At age-appropriate levels, and usually via PSHEE or ICT, pupils are taught to look after their own online safety. Pupils are informally taught about recognising online sexual exploitation, stalking and grooming, the risks, and of their duty to report any such instances they or their peers come across. Pupils can report concerns to the DSL, their form teacher and any member of staff at the school.

All pupils are aware that they are not allowed to use mobile phones during the school day.

Please see e-Safety and Cyber Bullying Policy

7: Useful links for parents, staff and pupils

Below is a list of useful websites for Parents, Staff and Pupils

The UK Safer Internet Centre www.saferinternet.org.uk

CEOP's Thinkuknow website www.thinkuknow.co.uk

8: References

A. 'Disqualification under the Childcare Act 2006 (September 2018)

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

B. 'The Early Years Foundation Stage: Statutory Framework April 2017':

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

C. 'Keeping Children safe in education' DfE guidance September 2018:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

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D 'Working Together to Safeguard Children', DfE guidance dated July 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

E. "Every Child Matters: Change for Children in Schools" DfE guidance, 2005:

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES/1081/2004>

F. "Children's act 1989"

<https://www.legislation.gov.uk/ukpga/1989/41/contents>

G. "Children's Act 2014"

<https://www.legislation.gov.uk/ukpga/2004/31/contents>

9: Other Related School Policies

These policies can be found on the School Drive of the School's Computer Network. If you wish to see a copy of one of the following policies and do not have access to the School Computer Network please request a copy from the school office;

Anti-Bullying Policy

Behaviour, Rewards and Sanctions Policy

e-Safety and Cyber Bullying Policy

Health and Safety Policy

Missing Child Policy

Parental Complaint Procedure

Personal Care Policy

Physical Intervention Policy

Safe Recruitment Policy


Staff Behaviour and Code of Conduct Policy

10: Review

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This policy is reviewed is regularly monitored by the DSL and annually reviewed by the Headmaster and the Governing Body.

Pascal Evans (Headmaster and DSL)

Signed: 

Date: 20th September 2018

Leonie Sampson (Chairman of Governing Body)

Signed: 

Dated: 20th September 2018

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Appendix 1: Recognising abuse

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, 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.

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

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.

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

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

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

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 cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Annex A of KSCIE

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

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Please click on the following for further information on indicators of abuse and neglect.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737606/Keeping children safe in education part 1 Sept 2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737606/Keeping_children_safe_in_education_part_1_Sept_2018.pdf)

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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Appendix 2: Indicators of abuse – Signs of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained, bruises, cuts, burns, scalds or bite marks.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

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Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care;
- Parents who fail to seek medical treatment when their children are ill or are injured.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or don't take part in education.

Some of the following signs may be indicators of FGM:

Although we do not have girls at the school many pupils have sisters that attend school events.

Full guidance can be found at;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

Indicators FGM may be about to take place soon;

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin

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- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- Parents seeking to withdraw their children from learning about FGM

Indicators FGM may already have taken place;

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.

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- A girl may talk about pain or discomfort between her legs.

Some of the following signs may be indicators of radicalisation:

Indicators of vulnerability include:

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour;

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- Experiencing a high level of social isolation resulting in issues of identify crisis and/or personal crisis.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report their concerns – they do not need ‘absolute proof’ that the child is at risk.

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Appendix 3: Procedure for Preventing extremism and radicalisation

When operating this procedure the school uses 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 our school 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.

As a school we recognise 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 these procedures. 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.

Therefore, we will provide a broad and balanced curriculum, delivered by staff, 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.

Furthermore we are 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 our Behaviour, Rewards and Sanctions Policy or our Staff Behaviour and Code of Conduct Policy. Where misconduct by a member of staff is proven the matter may be dealt with through the school’s disciplinary procedures. As part of wider safeguarding responsibilities school staff will be alert to:

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- 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 networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Neighbouring schools, local authority 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 equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Views that are contrary to the fundamental British values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths.

Teaching Approach

We will all 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. In our school this will be achieved by good teaching, primarily via PSHEE and assemblies. We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

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We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Child Protection

Safeguarding is the responsibility of everyone and all staff have a duty to report to the DSL any behaviour that concerns them as showing signs of an inclination to extremism or radicalisation. Where deemed necessary the DSL may discuss matters with Camden's children's social care or he may refer the child to Camden's Channel officer (0207 974 1475)

Online Safety

The school ensures that children are safe from terrorist and extremist material when accessing the internet in school.

- It checks filters and revise ICT acceptable use agreements.
- It equips children to stay safe online, both in school and outside of school.
- It ensures teaching staff are aware of the risks posed by online activity of extremist and terrorist groups.

Training

The DSL has undertaken Prevent awareness training so he can provide advice and support to other staff members.

A 20 minute online training module suitable for teaching staff and other frontline workers is available from Channel. http://course.ncalt.com/Channel_General_Awareness/01/index.html