

February 2018

“There is no magic formula: safeguarding children in schools is about fostering a culture where children come first”.

[Sean Harford, Ofsted's National Director of Education, January 2017].

At Parayhouse School we are committed to safeguarding our students, and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously, and encourage our students to talk to us about anything that worries them.

WE WILL ALWAYS ACT IN THE BEST INTEREST OF THE CHILD.

Policy ratified by Governors:

Policy available to parents: via website/request

Policy to be reviewed: March 2019

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THIS SAFEGUARDING POLICY HAS BEEN REVIEWED AND UPDATED FOLLOWING THE PUBLICATION OF THE DFE DOCUMENT “Keeping Children Safe in Schools” published in September 2016.

Parayhouse School will:

- Provide an environment where students feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.
- Promote student's self-esteem and confidence.
- Recognise and respect children as individuals in the light of their culture, religion, gender, sexuality, ability, wishes and feelings, and celebrate individual differences.
- Promote good relationships with parents and carers, with the wider community and with external agencies.
- Provide an environment where there can be opportunities for discussion on sensitive issues such as relationships, emotions, touching, bullying and other problem areas that students wish to discuss.
- Teach our students about safeguarding, including online, as part of their broad and balanced curriculum.
- Provide a pastoral network to offer suitable support and guidance so that students have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
- Seek to ensure that ongoing support is offered to students after a disclosure concerned with Safeguarding issues.
- Ensure that Safeguarding is part of induction training for all new staff. The Designated Safeguarding Leads [DSLs] ensure that all staff have 'refresher' training every year. Additional specific training is provided during the school year – i.e Prevent, FGM.
- Operate a comprehensive E-Safety Policy which takes into account the significant challenges that online engagement can present in safeguarding children (See Appendix 1)

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The School recognises that children with Special Educational Needs [SEN] may be especially vulnerable to abuse and expects staff to take extra care to interpret correctly apparent signs of abuse or neglect.

A Speech and Language Therapist [SLT] should be present at interviews where students would be assisted by signing to understand/express themselves.

Staff responsible for any intimate care of children will undertake their duties in a professional manner at all times and ensure the child's dignity is preserved with a high level of privacy, choice and control (see Parayhouse School Intimate Care Policy and Practice).

DESIGNATED SAFEGUARDING TEAM

Verity Carnevale and Beverley Routley are labelled as the Lead and Deputy (respectively) Designated Safeguarding team in every classroom. They are supported by Lucy Raggett as a Designated Safeguarding Person.

If they are not available staff should contact the Headteacher, Sarah Jackson.

The Safeguarding Governor is Daniela Schwartz, contactable through the School office.

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

The DSL:

- ensures that a student's parent(s) and the relevant authority is informed of any allegation of abuse concerning a student that occurs in the context of the journey to and from school by local authority transport.
- ensures that the relevant authority is informed of any allegation of abuse in the context of school activities that take place outside the school building and supervised by adults other than staff at the school (e.g.: swimming pool, residential trips).
- keeps a record of all children placed on Safeguarding Plans and ensure that those adults most closely associated with these children are aware of their role in terms of monitoring and fulfilling any other functions as identified by the case coordinator or agreed by case conference/core group.
- ensures that the School passes appropriate information about a child on the Safeguarding Plan to a new school immediately when a student transfers.
- ensures that the School follows specific procedures for the exchange of appropriate information within School, between schools and between School and other professionals/agencies.

- ensures that there is a clear channel of monitoring, recording and sharing information regarding children for whom the School has raised concerns (possible children at risk) as well as those children who have been clearly identified and where there is other agency involvement.
- ensures that the Safeguarding records which are strictly confidential are kept separately from school records, but that teachers and staff most directly concerned with a particular student have access to these records.
- ensures that all staff know how to handle a disclosure.
- ensures that all staff are aware of the School Policy and procedures to follow when handling a disclosure of abuse and where a member of the teaching or non-teaching staff is implicated as the possible abuser.
- ensures that staff members involved in handling Safeguarding issues are offered support and guidance.
- acts as a focal point for liaison with other agencies involved in Safeguarding, and ensures that the School as a whole contributes to an inter-agency approach to Safeguarding by developing effective and supportive liaison with other agencies.
- monitors and evaluates the effectiveness of Safeguarding work carried out in the School.
- provides a model for open and effective communication between children, teachers, parents and other adults working with children.
- Undertakes annual safeguarding and safeguarding training.

THE ROLE OF THE HEADTEACHER

In relation to Safeguarding the Headteacher;

- appoints a Lead and Deputy Safeguarding person
- supports the DSLs work, by allowing time and resources to be available.
- acts as an authority to which the DSLs are accountable.
- ensures that the procedure for the disclosure of a criminal background of those with access to children has been undertaken for all adults concerned with the education and welfare of the students whilst in the care of the School.
- ensures that all staff adhere to a code of conduct in their behaviour towards students that respects and upholds the rights of children.

- ensures that any staff member acting as Head designate or acting DSL is sufficiently informed and confident to be able to implement the Safeguarding procedures.

In conjunction with the DSL

- ensures that the school fulfils its obligations with regard to the effective monitoring of children, record keeping, report writing, attendance at case conferences/core group meetings, and implementation of decisions made and aspects of the action plan agreed at case conferences that involve the School.
- ensures that there is a clear channel of communication available to all staff, both teaching and non-teaching, for communicating concerns.
- promotes work with parents to enable them to build an understanding of the School's responsibility to ensure the welfare of all children and recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure. Parents should also be informed and encouraged to take an active part in preventative programmes

THE ROLE OF THE GOVERNORS

- The Governors ensure that the school has a DSL and a nominated Governor for Safeguarding.
- The nominated governor for Safeguarding, in liaison with the DSL, ensures that the school has an effective Safeguarding Policy and clear procedures in place, and that these are known to all members of staff (including supply staff) and volunteers. Newly appointed staff will read and sign the Policy as part of their induction training.
- The DSL reports to the Governors annually on changes in the Safeguarding Policy; training undertaken by the DSL, the Safeguarding Governor and other staff; the number of safeguarding incidents/cases (without detail or name); and how safeguarding issues are addressed through the curriculum.
- This Safeguarding Policy is updated annually.
- The Chair of Governors will take action, according to agreed procedures, where there are allegations against the Headteacher.

STAFF SAFEGUARDING TRAINING

The key training elements are:

- Induction Training – mandatory for all staff and volunteers, from DSL
- DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.
- All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Specific whole staff training – i.e Prevent; FGM
- Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

TYPES OF ABUSE AND NEGLECT

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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.

The categories of child abuse are defined as follows:

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

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), gender based violence/sexual assaults and sexting. Staff should be clear as to the school policy and procedures with regards to peer on peer abuse.

THE SIGNS AND SYMPTOMS OF CHILD SEXUAL EXPLOITATION

The definition of child sexual exploitation is taken from “Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation” DFE - February 2017, as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend/Girlfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

FEMALE GENITAL MUTILATION [FGM]

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

SO-CALLED HONOUR BASED VIOLENCE

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact a Designated Safeguarding Lead or Headteacher as a matter of urgency.

CHILDREN MISSING IN EDUCATION (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2016) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies and procedures for students who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take students off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards);
or
 - e. are permanently excluded

We will ensure that students who are expected to attend the school, but fail to take up the place, will be referred to the local authority. When a student leaves the school, we will record the name of the student's new school and their expected start date.

'PREVENT DUTY'

The school's duties under the Counter Terrorism and Security Act 2015

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

All staff and Governors have received training about the Prevent Duty and tackling extremism from the LBH&F Prevent team [November 2016].

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

PEER ON PEER ABUSE

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

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Parayhouse we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

If the allegation...

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

...THEN THIS WOULD BE A SAFEGUARDING ISSUE

Managing Peer Allegations

When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. In this instance the DSL should be informed. A factual record should be made of the allegation but no attempt at this stage should be made to investigate. The DSL should contact social services to discuss the case and make a referral where appropriate. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student who is the subject of the allegation and the alleged victim). It may be appropriate to temporarily exclude the student and this will be decided by the Headteacher in line with the school's Behaviour Policy. Where neither social services nor the police accept the complaint a thorough investigation using the school's usual disciplinary procedures. Where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan which should be monitored and evaluated by all concerned.

SEXTING

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people' [see Appendix 3]

PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

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

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

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country

In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The School itself has a duty to inform the local authority of the private fostering arrangements.

On admission to our school, we will take steps to verify the relationship of the adults to the child who is being registered.

Disclosures

If a student discloses to a member of staff that they are being abused, the member of staff should:

- listen to what is said without displaying shock or disbelief and accept what the child is saying
- allow the child to talk freely

- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to the child's local social services
- reassure the child that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the child to tell their story
- not criticise the alleged perpetrator
- explain what will happen next and who has to be told
- **make a formal record (see Appendix 4) and pass this to a DSL or the Headteacher immediately**

Records

Safeguarding records relating to students are highly confidential and will be kept in a designated welfare file separate to the student's education records. These records will be securely held within the school.

The DSL will ensure that all welfare records have a basic information sheet attached and that this information is kept up to date.

The DSL is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.

All information should be recorded on the safeguarding monitoring/incident form (see Appendix 4) and all records should be signed and dated.

Records should show:

- what the concerns were
- what action was taken to refer on concerns or manage risk within the School
- whether any follow-up action was taken
- How and why decisions were made.

Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken

The monitoring/incident form must be completed:

- ◆ whenever concerns arise or there is a serious incident
- ◆ where a child is being monitored, prior to a case conference or core group meeting.

Where a child who is subject to a protection plan transfers to another school, the designated person is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding person at the new school.

Safeguarding records will only be kept until the student leaves the School. The records of a student who has been subject to a CP Plan will be passed to the student's new placement.

SUPPORTING CHILDREN

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself or find it difficult to develop and maintain a sense of self worth.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all students by:

- Encouraging the development of self esteem and resilience in every aspect of school life whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment.
- Liaising and working together with all other agencies.
- Ensuring there is a named member of staff for each 'looked after' child. A 'looked after' child is in public care of a Local Authority in accordance with section 22 of the Children Act 1989.

SAFER RECRUITMENT

The school is committed to adhering to Safer Recruitment Procedures and will ensure that the Headteacher, an Assistant Headteacher and at least 2 Governors are subject to up to date training at all times.

In order to ensure that people who work in the School are suitable to do so and are not barred from working with children, the School will take out police and other checks (ie: List 99) with the Disclosure and Barring Service (DBS) as part of the recruitment process. The

School will also refer individuals that are considered to be unsuitable to work with children to the DBS.

DBS checks will only be taken out on individuals who are involved in regulated activity, which is defined as close, unsupervised contact on a regular basis involving activities such as:

- ◆ Teaching
- ◆ Training
- ◆ Supervising
- ◆ Care
- ◆ Guidance and advice
- ◆ Driving a vehicle
- ◆ Personal or intimate care.

All visitors and contractors will:

- Identify themselves at the entryphone cameras at the outer and inner gates
- report to the school office on arrival and sign in
- wear Parayhouse Visitor identification at all times when on the School premises
- be suitably supervised by School staff at all times
- be made aware of School health and safety procedures, in line with Hammersmith & Fulham college's Health & Safety Policy.
- Not use their phones to take images whilst on the school premises and only to make or receive phone calls in the Staff Room

WHISTLE BLOWING

We recognize that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff and volunteers should be aware of their duty to raise concerns where they exist, about the management of safeguarding, which may include the actions of colleagues.

The Headteacher should be informed when a member of staff becomes aware that a student has embarked upon, or is contemplating a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law.

If a member of staff believes that a student may be about to reveal information that they will have to disclose, the student should be told that the member of staff may have to break their confidence. When it is necessary in the best interests of a young person to pass on

information disclosed, confidentiality should continue to be maintained between professionals who need to be informed. A student can be reassured this will be the case.

If a staff member becomes aware of any abuse this must be disclosed to the DSL, and the staff member should make it clear to the student that this must be so.

Confidentiality must not be broken without first telling the student.

Should a student under 16 ask a member of staff for personal medical advice the staff member must contact the Headteacher so that advice can be given on the appropriate agency to contact. Confidentiality is to be maintained throughout the procedure. Information shall only be shared with those people directly involved and who need to know. **If a member of staff suspects abuse from what a student has told them in confidence they have a legal duty to break that confidentiality.** If a student asks for confidentiality before making a disclosure, a member of staff cannot give it, but can let the students know who will be told and when. This must be stated honestly to the student.

ALLEGATIONS AGAINST A MEMBER OF STAFF

This is a particularly complex and difficult area of Safeguarding. Great care must be taken in circumstances where an allegation is made against a member of staff. The following must be borne in mind:

- A crime may have been committed
- A child may need protection from further abuse
- Disciplinary action may need to be taken for staff
- Staff may need support during this process

The following procedures should be adhered to by the DSLs or by the Headteacher in any of the circumstances listed below:

- Where a member of staff makes an allegation against a colleague.
- Where a student makes an allegation against a member of staff.
- Where a parent/carer makes an allegation against a member of staff.

1. Where there is clear evidence of abuse, or where there is strong suspicion of abuse, or when a disclosure has taken place. Be circumspect about interviewing the member(s) of staff and/or relevant witnesses. The circumstances of the allegation may make interviewing inappropriate. In particular, where the allegation involves a criminal act, do not interview the member of staff.
2. Where there is substantial suspicion, but no absolutely clear evidence of abuse. Be circumspect about interviewing member(s) of staff and/or relevant witnesses. In particular, where the allegation involves a possible criminal act, do not interview the member of staff.

3. Where there is a faint suspicion of abuse. Interview the member of staff. Monitor the situation. If the suspicion does not subside, further action must be taken.

In taking action in all these circumstances, the **DFE “Keeping Children Safe in Education - Part four: Allegations of abuse made against teachers”** and the **School’s Whistleblowing Policy** will be followed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800500.

The DSL will contact the Local Authority Designated Officer [LADO] for allegations against professionals (LADO) Kembra Healey (kembra.healey@lbhf.gov.uk) 0208 753 5125 mobile 07823532538 for advice on the appropriate action that needs to be taken, which could include a referral to investigating agencies.

Where the allegation is against the Headteacher, the Local Authority Designated Officer [LADO] should be contacted by the Chair of Trustees or DSL for advice on how to proceed.

In order to minimize the risk of harm to children and of accusations being made against staff as a result of their daily contact with students, the School must ensure that all staff are aware of safe working practice and follow guidelines on the use of control and physical restraint. **[See Parayhouse School Behaviour Policy].**

MANAGING PRESS QUERIES

Any queries from press relating to Safeguarding Incidents at the school will be handled by the DSL and Headteacher taking appropriate advice from the LADO and Police if necessary.

SAFEGUARDING IN SPORTS

This section of the Safeguarding and Child Protection policy outlines Parayhouse’s commitment to safeguarding our students with specific reference to risks associated with sporting activities they may undertake which have been organized by the school. The school recognises that the welfare and interests of children are paramount in all circumstances including during sporting activities. It aims to ensure that regardless of age, ability or disability, gender reassignment, race, religion or belief, sex or sexual orientation, socio-economic background, all children...

- have a positive and enjoyable experience of sport in a safe environment
- are protected from risk and abuse whilst participating in sport within or outside of the school.

Parayhouse acknowledges that our students learning needs can make them particularly vulnerable and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare during sporting activities in line with our wider Safeguarding Policy.

Staff Responsibilities:

The Head of P.E is Daniel Cayford who takes overall responsibility for the planning, delivery and assessment of Physical Education at the school. He undertakes his Safeguarding responsibilities within this role with the support and guidance of the Head and DSL.

He has completed the NSPCC Safeguarding in Sports online training - January 2018. All other staff attending P.E lessons receive internal training and support with regards to Safeguarding in Sports.

All staff associated with Physical Activity are aware of their responsibility to communicate and share welfare concerns with the DSL in line with the Safeguarding Policy.

Inclusion

Parayhouse is committed to ensuring all students can access Physical Education regardless of race, religion, learning needs and physical or medical needs. Planning for these lessons is carefully differentiated and reflects the differing needs of the students.

Staff are aware of the medical needs of each students and any considerations or medications are taken into account at all times. Staff trained in delivering medications are always present during physical activity.

Alternative learning opportunities are identified for students who may not be able to take part in physical activity for medical reasons and staff liaise closely with parents and medical professionals to take advice on this.

Religious implications (e.g. fasting) are given due consideration and respect and activities adapted where possible/necessary.

P.E staff work closely with Speech and Language Therapists and the school's Occupational Therapist to ensure all students are able to access Physical Education in a safe and positive way.

Photography and Video

The school seeks the permission of parents to record and use photographs/video for different purposes at the beginning of each year.

No images are stored on staff mobile phones and the school monitors the use of photography by external organisations.

Off Premises Events

For all events which take place outside of the school premises a Risk Assessment form is completed which includes a staffing breakdown to ensure adequate supervision is provided at all time (see Appendix 6)

The trip leader will take Student Information Sheets which outline medical needs and information and parents contact details. They will allocate a staff member to ensure all necessary medication is taken on the trip.

Students will either be transported in minibuses driven by Parayhouse Staff (on the rare occasion a coach company is hired, we will ensure a reputable company with vetted staff is used) or on public transport supervised by Parayhouse Staff.

Swimming

Students attend swimming lessons at the Bank of England each module. Parayhouse has ensured that staff there are vetted and DBS checks supplied.

Whilst students are changing to and from their swimming clothes they are supported by Parayhouse Staff in private changing rooms which are not accessible to the public. Please see Parayhouse' Intimate Care policy for more information on the changing of students.

Whilst in the pool students are supported by 2 specialist coaches and members of staff from Parayhouse to support students with additional needs.

The school acknowledges that swimming as an activity may present opportunities to become aware of physical marks or behaviours which may be indicators of abuse. All staff attending swimming lessons are trained to be alert to these indicators and to report them according to the school's Safeguarding Policy.

Specialist coaches

All external coaches hired to deliver activities within school are subject to DBS checks and supervised at all times with students. The school is committed to following Safer Recruitment Procedures.

Changing at School

Students may either change into their sports clothes in the private school toilets or wear their kit to school. For those students who need support changing, the school's Intimate Care Policy will be followed.

Wearing correct and safe clothing

The school is committed to ensuring that all students who take part in Physical Activity do so in a safe manner. Staff inform parents of the correct required clothing for P.E and support families to ensure this is adhered to.

Injures obtained during sporting activities

First aid trained staff are always present during physical activities. Any injuries sustained are recorded in the school Accident book, treated (if necessary) and a decision made as to whether to continue to participate. For minor Injuries parents are notified by Accident Forms in school folders.

For serious injuries, the student will be initially treated by a first aider and then if necessary transported to hospital by minibus or ambulance as appropriate depending on the nature of the injury. Parents will be notified immediately

APPENDIX 1

Parayhouse School Internet Safety Policy

At Parayhouse School we take Internet Safety very seriously and see it as our duty to keep our students safe whilst using technology not only in school but also at home. This also includes our responsibility to keep our children safe from radicalisation and extremism (Prevent Duty).

The policy covers 3 main areas; student's safety, staff responsibilities and support for parents.

Safety and Responsibility for Students

Although some of our students are unable to access the Internet we have a good percentage of students who are able to use the internet independently and therefore are at risk from either deliberately accessing inappropriate material or, due to their level of literacy, accidentally accessing harmful sites. No child is able to access the Internet in school without their parents giving permission to do so. This consent form is filled in when the child starts school and is kept on record until they leave; it will only need amending if a parent/carer would like to change it. All children are supervised in school whilst using the Internet and all are made aware that all their activity within school is monitored.

All students will receive E-Safety training at the beginning of each academic year in PHSCE lessons. All students will be taught how to use all technologies in a responsible and safe way.

No child may appear on the Web Site without their parent/carers consent, the consent form is completed when the child starts school and is kept on record until they leave; it will only need amending if the parent/carer would like to change it.

Safety and Responsibilities for Staff

All staff are required to read and sign an Acceptable User Policy (AUP) which clearly states the responsibilities of staff using technology in the work place. This will be signed when they commence their employment at Parayhouse School and will be re-enforced each year during the staff's E-Safety Session. All staff will attend both training on E-Safety and Prevent (dealing with radicalisation & extremism).

The AUP list the responsibilities of all staff and covers the use of digital technologies in school: i.e. E-mail, Internet, Intranet and network resources, software, equipment and systems and complements the General Teaching Council's Code of Practice for Registered Teachers.

Support for Parents

As a school we believe it is our duty to support parent and carers in keeping their child safe while using technology within the home environment. Computers and other devices in the home are more open and don't have the security features which we have in school, which does make the child more vulnerable in this environment. Our designated family support manager makes home visits to all students and will discuss the responsible use of the internet at home with their parents and carers.

The school web site will have information regarding E-Safety for parents / carers and young people.

APPENDIX 2

Acceptable Use of Technology Code of Conduct

Introduction

ICT in its many forms – internet, email, mobile devices etc – are now part of our daily lives. It is our duty to ensure that they are used safely and responsibly. All staff at Parayhouse School are aware of the following responsibilities:

- All Staff, Governors and visitors understand that ICT includes a wide range of systems, including mobile phones, digital cameras, laptops and tablets.
- All staff, Governors and visitors understand that it is a disciplinary offence to use the school's ICT equipment for any purpose not permitted by its owner.
- No staff, Governors or visitors will disclose any passwords provided to them by the school.
- All staff, Governors and visitors understand that they are responsible for all activity carried out under their username.
- All staff, Governors and visitors understand that their use of the internet may be monitored and if anything untoward is uncovered, could be logged and used in line with any disciplinary procedures. If an E-safety incident should occur, staff will report it to the Designated Safeguarding Lead as soon as possible.
- All staff, Governors and visitors will only use the school's email / internet / intranet etc and any related technologies for uses permitted by the Head or Governing Body. If anyone is unsure about an intended use, they should speak to the SenLT (senior leadership team) beforehand.

- All staff, Governors and visitors will ensure that data is kept secure and is used appropriately as authorised by the Head or Governing Body
- Personal devices must only be used in the context of school business. Photographs of students must never be saved or stored on personal devices.
- All staff, Governors and visitors using school equipment will not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- All staff, Governors and visitors will only use the approved email system for school business.
- Images will only be taken, stored and used for purposes within school unless there is parental permission for alternative use. At the start of each year, our parents are asked to sign if they agree to their children's images being used in our publications or in the local press. If a parent does not agree to this, we ensure that their child's photograph is not used.
- All staff, Governors and visitors will report any incidents of concern regarding staff use of technology and/or children's safety to the Head or the DSL in line with our school's Safeguarding Policy.

I acknowledge that I have received a copy of the Acceptable Use of Technology Code of Conduct

Full Name _____

Signature _____

Date _____

APPENDIX 3



Advice for schools: Responding to & Managing Sexting Incidents

Context

With the rise of sexting incidents involving young people, this guidance aims to help schools identify sexting incidents, manage them and escalate appropriately.

For School Staff

Remember: The production and distribution of sexting images involving anyone under the age of 18 is illegal and needs very careful management for all those involved.



Step 1:
If a device is involved - confiscate it and set it to flight mode or, if not possible, switch it off.



Step 2:
Seek advice - report to your designated safeguarding lead via your normal child protection procedures.

For the Designated Safeguarding Lead

Record all incidents of sexting, including both the actions you did take as well as the actions you didn't take and give justifications. In applying judgement to each incident, consider the following:

- Is there a significant age difference between the sender/receiver involved?
- Is there any external coercion involved or encouragement beyond the sender/receiver?
- Do you recognise the child as more vulnerable than usual i.e. at risk?
- Is the image of a severe or extreme nature?
- Is the situation isolated or has the image been more widely distributed?
- Have these children been involved in a sexting incident before?
- Are there other circumstances relating to either sender or recipient that may add cause for concern i.e. difficult home circumstances?

If any of these circumstances are present, then do escalate or refer the incident using your normal child protection procedures. This includes reporting to the police.

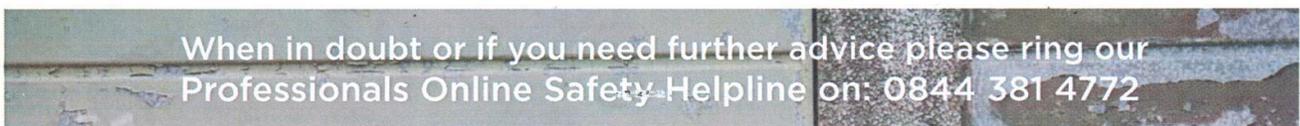


If none of these circumstances are present, then manage the situation accordingly within the school and without escalating to external services. Record the details of the incident, action and resolution.

**AP
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Connecting Europe Facility



IX 4

INFORMATION/FRONT SHEET

Full Name:		DOB:	Class:	Additional needs:	
Gender:		Ethnicity:			
Home Address:			Telephone:		
			E mail:		
Status of file and dates:					
OPEN					
CLOSED					
TRANSFER					
Any other child protection records held in school relating to this child or a child closely connected to him/her? YES/NO WHO?					
Members of household					
Name	Relationship to child	DOB/Age	Tel No		
Significant Others (relatives, carers, friends, child minders, etc.)					
Name	Relationship to child	Address	Tel No		
Other Agency Involvement					
Name of officer/person	Role and Agency	Status of Child i.e. CAF/CIN/CP/LAC	Tel No	Date	

Chronology

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Class/Form:
Date	Information/Details of concerns or contact	Print Name and Signature

Logging a concern about a child's safety and welfare
Part 1 (for use by any staff)

Student's Name:	Date of Birth:	Class:
Date and Time of Incident:	Date and Time (of writing):	
Name: Print Signature		
Job Title:		
Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Professional opinion where relevant.		
Any other relevant information (distinguish between fact and opinion). Previous concerns etc.		
What needs to happen? Note actions, including names of anyone to whom your information was passed and when.		

**Check to make sure your report is clear to someone else reading it.
Please pass this form to your Designated Safeguarding Lead.**

Part 2 (for use by DSL)

<p>Time and date information received, and from whom.</p>	
<p>Any advice sought – if required (date, time, name, role, organisation and advice given).</p>	
<p><u>Action taken</u> (referral to children’s social care/monitoring advice given to appropriate staff/CAF etc.) with reasons.</p> <p>Note time, date, names, who information shared with and when etc.</p>	
<p><u>Parent’s informed?</u> Y/N and reasons.</p>	
<p><u>Outcome</u></p> <p>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</p>	
<p>Where can additional</p>	

information regarding child/incident be found (e.g. student file, serious incident book)?	
Should a concern/confidential file be commenced if there is not already one? Why?	
Signed	
Printed Name	

Logging concerns/information shared by others external to the school (Pass to Designated Person)

Student's Name:	Date of Birth:
------------------------	-----------------------

	Class/form:
Date and Time of Incident:	Date and Time of receipt of information: Via letter / telephone etc.
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the school:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by Designated Safeguarding Lead	
Name:	
Date and time:	

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

(This must be completed at time of observation)

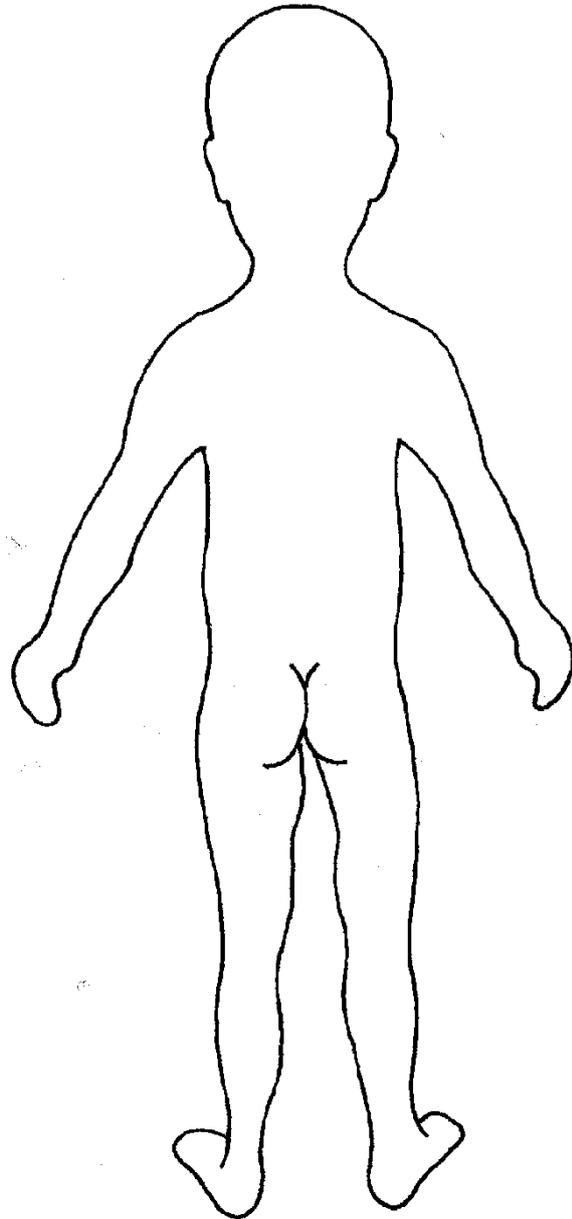
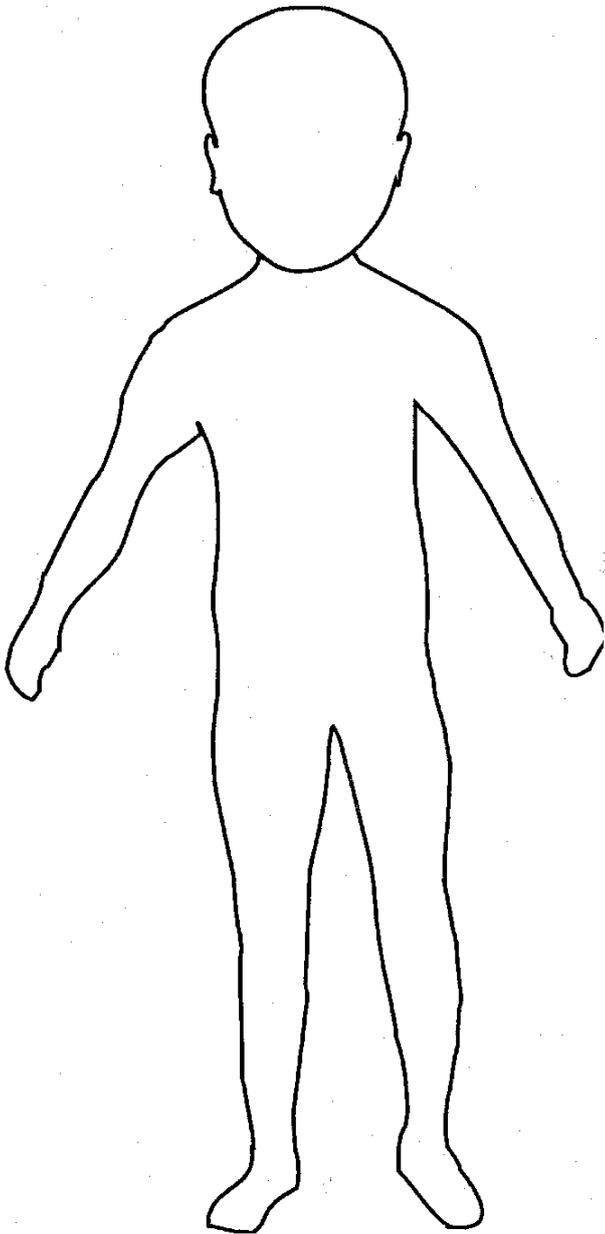
Name of Student: _____

Date of Birth: _____

Name of Staff: _____

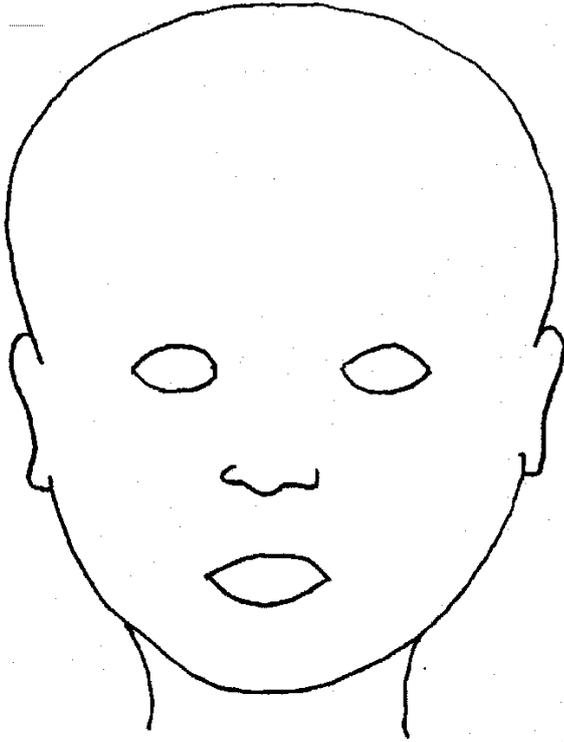
Job title: _____

Date and time of observation: _____

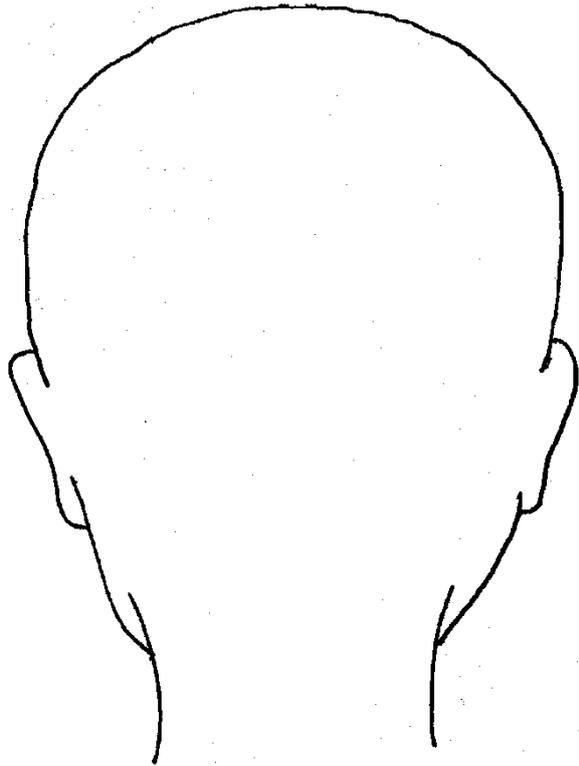


Name of student:

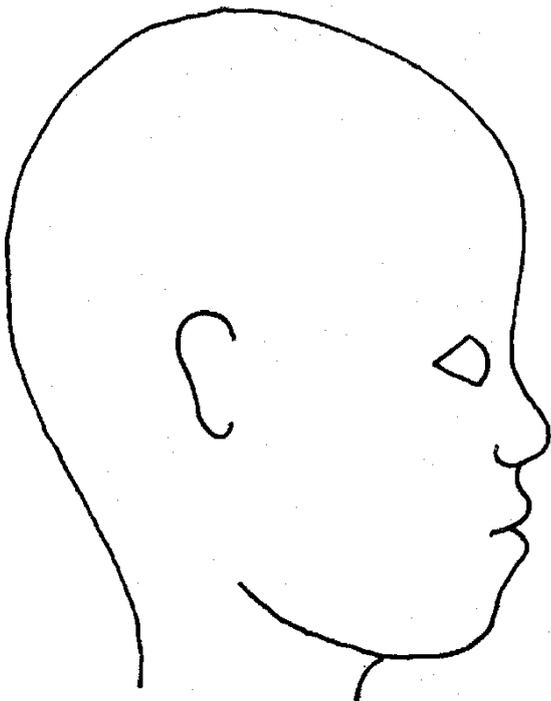
Date and time of observation:



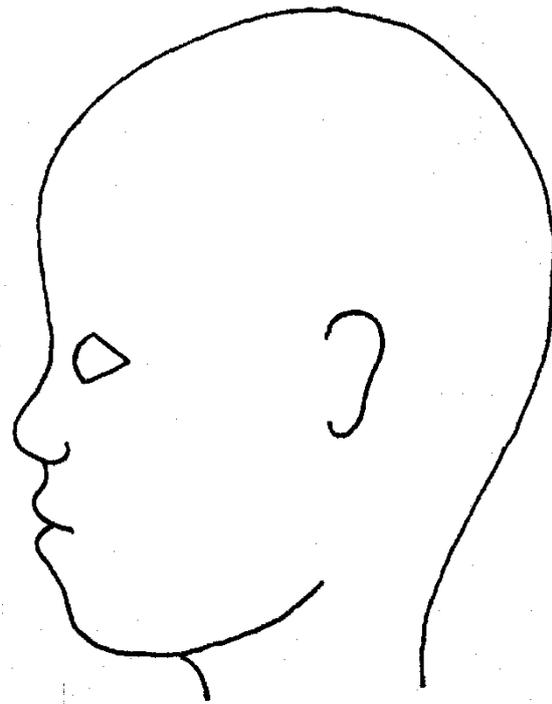
FRONT



BACK



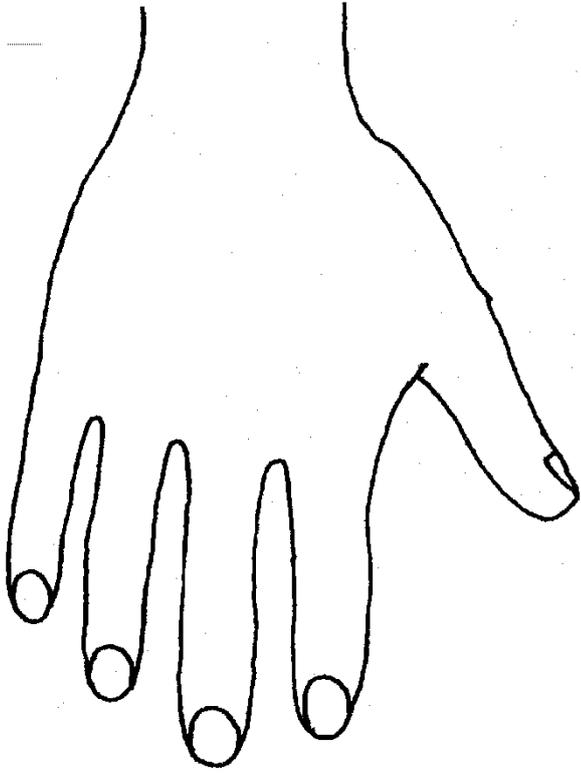
RIGHT



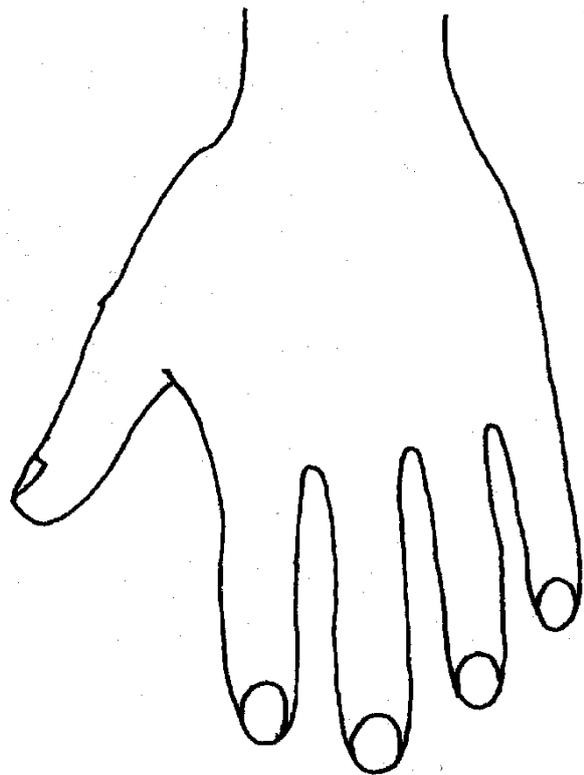
LEFT

Name of student: _____

Date and time of observation: _____

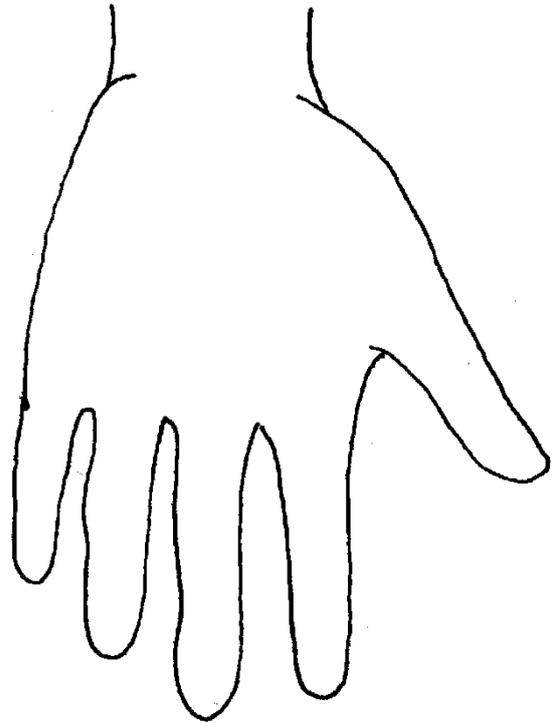
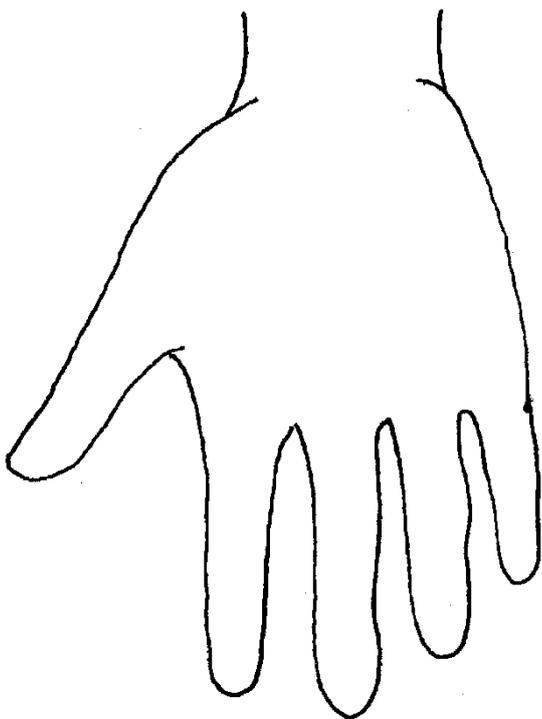


R



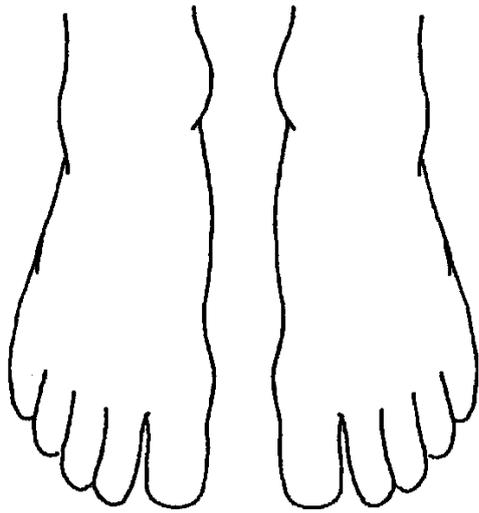
L

BACK

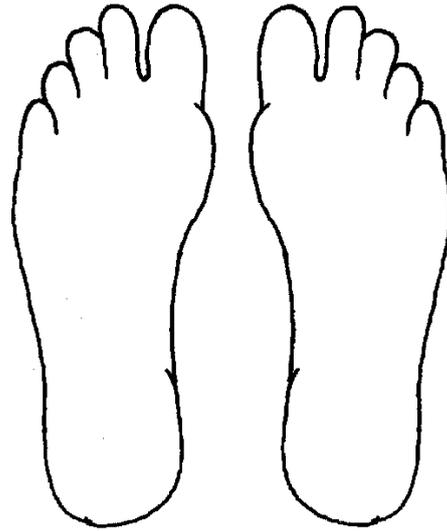


Name of Student: _____

Date and time of observation: _____



R TOP L



R BOTTOM L

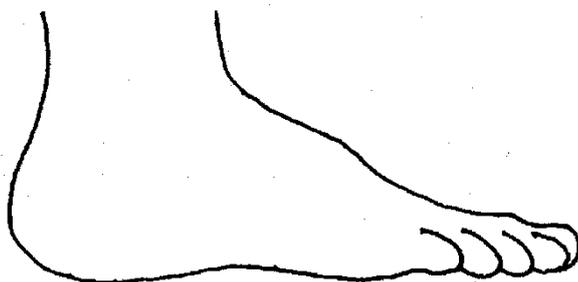


R



L

INNER



R



L

OUTER

Printed Name,
Signature and
Job title of staff:

APPENDIX 5

Parayhouse School
Language and Learning for life
Safeguarding and Child protection Policy

Staff Declaration – January 2017

School Mission:

"We focus our work on preparing students with special needs for the challenges they will meet when leaving school. We recognise that it is the development of social, language and thinking skills which enable our students to express themselves, to understand and to function optimally in the world. We also believe in the power of collaborative practice. Together, we face challenges, celebrate achievement and aspire to do our very best."

Parayhouse School is committed to ensuring that each and every student reaches his or her full potential. The school will safeguard and promote student's welfare by focusing on preventative actions and services so that all students are able to fulfill their potential.

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

Name: _____ (Capital Letters)

I have read the Parayhouse Safeguarding Policy. I understand and recognise the implications that this policy, and the procedures contained within it, has on my working practices.

Signature: _____ Date: _____

APPENDIX 6

Parayhouse School Outing Form

Class:

Trip Leader:

Other staff:

Destination:

Risk assessment attached? YES / NO

Mode of Transport:

Date and Time of Journey:

Time due back @ school:

DESIGNATED STUDENT GROUPS & STAFF RESPONSIBILITIES

	GROUP 1:	GROUP 2:	GROUP 3:	GROUP 4:
STAFF I/C GROUP				
STUDENTS				
STUDENTS TAKING MEDS & WHEN				
STAFF RESPONSIBLE FOR MEDS				
STAFF RESPONSIBLE FOR FIRST AID KIT				

ALL STUDENTS TO WEAR A PARAYHOUSE WRIST BAND AT ALL TIMES!!!

Signed: _____ TRIP LEADER _____ [DATE]