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1. Introduction

Herne Hill School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

This policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the school, including EYFS and wrap-around care. It is consistent with all other policies adopted by the school and available to all parents and prospective parents via the school website, with printed copies being available upon request.

We acknowledge our responsibility to safeguard and promote the well-being of our pupils, paying particular attention to:

- Their physical and mental health and emotional well-being
- Protection from harm and neglect
- Their education, training and recreation

- The contribution made by them to society

This policy draws upon duties conferred by the following principal legislation and regulations:

- Children Acts 1989 and 2004
- The Children and Families Act 2014
- S175 of the 2002 Education Act
- Education and Skills Acts 2008
- Childcare Act 2006
- The Education (Independent School Standards) Regulations 2014
- Education (Pupil Registration) (England) Regulations 2006
- The Early Years Foundation Stage (Learning and Development Requirements) Order 2007
- The Early Years Foundation Stage (Welfare Requirements) Regulations 2017
- Mental Health and Behaviour in Schools

It also has regard to the following principal guidance issued by DfE:

- Keeping children safe in education (September 2020)
- Working together to safeguard children (2018)
- Disqualification under the Childcare Act 2006
- Special educational needs and disability code of practice (updated July 2018)
- Prevent duty guidance (2015)
- Channel duty guidance
- EYFS Statutory Framework

Furthermore, it has regard to procedures produced by the London Safeguarding Children Board (LSCB) and the Southwark Safeguarding Children Partnership (SSCP) as well as advice contained in DfE's "What to do if you're worried a child is being abused – Advice for practitioners" and "Information Sharing – Advice for practitioners".

All staff must read Part one of DfE guidance "Keeping children safe in education" (KCSIE), including Annex A. Mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one, including completion of a short questionnaire.

Policy Aims

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their roles
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed "vulnerable"
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers, contractors, etc.
- Outline how allegations against staff will be handled
- Set out expectations regarding record keeping

- Clarify how children will be kept safe through the everyday life of the school
- Outline how the implementation of this policy will be monitored

2. Safeguarding and child protection (S&CP) procedures

Staff are committed to fostering an ethos which:

- Encourages and supports parents/carers and works in partnership with them
- Listens to and values pupils – appreciating each one as a ‘unique’ child
- Ensures all staff are aware of signs and symptoms of abuse, know the correct procedures for referring concerns or allegations and receive appropriate training to enable them to carry out these requirements
- Maintains a safe school environment for all pupils
- Exercises their duty to work in partnership with other agencies and to share information with them in accordance with legislation

We recognise that, because of their contact with and knowledge of the children in their care, our staff are well placed to identify concerns and report appropriately. Statements about or allegations of abuse or neglect made by children will always be taken seriously and acted upon. We also recognise that the school is an agent of referral and not of investigation; no action will be taken knowingly which might undermine a criminal investigation.

3. Responsibilities and immediate action

Safeguarding and promoting the welfare of children in our school is the responsibility of the whole school community. All adults working in this school (including supply staff, visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead.

The Director of the School is: Dominik Magyar

The Director assumes ultimate legal responsibility for the safeguarding, welfare and wellbeing of all children under the care of Herne Hill School, as set out in the Education and Inspections Act (S157). His leadership focus for safeguarding is primarily at a strategic and scrutiny level, as opposed to the operational leadership of the DSL. His role is to champion S&CP issues at the highest level within the school and ensure a suitable safeguarding policy and S&CP procedures, which have proper regard to prevailing regulations, guidance, standards and advice, are in place and properly implemented. The policy and S&CP procedures will be reviewed annually.

As good practice, the Director will meet on a regular basis with the DSL and DDSL in order to:

Monitor the school’s safeguarding arrangements

Enable the DSL to report any safeguarding issues and the outcome of any cases that may have arisen, duly respecting the confidentiality of any person(s) involved

Monitor both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding

Concerns about the Director

Safeguarding concerns or allegations of abuse made against the Director should be referred directly to the Local Authority’s Designated Officer (LADO) (see Chapter 10 for contact details).

The appointed Designated Safeguarding Lead (DSL) is: Ngairé Telford

The Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding and S&CP (including online safety), including looked-after children as well as children in the EYFS. She provides advice and support to other staff on child welfare and S&CP matters, takes part in strategy discussion and inter-agency meetings when required, and contributes to the assessment of children. She helps promote educational outcomes by sharing relevant child welfare and S&CP information with teachers, ensuring staff maintain high aspirations while identifying, and providing for, the challenges that children in this group may face. The DSL is also the first point of contact for external agencies that are pursuing S&CP investigations and co-ordinates the school's representation at S&CP conferences and core group meetings (including the submission of written reports for conferences).

When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, she will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. Where there is any doubt as to the seriousness of this concern, or disagreement between the DSL and the member of staff reporting the concern, advice will be sought from the following:

- DDSLs – Dominic Aquilina and Natalie Sweilam
- Southwark Local Authority Safeguarding coordinator – Apo Çağırıcı (020 7525 2715)
- Southwark Local Authority Early Help Desk Duty Manager (020 7525 2714)

If a child is in immediate danger or is at risk of harm, a referral will be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the Designated Safeguarding Lead, the DSL will be informed, as soon as possible, that a referral has been made.

Concerns about the DSL

Safeguarding concerns or allegations of abuse made against the DSL should be referred to the Director, who will report to the Local Authority's Designated Officer (LADO) (see Chapter 10 for contact details).

The appointed Deputy Designated Safeguarding Leads (DDSL) are: Dominic Aquilina and Natalie Sweilam

The Deputy Designated Safeguarding Lead(s) (DDSL) should be trained to the same standard as the DSL and be able to support them with the aforementioned duties. The DDSL will also act as point of contact should the DSL not be available. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for S&CP, as set out above, remains with the Designated Safeguarding Lead; this lead responsibility should not be delegated.

4. Types of child abuse and neglect

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. Abuse can take place wholly on-line, or technology may be used to facilitate off-line abuse. They may be abused by an adult or adults or 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 can be perpetrated by anyone regardless of gender or age.

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.

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues, programmes and procedures:

Mental Health

The school has a strong commitment to promoting emotional wellbeing and good mental health. We are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Our staff members however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that our staff members are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, this will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures.

Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the

financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

‘Sexting’

Whilst the pupils at Herne Hill School are very young and this is unlikely to be an issue, we are aware of and alert to the concerns regarding this issue.

Creating and sharing sexual photos and videos of under-18s is illegal. Sharing youth produced sexual imagery, which is commonly known as ‘sexting’, covers incidents where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

If such an incident involving youth produced sexual imagery comes to a member of staff’s attention, this will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. Further information and advice on youth produced sexual imagery is available in the non-statutory guidance produced by the UK Council for Child Internet Safety (UKCCIS) [‘Sexting in schools and colleges’](#).

Peer on peer abuse

Children are capable of abusing their peers. This can take different forms, such as:

- Physical abuse (for example: hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; violence, particularly pre-planned; forcing other children to use drugs or alcohol; initiation/hazing type violence and rituals; etc.)
- Emotional abuse (blackmail or extortion, threats and intimidation)
- Sexual violence, harassment or abuse (indecent exposure, indecent touching or serious sexual assaults, sexting, forcing other children to watch pornography or take part in sexting); see details below
- Sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts)
- Upskirting (taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm). Upskirting is a criminal offence and perpetrators could face up to two years in prison if convicted.

We recognise the different gender issues that can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation/hazing type violence and rituals. Any peer on peer abuse is unacceptable and will be taken seriously. We do not tolerate these or pass them off as “banter”, “just having a laugh” or “part of growing up”. Furthermore, we are strongly committed to the school’s Harassment and Anti-bullying policy and will consider all coercive acts and peer on peer abuse within a S&CP context.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils, and their behaviour will be dealt with under the school’s behaviour and discipline policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHE syllabus which develops pupils’ understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk, developing robust risk

assessments and providing targeted work for pupils identified as being a potential risk to other pupils. Any possible peer on peer abuse case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can occur online and offline (both physically and verbally). It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will affect their educational attainment. We therefore take these incidents very seriously and ensure that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. Where necessary, we will work with relevant external agencies to address the issue, which may include a referral to MASH and reporting to the Police. Further information is available in 'Part 5: Child on child sexual violence and sexual harassment' of DfE guidance "Keeping children safe in education" (KCSIE).

Staff will share any concerns about or knowledge of such incidents immediately with the DSL with a view to ensuring that support systems are in place for victims (and alleged perpetrators). When responding to a report from a child on child sexual violence/harassment, staff must follow the same training they have received on how to manage a report from a child on any safeguarding matter. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Where there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- the other children (and if appropriate staff).

Risk assessments will be recorded and kept under review. Where there has been a report of sexual violence or sexual harassment, the DSL will reassure any victim they are being taken seriously and they will be supported and kept safe. 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 considerations regarding shared classes and premises.

Serious violence

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

So-called 'honour-based' violence (HBV)

HBV includes incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse (regardless of the motivation) and will

be handled and escalated as such. If members of staff have a concern about or knowledge of a child that might be at risk of HBV or who has suffered from HBV, they will share it immediately with the DSL with a view to referring to appropriate agencies.

Female Genital Mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed even though there is no medical reason for this. It is frequently a traumatic and violent act for the victim and can cause harm in many ways and is therefore an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls. Moreover, it is illegal in the UK.

FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. Although the practice is often thought to be essential for a girl to become a proper woman, and to be marriageable, it is not required by any religion. It is prevalent in about 30 countries. These are concentrated around the Atlantic coast to the Horn of Africa and in areas of the Middle East.

All teachers, including qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions, have a duty to report 'known' cases of FGM in girls aged under 18 to the police. The duty does not apply in relation to suspected cases – it is limited to 'known' cases' (i.e. those which are visually identified or disclosed to a professional by the victim). The duty does not apply in cases where the woman is over 18 at the time of the disclosure/discovery of FGM (even if she was under 18 when the FGM was carried out). Further information on this duty can be found in the document "Mandatory Reporting of Female Genital Mutilation – procedural information".

Preventing radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

We are aware of the risk of radicalisation in today's society and although our children are very young, we understand that no area or institution is risk free. We will ensure that staff understand this risk and the importance of this prevent duty at induction, safeguarding training and through the teaching of fundamental British values.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community.

We will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Southwark Council's Multi Agency Safeguarding Hub (MASH). The MASH will share the referral details of new referrals with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received. The referral will then be processed through the MASH multi agency information sharing system and, parallel to this, the Prevent police officer will be carrying out initial screening checks. The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns.

Children missing education

It is a mandatory duty for the school to have in place systems to report children who go missing from education. This duty reflects the need to protect those vulnerable to abuse or neglect. The school has an admissions register and an attendance register, and all pupils are placed on both registers. The school will inform the local authority of any pupil of compulsory school age who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. The school will also inform Southwark of any pupil who is going to be removed from the admissions register under any of the five criteria listed in Annex A of KCSIE. The school also has due regard to the guidance "Children missing education" published by the Department for Education in September 2016.

Private fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that Southwark Council should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family or maintaining cultural identity.

If we become aware of a child in a private fostering arrangement within Southwark, we will notify the Council's Multi Agency Safeguarding Hub (MASH) by emailing MASH@southwark.gov.uk or calling 020 7525 1921. Advice about whether there is a need to notify the council can be obtained by calling 07539 346808 or sending an email to privatefosteringadvice@southwark.gov.uk.

Referrals

Safeguarding referrals should be made to Southwark Multi Agency Safeguarding Hub (MASH) via an Inter-Agency Referral Form (IARF) and copied to the LA's Schools Safeguarding Coordinator. Prior to any written IARF being sent as a referral to social care, there should be a verbal consultation with the MASH social worker or manager, by calling the duty desk on **020 7525 1921**, to ensure that making a referral is an appropriate action. The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example, alleged or suspected child sexual abuse, Honour Based Violence, fabricated or induced illness, or if the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral. An Early Help Referral Form should be used to request additional early help for a family when the needs of a child are beyond the level of support that can be provided by universal services.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the S&CP referral process should not delay the administration of first aid or emergency medical assistance. If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent police intervention will be requested.

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.

In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are in the responsibility of the school, parents will be notified of this as soon as possible.

Herne Hill School recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in school or pupils travelling to and from school and will take all reasonable steps to lessen such risks.

5. Vulnerable pupils

Particular vigilance will be exercised in respect of pupils who are subject to a S&CP Plan and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to the LA's Schools Safeguarding Coordinator). If the pupil in question is a Looked-After child, this will also be brought to the notice of the DSL with responsibility for children in public care.

We acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs.

The school also acknowledges the additional need for support and protection of children who are vulnerable by virtue of, the effects of substance abuse within the family, and pupils where English is an additional language, particularly for very young children.

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue.

The school has a strong commitment to our Harassment and Anti-bullying policy and will consider all coercive acts and peer on peer abuse within a S&CP context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the school's behaviour policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHE/PSED syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.

We will always ascertain the views and feelings of all children. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children.

6. Guidelines for staff

If a member of staff thinks a child at Herne Hill School is in need because they are suffering or likely to suffer significant harm, she/he **MUST** do the following:

- a. Make a note of what you have seen or been told.
- b. Don't make assumptions – keep an open mind.

- c. Don't ask any leading questions and don't cross-examine the child. Only ask simple and open questions – Who? What? Where? When? Etc.
- d. Don't physically examine the child (other than in an emergency when no first aider is available).
- e. Never promise to keep “secrets”. Explain that you can listen, but make it clear that if you perceive that the child is in any danger of harm, then you will have to seek advice because you have a duty to protect children. Reassure the child that it can be helped and kept safe. Make it clear to them that you are taking it seriously.
- f. Maintain confidentiality for the child. It is important that you never ring home or contact Children's Social Care services yourself – that is the role of the Designated Safeguarding Lead.
- g. Be discreet – do or say nothing that may place the child or yourself at risk.
- h. Act quickly and share the information with your DSL and/or DDSL at Herne Hill School. Please inform Ngaire Telford in the first instance (or Dominic Aquilina if she is not available).
- i. If the disclosure or your concern relates to a member of staff, this must as soon as possible be shared with the DSL and nothing should be said to the colleague involved. If your concern relates to the DSL you should refer it to the Director, Dominik Magyar.

If a member of staff is in any kind of doubt about procedures for safeguarding children, then s/he should see Mrs Telford straight away.

7. Actions to be taken when there are concerns

If a staff member has any safeguarding concern about a child, s/he must speak to the DSL or DDSL. No concern will be treated as trivial. The DSL will assess whether the raised concern can be dealt with through early help. If the child is deemed to be in need, the DSL will refer the child to children's social care. If the child is deemed to be at risk of significant harm, the DSL will report to the police (if a crime has been committed within the previous 24 hours) or to children's social care (if no crime has been committed). Details of Southwark (LA) contacts are listed in this policy (see Chapter 10). Further information and guidance on when to call the police and what to expect during the process has been produced by the National Police Chiefs' Council (NPCC) '[When to Call the Police](#)'.

Referral to the LADO is made when concerns involve adults in the school. If early help is pursued, the member of staff who reported the concern may be required to help with information following disclosures from the child. Safeguarding referrals other than those involving suspected abuse by adults in the school community should be made to Southwark Multi Agency Safeguarding Hub (MASH) and may involve an Inter Agency Referral Form (IARF). Such contact is usually made by the DSL. Prior to any written IARF being sent as a referral to social care, there should be a verbal consultation with the MASH social worker or manager, to ensure that making a referral is an appropriate action. The parent/carer will normally be contacted to offer awareness before a referral is made. However, if the concern involves, for example, alleged or suspected child sexual abuse, honour-based violence, fabricated or induced illness, or if the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral. In these circumstances, a rationale for the decision to progress without consent should be provided with the referral.

It is a legal duty to make a report to the DBS, concerning any person (whether employed, contracted or volunteer) who has harmed, or poses a risk of harm to a child, and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier. This report must be made within one month of the person leaving the school.

Consideration will be given to making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first).

8. Staff training and recruitment

All newly appointed staff will be provided with the relevant induction training related to safeguarding and S&CP. This will include, but is not limited to:

- the school's Safeguarding policy, including information about the identity and role of the DSL and DDSL
- the staff code of conduct/behaviour policy including the 'Whistleblowing' procedure and the 'Computer, internet and mobile phone usage' policy
- the 'Behaviour and Discipline' policy
- the school's safeguarding response to children who go missing from education
- on-line safety
- a copy of Part 1 of KCSIE September 2021, including Annex A for those who work directly with children

In addition, all staff will receive regular safeguarding and S&CP refresher training, with updates provided as appropriate and at least annually. Importantly, this will include how staff should respond to and manage a report from a child. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

The DSL (and DDSL) will attend refresher training at least every two years. The DSL will also undertake Prevent awareness training. In addition to this formal training, their knowledge and skills will be refreshed as required, but at least annually, to allow them to understand and keep up with any developments relevant to their roles. Designated staff will be encouraged to attend appropriate network meetings and to participate in the multi-agency training programme organised by the Southwark Safeguarding Children Partnership (SSCP).

Herne Hill School is committed to the principles of safer recruitment and, as part of that, adopts recruitment procedures that help deter, reject and/or identify people who might abuse children. These procedures are detailed in the school's recruitment policy which can be found in the School handbook.

Relevant members of staff who are involved in recruitment will undertake safer recruitment training. The school will ensure that at least one person on any appointment panel has undertaken safer recruitment training in line with staffing regulations.

Herne Hill School will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to Southwark.

Volunteers

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures. Under no circumstance will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity, or to provide personal care. Volunteers who on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in our school, are deemed to be in regulated activity. We will obtain an enhanced DBS certificate (which will include barred list information) for any volunteer working in regulated activity. Volunteers will be subject to the same code of conduct as paid employees of the school.

Contractors

Building contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for this. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken

when individual risk assessments by the Leadership Team deem this to be appropriate. If there were to be major works, with potentially large numbers of workers and sub-contractors on site during term time, health and safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school's code of conduct for staff.

Individuals and organisations that are contracted by the school to work with or provide services to pupils will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly). Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. We will always check the identity of contractors and their staff on arrival at the school. Under no circumstances we will allow a contractor in respect of whom no checks have been obtained to work unsupervised, or engage in regulated activity. We will determine the appropriate level of supervision depending on the circumstances.

9. Safeguarding code of conduct for staff

All teachers, peripatetic instructors, support staff, supply staff, volunteers and visiting staff working with pupils on and off-site are required to:

- Place the welfare of pupils as their first and paramount consideration
- Accept responsibility for their own actions and behaviour and avoid any conduct that might lead any reasonable person to question their motivation and intentions
- Be 'fit' and ready to work, free from the influence of drugs, alcohol, physical/emotional/mental health needs or a preoccupation with personal life
- Work in an open and transparent way
- Apply the same professional standards, regardless of gender, race or sexual orientation
- Understand that any breaches in the law or professional expectations might lead to criminal or disciplinary action and barring

They must also adhere to the 'safeguarding guidelines for staff conduct' attached to this policy, the rules of conduct in the Employee Handbook, and have regard to all policies relating to the safeguarding and welfare of pupils.

10. Complaints/allegations made against staff

Herne Hill School takes seriously all complaints made against members of staff, including supply staff and volunteers. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member staff or volunteer.

All staff have a responsibility to voice their concerns about the inappropriate or worrying behaviour of a colleague, in good faith and without fear of repercussions (see the whistleblowing policy in the School Handbook).

The Local Authority's Designated Officer (LADO) should be informed of any allegation that comes to the school's attention and appear to meet the criteria described in the whistleblowing policy. This includes allegations of those who pose a 'transferable risk', who have behaved or may have behaved in a way that indicates they may not be suitable to work with children. Contact can also be made with Southwark's Schools Safeguarding Coordinator who will liaise with the LADO.

The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual.

For children in the Early Years Foundation Stage (EYFS) the school will also inform Ofsted, as soon as is reasonably practicable, but at the latest within 14 days, of any allegation of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part Four of KCSIE. If the complaint concerns alleged abuse by the Head, this should be brought to the attention of the Director, without informing the Head. If the complaint/allegation concerns the Director, this should be brought directly to the attention of the LADO.

Southwark's LADO is Eva Simcock: **020 7525 0689**.

There is also a duty system, with one of the CP Coordinators in Quality Assurance Unit being on duty each day to deal with LADO issues when the LADO is unavailable. The duty telephone number for enquiries/referrals is **020 7525 3297**.

Southwark's Strategic Lead Officer for safeguarding in education services is Nina Dohel: **020 7525 3252**.

Southwark's Schools Safeguarding Coordinator is Apo Çağırıcı: **020 7525 2715**.

We also note the 'Safeguarding information for professionals and the community in Southwark' on Southwark Council's website.

The DfE dedicated telephone helpline and mailbox for non-emergency advice for staff is **020 7340 7264**.

The email for suspected radicalisation is counter-extremism@education.gsi.gov.uk.

The non-emergency number for police is **101**.

Brief and accurate written notes will be kept of all incidents and S&CP or child in need concerns relating to individual pupils. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared directly with other agencies as appropriate. All contact with parents and external agencies will be logged and these will be kept as S&CP records. The school will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

S&CP records are not open to pupils or parents. All S&CP records are kept securely by the DSL and separately from educational records. They may only be accessed by the DSL, the DDSL and the senior managers of the school.

The content of any S&CP Conference or Review reports prepared by the school will follow the headings recommended by Children's Services and will, wherever possible, be shared with the parents/carer in advance of the meeting.

Any S&CP records will be sent to receiving schools separately and under a confidential cover when pupils leave the school.

11. Safety in the school

The school maintains accurate records of those with parental responsibility and emergency contacts. Pupils are only released to the care of those with parental responsibility or someone acting with their consent.

No internal doors to classrooms will be locked whilst pupils are present in these areas. Entry to school premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance. Authorised visitors, including supply staff, will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. Unidentified visitors will be challenged by staff or reported to the Head or school office. Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the police by calling 101 or 999, depending on the circumstances and the urgency of the case. Brief information about the incident will be sent to Southwark's Schools' Safeguarding Coordinator with a view to alerting other local schools in liaison with the police and through appropriate systems.

12. Measures for internet safety and mobile phone usage

Online safety is paramount in today's world of technology. In conjunction with our IT providers 'Soft Egg', we strive to keep pupils safe from potentially harmful and inappropriate content or contact online. Soft Egg's role is to ensure that:

- Systems are in place for appropriate filtering and monitoring.
- ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly.
- Security checks and monitoring of the school's ICT systems is carried out on a regular basis.
- Access to potentially dangerous sites is blocked and, where possible the downloading of potentially dangerous files is prevented.

Staff are provided with clear guidelines as to acceptable online usage in a specific policy in the employee handbook, and in the 'Staff Code of Conduct'. The same policy also covers the usage of mobile phones.

In addition to employees, peripatetic instructors, supply staff and volunteers, it is important that parents, visitors and contractors also use their mobile phones in an appropriate and sensible manner in line with the mobile phone policy whilst visiting the school. Parents are advised of this in the parent handbook, and visitors and contractors are informed of our expectations upon signing in. The key expectations are:

- Visiting adults should use their mobile phones only when children are not present, e.g. in the office, staff room, empty classrooms, etc. They should preferably have their phones in silent mode throughout their visit in the school.
- Adults either in school or accompanying children on school trips should not use their cameras or mobile phone cameras to take pictures of pupils unless it is at an event open to parents such as Sports Day, Summer Fair, play/drama performance, school service/festival, class demonstration, etc. Parents should preferably only take pictures of their own children and images should not be published (e.g. on social networking sites such as Facebook, Instagram or other platforms) that include any children other than their own.

13. Teaching children how to stay safe (including online)

Herne Hill School acknowledges the important role that its curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle and emotional literacy, pupils will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure;
- the importance of fundamental British values.

The mandatory Relationships & Sex Education (RSE) and Health Education (HE) is delivered through our Personal, Social, Health and Economic (PSHE) curriculum.

Importantly, pupils will also be taught about how to stay safe online, and how to avoid potential dangers of the internet (including cyberbullying). Specifically our curriculum aims to teach them:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships (even if anonymous) as they do to face-to-face relationships, including the importance of respect for others.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How information and data is shared and used online, and how it shouldn't be.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

This teaching will be facilitated in a range of ways such as assemblies, circle times, Safer Internet Day events, invited speakers, NSPCC charity events, etc.

We have also devised our own set of five, age-appropriate online safety rules which we actively teach the children, as follows:

- a. I will always ask permission from a trusted adult before using a device.
- b. If I see something upsetting, I will turn the screen off or iPad over and tell an adult straight away
- c. I will only use the websites that a trusted adult has told me are OK.
- d. I will never share my personal information (name, address, phone number) without permission from a trusted adult.
- e. I will always be kind to people online, just like I would on the playground.

14. Complaints and monitoring

All complaints arising from the operation of this policy will be considered under the school's complaints procedure, with reference to Southwark's Strategic Lead Officer for safeguarding in education services as necessary.

The policy and procedures relating to safeguarding at Herne Hill School will be reviewed annually by the Director and the Head. This review will assess how efficiently the related duties have been discharged.

Any deficiencies or weaknesses in Safeguarding and Child Protection arrangements will be remedied without delay.

Signed by: Dominik Magyar (Director)
 Ngaire Telford (Headteacher and Designated Safeguarding Lead)

Date: January 2022

Appendix: Safeguarding guidelines for staff conduct

This document should be read in conjunction with the Employee Handbook (rules of conduct) and teacher and teaching assistants' professional standards.

Confidentiality

- Staff must not use confidential or sensitive information about a child or their family for their own benefit or to humiliate or embarrass a child.
- Confidential information about pupils or the school should not be shared casually.
- Information that might suggest that a child is in need or at risk of significant harm must be shared with the Designated Safeguarding Lead, in accordance with the safeguarding policy.

Behaviour

- Staff have a responsibility to maintain public confidence and must uphold high standards of personal conduct to do so, both within and outside of their work setting.
- They must not do or say anything that might bring the school into disrepute.

Dress and appearance

- Staff should dress decently, safely and appropriately for the tasks that they are required to undertake.

Gifts

- Whilst there may be occasions when parents or pupils may wish to give a small token of appreciation to staff at religious festivities or the end of a placement, for example, it is unacceptable to receive gifts on a regular basis.
- Personal gifts should not be given by staff to pupils and any reward to a child should be consistent with the school's behaviour policy, recorded and not based upon favouritism.

Power and positions of trust and authority

- All staff should not:
 - Use their position to gain access to information for their own advantage and/or a pupil's or family's detriment.
 - Use their power to intimidate, threaten, coerce and undermine pupils.
 - Use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so.

Infatuations

- It is not unusual for pupils or, sometimes, their parents to develop infatuations or "crushes" towards trusted staff. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening reported to your line manager.

Social contact

- Staff should maintain professional boundaries when having social contact with a pupil or their parents/carers.
- Staff should consider carefully before disclosing their personal telephone numbers and e-mail addresses to pupils or parents.
- No member of staff should enter into extra or private tuition or childcare arrangements with parents without the permission of the Head.

- Staff should notify the Head of any existing or previous family or social relationship with a pupil or their parents/carers.

Physical contact

- When physical contact is made with pupils, it should be in response to their needs at that time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.
- Physical contact should never be secretive, for the gratuity of the adult or represent a misuse of authority.
- Extra caution should be exercised where a child is known to have suffered previous abuse or neglect. Such experiences may sometimes make a child exceptionally needy and demanding of physical contact and staff should respond sensitively by deterring the child through helping them to understand the importance of personal boundaries.
- Any extreme attention-seeking or behaviour by pupils that makes staff feel uncomfortable should be reported to a line manager.
- Staff supervising PE and games or providing music tuition may be required to initiate physical contact with pupils, the principle of “limited touch” should be applied, with understanding of pupils’ sensitivities and with the pupil’s agreement.
- Children are entitled to respect and privacy whilst they are changing or showering after games or swimming.

Pupils in distress

- On those occasions when a pupil may be in distress and in need of comfort and re-assurance, staff should ensure that they remain self-aware at all times and that their contact with the pupil is not open to misunderstanding.
- Such incidents must always be recorded and shared with a line manager.

Care, control and physical intervention

- The school is committed to the use of positive behaviour management and staff will not use any form of physical punishment, threats, sarcasm or demeaning comments to deal with unacceptable behaviour.
- When children need to be restrained for their own protection or the protection of others, this must only be undertaken in accordance with the school’s policy on ‘Use of Force to Control/Restrain Pupils’, which can be found in the School Handbook.
- Any such incidents and physical interventions will be recorded and reported according to procedures outlined in that policy.

One-on-one situations

- Staff working individually with children should recognise the potential vulnerability of pupils and adults in such situations and ensure that they manage these situations with regard for the safety of both the child and themselves.
- Individual work with pupils should not be undertaken in isolated areas or rooms where there is no external visual access. Where it is necessary to close doors for reasons of confidentiality, a colleague should be made aware of this and asked to remain vigilant.
- In general, staff will not be expected to transport or accompany pupils off-site on their own. If staff use their own cars for transporting pupils, they will ensure appropriate escort arrangements and that they have in place motor insurance that covers business use.
- All first aid will be administered only by suitably trained and accredited staff except in an emergency where the illness or injury is such that to delay assistance might cause harm to the child.
- Children who require any form of intimate care are entitled to privacy, dignity and safety. Pupils with ongoing health problems will be treated in accordance with any Medical Plan that has been put in place.
- Lone male members of staff should not be placed in a position where they are expected to provide any form of intimate care without the safeguard of having a female colleague in the same room or area.

Curriculum

- The curriculum can sometimes lead to unplanned discussion of sensitive subject matters. Responding to pupils' questions requires careful judgments and guidance should be sought from the Head or lead teachers, as appropriate.

Photography, videos and other creative arts

- Staff must follow the school's 'Computer, internet and mobile phone usage policy', which can be found in the Employee Handbook. Relevant key points to remember are summarised below.
- Whilst photographic and video images can play a valuable role within the curriculum, after-school activities and to celebrate achievement, there is potential for such images and opportunities to be misused by adults with ulterior motives.
- Cameras, including mobile phones with cameras, should not be taken into an area where intimate care is given.
- Staff should be sensitive to the needs of pupils who may have been abused in this way or who appear uncomfortable when asked to participate in photography or filming.
- Staff should be able to give account of the rationale behind any images of pupils that are in their possession. They should be stored securely and only used by those authorised to do so.
- Permission from pupils and their parents/carers must be obtained for the use of images of pupils for publicity purposes and, in general, names of pupils should not be published.

Internet use

- Staff must follow the school policy on 'Computer, internet and mobile phone usage policy', which can be found in the Employee Handbook. Relevant key points to remember are summarised below.
- Staff should under no circumstances access, or allow pupils to access, inappropriate material or images.
- If pupils are found to have accessed such images, this should be reported to the Headteacher.
- Staff should not access social networking sites on school computers and should not make contact with pupils or parents on such sites.
- If staff contribute to internet blogs or access social networking sites such as Facebook outside of the school, they should neither mention Herne Hill School nor make any reference to their employment, activities, etc. at the school.

Whistle blowing

- Staff can find the school's 'Whistle blowing procedures' in the School Handbook.
- All staff should remember that they have a responsibility to voice their concerns about the inappropriate or worrying behaviour of a colleague: in good faith and without fear of repercussions.
- Where allegations are made about the mistreatment of a pupil by a member of staff or volunteer, the Head will follow the procedures set out in the school's safeguarding policy. If the complaint concerns alleged abuse by the Head, this should be brought to the attention of the Director, without informing the Head. If the complaint/allegation concerns the Director, this should be brought directly to the attention of the LADO.