



Hawkesdown House School

Endeavour • Courage • Truth

SAFEGUARDING (CHILD PROTECTION) POLICY

This is a whole school policy including EYFS.

The policy is written with due regard to the following:

Keeping Children Safe in Education (KCSIE) (2021)
Working Together to Safeguard Children (Dec 2020)
Sexual Violence and Sexual Harassment between children in Schools and Colleges (September 2021)
What to do if you are worried a child is being abused (March 2015)
Children Missing Education Statutory Guidance (September 2016)
Information sharing (March 2015)
UK Council for Internet Safety (UKCIS 2020)
RBK&C Safeguarding Children's Board Policy and Procedures
London Child Protection Procedures (March 2021)
Disqualification under the Childcare Act 2006 (August 2018)
Mental Health and Behaviour in Schools (November 2018)
Prevent Duty Guidance for England and Wales (April 2021)
The Prevent Duty: Departmental Advice for schools and childminders (July 2015)
Channel Duty Guidance (2020) (Channel)
The use of social media for online radicalisation (July 2015)
Independent School Standards (April 2019)
Coronavirus (COVID-19): safeguarding in schools, colleges and other providers

See also: Safeguarding Addendum and other HHS coronavirus (COVID-19) documentation, Anti-bullying Policy, Behaviour & Discipline Policy, Continuing Professional Development, SEND Policy, PSHEE Scheme of Work, Recruitment and Selection Policy, Use of Technology Policy, Staff Code of Conduct, Use of Mobile Telephone and Digital Photography Policy and Whistleblowing Policy.

This policy is available on the school website and is also available to parents from the School Office on request.

1. GENERAL

Safeguarding and child protection is at the forefront at Hawkesdown House School and underpins all relevant aspects of process and policy development in school.

Hawkesdown House School is committed to safeguarding and promoting the welfare and best interests of children and expects all staff and volunteers to share this commitment. The health, safety and well-being of all our pupils are of paramount importance to all the staff at Hawkesdown House. The children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe at school. The school promotes an environment where staff are able to raise concerns and are fully supported in their safeguarding role.

The school adopts a child centric approach to handling concerns and our systems are well promoted, easily understood and accessible for the children to confidentially report abuse. Children know that their concerns will be treated seriously and that they can safely express their views and give feedback.

The school respects the pupils. The atmosphere within the school is one that encourages all children to respect one another. We provide opportunities that enable our children to take and make decisions for themselves.

The teaching of Personal, Social, Health and Economic Education, the teaching of personal values and morality in religious studies and issues raised in assemblies, all help to develop appropriate attitudes in our pupils and make them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them. We give them appropriate E safety awareness, given their age.

We follow safer recruitment procedures as set out in part 4 of KCSIE and the current Independent School Standards Regulations, and we require all adults employed in school to have an enhanced DBS check in order to ensure that there is no evidence of offences involving children or abuse.

2. RESPONSIBILITIES

a) Designated Safeguarding Lead (DSL)

DSL - Jenny Mackay (Head)

Deputy DSL – Sylwia Boyle (Head of Early Years)

Deputy DSL – Fiona Galligan (PSHEE Co-ordinator)

Jenny Mackay, the Head, is the designated person with status and authority to take responsibility for Child Protection matters, including the implementation of the Prevent duty, and who has contact for liaison with the outside agencies in cases of suspected abuse, neglect and radicalisation. The DSL has the knowledge, skills and understanding necessary to keep safe children who are looked after by a local authority. At times, she may designate this responsibility to Kirsty Alexander, Head of EYFS or to Fiona Galligan, PSHEE Co-ordinator. The DSL or her deputies will always be available to discuss any safeguarding concerns. The DSL is also responsible for oversight of online safety in the School Community.

Kirsty Alexander, Head of EYFS, will take responsibility for EYFS and is the Lead Practitioner in this setting.

All of these staff members receive training (updated at least every two years) in child protection and inter-agency working.

The DSL is responsible for ensuring that staff are provided with regular updates on changes in legislation with regard to safeguarding via email or within staff meetings. Copies of any update will also be placed on the staff room noticeboard.

b) Class Teachers and other Adults in the School

If a member of staff has any concerns about a child, however, minor this may seem at the time, this must be recorded and passed to the DSL. Many issues around safeguarding are jigsaw puzzles of separate small pieces of information not major disclosures.

The School recognises that the class teacher is the first stage in the pastoral care of the child in the school. Class Teachers are well placed to observe outward signs of abuse, changes in behaviour or failure to develop or thrive. However, any person, including those in the School office, music and sports teachers may well be the first that a child turns to, be the first to be aware of a child's distress or notice unexpected bruising or injury.

All adults in the school should be aware of their duty of care to the children, the importance of listening to them and taking their concerns seriously. All staff must recognise that to address risks and prevent issues escalating it is important that children receive the right help at the right time, and the early signs of abuse and neglect and radicalisation, are acted upon. (See symptoms of abuse in Appendix 2)

They must keep clear records, reassess concerns when situations do not improve, share information quickly and challenge inaction. They should report any concerns immediately to the Head, and in her absence to the Head of Early Years. The Head and the Head of Early Years will investigate every case on an individual basis. Should a member of staff feel their concerns are not being addressed, including concerns about poor or unsafe practice and potential failures in the School's safeguarding regime, they should refer to the Whistleblowing Policy.

If services or activities are provided by the school, under direct supervision from staff, our arrangements for child protection will apply. If another organisation is providing services or activities on the site, Governance will ensure that appropriate safeguarding and child protection policies and procedures are in place.

c) School Governance

Stephanie Piper is the designated member of the Governance responsible for Safeguarding issues and the named governors for Prevent.

The School Governance agrees the safeguarding policy and is designated to take responsibility for safeguarding matters, including those covered by Prevent, and should be contacted should the Head or Head of Early Years be unavailable (or be the subject of alleged abuse). Safeguarding issues are discussed at meetings with School Governance and there is a detailed minuted annual review of all policies, centralised register and recruitment records. Governance approves the job description for DSL and ensures that they have the appropriate time to carry out the role effectively. Governance will check with staff through questioning that appropriate training has been carried out. The named governor ensures that the policy is known in practice by visiting staff, across the School, to see if they would know who to go to in the case of a suspected abuse and what they would do in terms of comments they might make to the child. The named governor also reviews how children are taught about safeguarding and works closely with the DSL on these matters.

The DSL is sufficiently independent enough to be able to go to the LADO if there are concerns about Governance or any member of their family.

3. CONFIDENTIALITY

It is of the utmost importance that anyone concerned with an allegation or case of abuse maintains confidentiality at all times on a “need to know” basis. The DSL, and in her absence the Deputy DSL, must be informed immediately under the procedures below by the person suspecting abuse. The DSL will discuss who else should be informed within the school.

Schools Right to Share

The school has a right to share, hold and use information in relation to safeguarding because information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children’s welfare, including their educational outcomes.

We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons. We inform the child at all stages of who is involved, and what information we have given them. We do not promise the child confidentiality. It is extremely important that should any allegation be made against a member of staff, all staff within the School make every effort to maintain confidentiality and guard against unwanted publicity while such an allegation is being investigated or considered. In accordance with the Association of Chief Police Officers (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence.

The School should take advice from the LADO, police and local authority social care services to agree the following:

- Who needs to know and, importantly, exactly what information can be shared; (In deciding what information to disclose, careful consideration should be given to the provisions of the Data Protection Act 2018, the law of confidence and, where relevant, the Human Rights Act 1998.)
- How to manage speculation, leaks and gossip;
- What if any information can be reasonably given to the wider community to reduce speculation; and
- How to manage press interest if and when it should arise.

4. PROCEDURE – RECEIVING A DISCLOSURE FROM A CHILD

If a child makes a disclosure of abuse of any kind to a teacher, he or she should be given support and reassurance, but must not be promised confidentiality. The teacher or other adult should listen to what the child has to say, but avoid asking leading questions about the abuse, although they may ask questions

about the child's feelings and general welfare. If possible, they should make notes at the time, and should then immediately write a full report for the DSL distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse and signing and dating the report.

The adult to whom the disclosure has been made should complete the **Safeguarding Children Incident Record (Appendix 1)** of this policy with utmost urgency after the disclosure has been made.

Every attempt will be made to offer support for the child whilst at school and it is hoped that the school will provide an environment in which he or she can relax and spend the school day in complete confidence and safety. School will take into account the child's wishes and feelings when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at heart.

All records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

5. PROCEDURE – CONCERNS ABOUT A CHILD

Whenever any member of the school staff has a concern about a child or a reason to suspect that a pupil may have suffered abuse, the DSL, or in their absence the relevant Deputy DSL MUST at once be informed. See Appendix 2 for definitions and symptoms of abuse, including Child Criminal Exploitation, Child Sexual Exploitation (CSE) – including sexual violence and sexual harassment and Radicalisation. Should it be suspected that a member of staff or other adult has committed the abuse then the procedures from Section 6 must be followed. Should it be felt that that any concerns are not being addressed, for example, that a child is not receiving the support necessary or that the child's wellbeing is deteriorating, then the DSL, must be kept informed or if necessary, the local authority is contacted (see section 1 for details).

When there are concerns that a child may be in need of help or be at risk, the DSL, will discuss this matter readily, and within 24 hours of a disclosure, with RBK&C Safeguarding Children's Partnership. This may be done tentatively and without giving names in the first instance. What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus, the School should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate any allegation.

a) Children who have suffered or are likely to suffer significant harm

If it appears that a child has suffered or is likely to suffer significant harm, the DSL (or in her absence the relevant Deputy DSL, after speaking to School Governance and the Head, if possible) will make a formal report immediately (and within one working day) by telephone to the LSCP (Local Safeguarding Children Partnership) in the area of the child's residence. Subsequent actions will follow agreed inter agency procedures.

Although decisions to seek support for a child in need would normally be taken in consultation with parents, the consent of parents or the child is not required and will not be sought for a referral where there are reasonable grounds to believe that a child is at risk of significant harm.

b) Children in need of Early Help

Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage in a child or young person's life, but all schools should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have an EHC plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement

and association with organised crime groups;

- is at risk of being radicalised or exploited;
- is having poor general health;
- has a mental health need;
- is frequently missing/goes missing from care or from home;
- has poor attendance at school;
- is having anxiety, depression or other mental health issues;
- is misusing drugs or alcohol themselves;
- is at risk of radicalization, modern slavery, trafficking or exploitation;
- is at risk of 'honour-based' abuse such as FGM or forced marriage;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- has a family member in prison, or is affected by parent offending;
- is showing early signs of abuse and/or neglect;
- is bullying or being bullied;
- is a privately fostered child.

Research suggests that early help can:

- protect children from harm
- reduce the need for a referral to child protection services
- improve children's long-term outcomes
- decrease the likelihood of involvement in serious violence

Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. It is everyone's responsibility.

Should a child be in need of early help from one or more agencies, the school will keep in close touch with such agencies, assist with interagency assessment using local processes, including the use of the *Common Assessment Framework (CAF)* and *Team around the Child (TAC)* approaches. The DSL or the relevant Deputy DSL will attend any relevant meetings and will follow agreed procedures.

To help make decisions on the child's level of need and the appropriate services to refer on for service, the school will refer to the RBK&C's thresholds and eligibility criteria available at:

Safeguarding children – RBKC: <https://www.rbkc.gov.uk/lscp/children-and-young-people>

Referral for early help services will be made by way of an e-CAF referral to the RBK&C's Early Help/CAF team for children with low level help needs who may need extra services to help them achieve good outcomes.

c) Pupils at risk of Radicalisation

If it appears that a pupil is at risk of radicalisation, or displays any indication that they have been exposed to extremism, the DSL must be informed immediately. The DSL will consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care. Normal referral processes are available when there are concerns about children who may be at risk of being drawn into terrorism.

Although decisions to seek support for a child in need, including when there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is not

required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015, places a duty on educational establishments, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”).

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. Many local authorities already have Channel panels set up in their area.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of members of our armed forces, whether in this country or overseas.

The school takes seriously its duty to ensure that its pupils are safeguarded from being drawn into extremism or terrorism. This policy has regard to the Home Office guidance ‘Prevent Duty Guidance’ (April 2021). The DSL and Board of Governance have responsibility for overseeing and implementing Prevent requirements which it shall undertake to do as set out in the following paragraphs:

Risk assessment

- The school, under the guidance of the DSL, assesses the general level of risk of pupils being radicalised or drawn into terrorist/extremist activity on at least an annual basis.
- The Designated Safeguarding Lead will work with staff to identify specific pupils who may be at particular risk.

Visiting Speaker Protocol

The school has a protocol regarding visiting speakers so that:

- Names and topics of all visiting speakers are provided to the DSL in advance of their visit to the school.
- The DSL assesses the level of risk of pupils being exposed to radical/extreme views either by the speaker or the content of their speech.
- The DSL shall ensure all checks undertaken (if applicable) are recorded in the Single Central Register (SCR)
- All visiting speakers are accompanied by a member of staff at all times.

Procedures

- If a member of staff, boy or parent has any concerns about the potential radicalisation of a pupil, they should follow the school’s usual safeguarding procedure as laid out in this Policy.
- The school will work closely with parents to support them when a risk of radicalisation is identified.

Training

- All staff are required to read this Policy (as updated from time to time) which includes the signs of radicalisation.
- All staff are required to complete the E-learning Training on Prevent [Link to site here](#)
- All staff and Governors will undertake INSET training on the Prevent Duty every 2 years.

Building Resilience to Radicalisation

- Fundamental British Values are embedded in the school’s PSHEE/Relationships Education programme and other aspects of the school’s SMSC education including assemblies.
- Cross-curricular links in subjects such as humanities highlight the diversity of faith and experience in Britain and the wider world.
- The school has a wide range of extracurricular activities which require boys to consider democracy and diversity and to encourage an atmosphere of mutual respect.

- The DSL will liaise with the Deputy Head and the Director of Studies to ensure that all aspects of the school's education support children in developing the ability to make safer choices, knowing where to seek help if necessary.

Grave Concern - Children whose situations do not currently fit the above categories but for whom there is significant risk of abuse.

Staff should also have due regard to the following, **which should also be considered as abuse**, and should refer any child over which they have concerns to the Head, as DSL:

Working in Partnership

- The DSL liaises regularly with the Royal Borough of Kensington and Chelsea safeguarding partners regarding their advice on the general level of risk to its pupils and for developing practice in school.
- The duty to make local safeguarding arrangements rests with the three safeguarding partners. A safeguarding partner is defined under the Children Act 2004 as:
 - A. the local authority;
 - B. a clinical commissioning group for an area (any part of which falls within the local authority area);
 - C. the chief officer of police for an area any part of which falls within the local authority area.

It is acknowledged that children may be harmed outside of the home and this is considered as part of contextual safeguarding for social care assessments.

The School will provide as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.

d) Female Genital Mutilation

Female Genital Mutilation is a form of child abuse and honour-based violence and as such is dealt with under the schools Child Protection/Safeguarding policy. The school uses the World Health Organisation definition as written below.

Definition of FGM:

“Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.” (World Health Organisation)

The UK Government has written advice and guidance on FGM that states; “FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.” “Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

Specific factors that may heighten a girl's risk of being affected by FGM

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education (PSHE) may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Indicators that FGM may be about to take place soon.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent:

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

Indications that FGM may have already taken place

It is important that staff look out for signs that FGM has already taken place so that:

- the girl affected can be supported to deal with the consequences of FGM enquiries can be made about other female family members who may need to be safeguarded from harm.
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

There are a number of indications that a girl has already been subjected to FGM.

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

Hawkesdown House staff are aware of the issues surrounding FGM and seek to protect any child they suspect is in danger from FGM.

Where a teacher in the course of their work or profession, has a disclosure made about a female or discovers that an act of FGM appears to have been carried out on a girl under the age of 18, there is a statutory duty upon that individual to report it to the police and the teacher must personally report it to the police. Unless the teacher has good reason not to, they should also consider and discuss any such case with the DSL and children's social care as appropriate.

The duty to report to the police does not apply in relation to at risk or suspected cases, or in cases where the girl is 18 or over. In these cases, teachers should follow the safeguarding procedures set out in this Policy.

In the case of any non-teachers, any discovery or concerns should be reported to the DSL in accordance with the safeguarding procedures.

e) Children Missing Education

A child going missing from education is a potential indicator of abuse or neglect and every effort must be made to establish the whereabouts of a child. Staff must report to the DSL any unexplained absences, any regular pattern of absences, any agreed absences that are prolonged and any indication that a pupil / family have a planned absence in term time that has not been approved by the Head. The Head, as DSL, will discuss such absences with Children's Social care.

In addition, the following circumstances will also be reported to the LSCP where the child lives:

- ten days of unauthorised absence (other than for reasons of sickness or leave of absence);
- failure to attend regularly;
- if a child has been taken out of school to be home educated;
- if a family has apparently moved away;
- if a child has been certified as medically unfit to attend;
- if a child is in custody for more than four months, or has been permanently excluded.

This duty arises as soon as the grounds above are met and in any event before deleting a child's name from the admission register

In the case, of a child leaving the school when the next school is not known; the circumstance will be reported as soon as possible to the LA in which the pupil lives.

Children are NEVER to be removed from roll unless one of the following can be evidenced:

- A new destination school and the pupil file has been forwarded
- Referred to the appropriate service (Children Missing Education / Elective Home Education)
- Approval from the placing Local Authority (LSCP)

f) Mental Wellbeing/ Physical Health

All staff should be 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. It is estimated that 1 in 10 children will experience some form of mental ill health at some point in their childhood. The reasons behind a child's mental health can be varied, and whilst some children self-harm or contemplate taking their own lives, this is not the case for everyone. Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem.

Staff must report to the Head, as the DSL, any observation of deterioration of a child's health, either mental or physical. This includes known medical conditions, such as asthma, but staff must also be alert to symptoms of mental ill-health, such as eating disorders or self-harming.

Form Teachers and Teaching Assistants see their pupils, day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils. The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives. These include:

- anxiety/worry exacerbated by the coronavirus (COVID-19) pandemic
- loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted
- life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form
- traumatic events such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed. Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement or child's if they are considered to be competent.

g) Child Trafficking and Modern Slavery

Child trafficking and modern slavery are child abuse and require a child protection response. *'Trafficking of persons'* means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. However, staff should always bear in mind that not all children who go missing from education have been victims of trafficking e.g. Gypsy, Roma or migrant families.

We take a proactive approach to preventative work.

h) Domestic Violence (DV)

The definition of 'domestic violence and abuse' was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in need or likely to suffer significant harm, the definition from the Home Office is as follows:

"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality.

This can encompass, but is not limited to, the following types of abuse:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional.

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

Coercive behaviour is: an act or a pattern of acts of assault, upskirting, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

It is important for staff to be vigilant and to report any concerns to the DSL immediately, following correct procedure.

i) CSE and CCE

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

"Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years

- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources”.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child sexual exploitation (CSE)

CSE is a form of child sexual abuse. It involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. Sexual abuse 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 clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, upskirting (see below), harassment, 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.

CSE can occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge e.g. through others sharing videos or images of them on social media. All children and young people, including 16- and 17-year-olds, can experience child sexual exploitation.

CSE can affect any child, who has been coerced into engaging in sexual activities.

Upskirting The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

j) Serious Violence

Risk factors that might increase the likelihood of involvement in serious violence include:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment

- having been involved in offending, such as theft or robbery.

k) Prejudice Based (Protected Characteristics) Abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's protected characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes • dealing with perpetrators of prejudice based abuse effectively
- supporting victims of prejudice based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again.

l) Children Potentially at Greater Risk of Harm

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL holds and uses this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This is considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

m). Children requiring Mental Health Support

Schools have an important role to play in supporting the mental health and wellbeing of their pupils, especially in the wake of the recent pandemic Covid-19.

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. The school will ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Hawkesdown House School can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

PROCEDURE—ALLEGATIONS OF ABUSE MADE AGAINST A MEMBER OF STAFF (Including Supply Staff),/CONCERNS RAISED IN RELATIONS TO TEACHERS, INCLUDING SUPPLY TEACHERS, OTHER STAFF, VOLUNTEERS AND CONTRACTORS (See part four KSCIE 2021)

Allegations/concerns that may meet the harms threshold:

These procedures should be followed where it is alleged that anyone working in the school including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. (This includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children – known as transferable risk. An appropriate assessment should be undertaken/advice sought from LADO.)

A “case manager” will lead any investigation. This will be either the Head or Director of Education, or, where the Head is the subject of an allegation, the proprietor.

There are two aspects to consider when an allegation is made:

1. Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children’s social care.

2. Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

The procedures for dealing with concerns as well as allegations against staff/volunteers/supply staff should aim to strike a balance between the need to protect children from abuse and the need to protect staff from false or unfounded allegations/concerns unless:

- The pupil is at risk.
- Other pupils are at risk.
- The member of staff’s presence in school will impede an investigation.

This relates to staff or volunteers who are currently working at the school regardless of where the alleged abuse took place. Allegations against a member of staff (including supply/volunteer) who is no longer teaching should be referred to the police.

Whilst schools are not the employer of supply teachers, it is expected that they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Agencies should be fully involved and co-operate with any enquiries from the LADO,

police and/or children's social care.

When dealing with allegations, schools and colleges should:

- apply common sense and judgement;
- deal with allegations quickly, fairly and consistently; and
- provide effective protection for the child and support the person subject to the allegation.

Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- was the individual in the school or college at the time of the allegations?
- did the individual, or could they have, come into contact with the child?
- are there any witnesses? and,
- was there any CCTV footage?

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or local safeguarding children's partnership (LSCP) will be convened. If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour. Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the designated safeguarding lead and make a risk assessment of the situation. It may be necessary for the designated safeguarding lead to make a referral to children's social care.

Where the initial discussion leads to no further action, the case manager and the LADO should:

- record the decision and justification for it; and,
- agree on what information should be put in writing to the individual concerned and by whom.

Parents or carers of the child or children involved should be:

- formally told about the allegation as soon as possible. The case manager should consult the LADO and where involved children's social care and/or the police on what information can be disclosed;
- kept informed about the progress of the case, only in relation to their child - no information can be shared regarding the staff member; and
- made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress.

The school is required to report to the Secretary of State, via the DfE, within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

If any person (whether employed, contracted, a volunteer or student) is dismissed or resigns before a disciplinary process is completed, the Headmistress should inform the person about the employer's statutory duty to report the case to the Secretary of State for Education. Failure to do so constitutes an offence and the school may be removed from the DfE register of independent schools.

If any person (whether employed, contracted, a volunteer or student) is dismissed or resigns and a judgement is made that a disciplinary process would have been instituted if that person had remained in post, the Headmistress should similarly inform the person about the employer's statutory duty to report the case as above.

If an allegation is made against the staff, volunteers or the designated staff members with responsibility for Child Protection, the member of staff receiving the allegation must immediately inform the Headmistress or in her absence, the allegation should be passed directly to the Director of Education, Stephanie Piper.

The school will also be mindful of 'Transferrable risk'. This is where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. Where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but we need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.

If an allegation is made against the Head, the member of staff receiving the allegation must immediately inform the Director of Education, Mrs Stephanie Piper, without notifying the Head first.

All allegations will be referred to the Local Authority Designated Officer (LADO) before any investigation takes place and within one working day. In borderline cases these discussions can be held informally and without naming the individual. In a case of serious harm, or if a criminal offence is suspected, the police should be informed from the outset. The LADO should also be contacted for referrals when an allegation has been made against an adult who works with children.

The telephone number for the RBK&C LADO is **020 7361 3013**.
Email: kclado.enquiries@rbkc.gov.uk

For full details of the procedure that follows a referral see DfE Guidance; *KCSIE 2021*. The purpose of an initial discussion is for the LADO to provide advice to the Head and / or School Governance, to consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed.

Where there is a lack of appropriate resource in the school, or the nature of the allegation requires it, the allegation will require an independent investigator.

The Head, or School Governance, should inform the accused person about the allegation as soon as possible after consulting the LADO, unless a strategy meeting is needed (see next paragraph). She should provide them with as much information as possible at the time, and if the person is a member of a union or professional association, s/he should be advised to contact that body immediately.

The Head will not inform the accused person about the allegation until agencies have been consulted, and have agreed what information can be disclosed to the person. The Head will give due weight to the views of the LADO and will, in discussion with the School Governance, consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place.

Where it is clear that an investigation by the police or LSCP - children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the Head and School Governance. In those circumstances, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available, and will range from taking no further action to summary dismissal or a decision not to use the person's services in future.

Suspension

Suspension will not be an automatic response to an allegation or concern. Full consideration will be given to all the options, subject to the need to ensure:

- The safety and welfare of the pupil concerned.
- The need for a full and fair investigation.

In some such cases, further enquiries will be needed to enable a decision about how to proceed. If so, the Head or School Governance should discuss with the LADO how and by whom the investigation will be undertaken. Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving the reasons for the suspension. The person should be informed at that point who their named contact is within the organisation and provided with their contact details.

Concerns that do not meet the harm threshold.

Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Low Level Concerns

At Hawkesdown House School, we have an open and transparent culture in which all concerns about adults are shared responsibly and with the right person, that they are recorded and dealt with appropriately, is critical to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the School.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate. It is crucial that any such concerns, including those which do not meet the allegation/harm threshold (see Part Four - Section one), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools from potential false allegations or misunderstandings.

At Hawkesdown House School, we ensure that our staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others. We empower staff to share any low-level safeguarding concerns with the designated safeguarding lead (or a deputy). We address unprofessional behaviour and supporting the individual to correct it at an early stage. We provide a responsive, sensitive and proportionate handling of such concerns when they are raised, which helps identify any weaknesses in our safeguarding systems.

Low-level concerns should be reported to the DSL or Deputy. Staff should feel confident to self-refer where they have found themselves in a situation which might be misinterpreted. Where a low-level concern relates to a person employed by a supply agency or a contractor to work in a school that concern should be shared with the DSL, and recorded in accordance with the school's low-level concern/staff code of conduct policy and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

Recording low-level concerns

All low-level concerns should be recorded in writing by the designated safeguarding lead (or deputy). The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

a) Supporting the member of staff

The School will act to manage and minimise the stress inherent in the allegations and disciplinary process. Support for the individual is key to fulfilling this duty. A member of staff will be informed of a concern or allegation as soon as possible and given an explanation of the likely course of action, unless there is an objection by the LSCP or the police. They will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to welfare counselling or medical advice provided by the School. The School will not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence

The School will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate. Particular care will be taken when an employee is suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends will not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

b) Resignations and 'Compromise Agreements'

The fact that a person tenders his or her resignation, or ceases to provide their services, will not prevent an allegation being followed up in accordance with these procedures. It may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but a conclusion will be reached and recorded wherever possible. So called 'compromise agreements', by which a person agrees to resign, if the School agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, will not be used in these cases. In any event,

such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the Disclosure and Barring Services (DBS) (see below) where circumstances require.

c) Record keeping

For all other allegations that are not found to be malicious, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate.

It will provide clarification in cases where future DBS Disclosures reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation resurfaces after a period of time. The record should be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer. Employment Practices Code and supplementary guidance, which provides some practical advice on employment retention.

d) Referral to DBS and TRA

The school is committed to promptly report to DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is they have caused harm or posed a risk of harm to a child. Failure to make such a report constitutes an offence.

Ceasing to use a person's services includes; dismissal; non-renewal of a fixed term contract; no longer engaging / refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching; contract working, a course of initial teacher training, or volunteering. Compromise agreements cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation. School Governance recognises that it has a legal duty to respond to requests from the DBS for information that they hold already, but does not have to find it from other sources. It will disclose to inspectors all instances of action in relation to safeguarding concerns.

Should a teacher be dismissed (or would have been dismissed had he or she not resigned) the School will consider a referral to be made to the TRA if a prohibition order may be appropriate. The reasons that such an order would be considered are, "unacceptable professional conduct" "conduct that may bring a profession into disrepute" or a conviction at any time, for a relevant offence".

6. PROCEDURE - UNFOUNDED ALLEGATIONS

The procedures for dealing with allegations of abuse by a member of staff need to be applied with common sense and judgement. Many cases may well either not meet the criteria or may do so without warranting consideration of either a police investigation or enquiries by LSCP - local safeguarding children's partnership.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to a child or to an individual facing the allegation or concern. In which case the decision and a justification for it should be recorded by both the Head and the LADO, and agreement reached as to what information should be put in writing to the individual concerned and by whom. The Head should then consider with the LADO what action should follow in respect of the individual and those who made the initial allegation.

Details of allegations that are found to have been malicious should be removed from personnel records. Cases in which an allegation was proven to be unsubstantiated, unfounded or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. should also not be included in any reference.

If an allegation is determined to be unfounded or malicious, the LADO may refer the matter to the LSCP – Local Safeguarding Children Partnership to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head and School Governance will consider whether any disciplinary action is appropriate against the person who made it, and the police may be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil.

7. PROCEDURE - ALLEGATIONS OF ABUSE BY A PUPIL OR PUPILS ON ANOTHER PUPIL (Peer-on-peer abuse)

All staff should recognise that children are capable of abusing their peers (including online). All staff should be clear about their school's or college's policy and procedures with regard to peer on peer abuse. At Hawkesdown House School we have a zero tolerance approach to peer on peer abuse.

The different forms peer on peer abuse can take, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying); o abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery):
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals.

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns.

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

Child on Child Sexual Violence and Sexual Harassment

At Hawkesdown House School we have a zero tolerance approach to Child Sexual Violence and Child Sexual Harassment.

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff working with children are advised to maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware 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.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously

and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse.

Staff should understand that even if there are no reports of peer-on-peer abuse in their school, this doesn't mean it is not happening. If staff have any concerns about peer-on-peer abuse, they should speak to the designated safeguarding lead (DSL)

It is essential that any allegation of abuse made by a pupil against another pupil/pupils in the school is dealt with fairly, quickly, and consistently, in a way that provides effective protection for all the children involved. Any allegation should immediately be reported to the Head, as DSL, or in her absence, the relevant Deputy DSL.

When dealing with abuse by young people on peers, the School will follow the key safeguarding documents, *Keeping Children Safe in Education (September 2021)* and *Working Together to Safeguard Children (2018)*, even where an alleged perpetrator is a child.

- effective implementation of the school's usual safeguarding and anti-bullying policies (and recognition that sexualised abuse (sexual violence and sexual harassment), including verbal abuse, by peers is a potential safeguarding issue);
- seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the multi-agency safeguarding arrangements;
- if a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police;
- following the advice for practitioners in: [What to do if you're worried a child is being abused](#)
- effective information sharing with any agencies or other professionals involved;
- where allegations of abuse or assault have been made against one or more of its own pupils, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support. Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc;
- good record keeping of related conversations, meetings and communications.

Staff should be clear as to the School's policy and procedures with regard to peer-on-peer abuse.

The Head will:

- Investigate if the incident is abuse, or an isolated instance of bullying or 'experimentation', in which case this will be handled in the normal framework for discipline. (See Behaviour and Discipline Policy)
- Determine the frequency, nature and severity of the incident
- Ascertain if the victim was coerced by physical force, fear or by a pupil or pupils significantly older than himself or with power or authority over him
- Ascertain whether the incident involved a potentially criminal act

A distinction needs to be drawn between behaviour best dealt with by anti-bullying policies and more complex behaviour. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' In such cases,

the Head will seek advice from RBK&C Local Safeguarding Children Partnership. Procedures will then be followed as for any other allegation of abuse.

During, and subsequent to, the investigation, all the children concerned will need considerable support and, whether perpetrator or victim, will be treated as being, "at risk". They will be continued to be monitored closely and supported after any investigation has closed. Whilst advice as to the nature of this will be discussed with the children's social care and other agencies, the School will also give consideration to pastoral and other arrangements in the School, and make any necessary adjustments. As with any other allegation, suspension for an alleged abuser will not be automatic, but will be considered if a pupil is deemed to pose a risk to other children in the School.

Harmful Sexual Behaviours (HSB)

For the purpose of this policy, harmful sexual behaviours are defined as sexual behaviours expressed by children that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child or adult. Staff should always use their professional judgment and discuss any concerns with the Head (also the School's Designated Safeguarding Lead). Other behaviour. When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff should consider, for example, whether it:

- socially acceptable;
- involves a single incident or has occurred over a period of time;
- is socially acceptable within the peer group;
- is problematic and concerning;
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability;
- involves an element of coercion or pre-planning;
- involves a power imbalance between the child(ren) allegedly responsible for the behaviour and the child(ren) allegedly the subject of that power;
- involves a misuse of power.

Behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital, and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and/or violent - and ultimately requiring (greater or more formal) engagement with specialist external and/or statutory agencies. The importance of intervening early and addressing any inappropriate behaviour does not just apply on an individual pupil basis, but could also apply across the pupil body. Behaviour generally considered inappropriate may in fact indicate emerging concerning behaviour to which schools need to take a whole-school approach in order to prevent escalation.

At Hawkesdown House School, we acknowledge and understand the scale of harassment and abuse and that downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Responding to a Report

Children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told. The school's initial response to a report from a child is incredibly important.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

If possible, managing reports with two members of staff present is recommended. Confidentiality must not be promised at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff

should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to, recognising that a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child, recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory.

School will keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

School should:

- listen carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- consider the best way to make a record of the report. However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only record the facts as the child presents them.
- inform the DSL (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Action Following a Report of Sexual Violence or Sexual Harassment

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed.
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse;
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

All staff are trained to manage a report of child on child sexual violence and sexual harassment.

Identifying a child who is being abused by their peers

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse. They should be alert in order to recognise the signs of peer on peer abuse and the importance of knowing how to respond to reports.

Staff must support and reassure the victim that they are being taken seriously and will be supported and kept safe when they raise a concern. Victims should never be made to feel ashamed for making a report of abuse, sexual violence, or sexual harassment, nor should they be given the impression that they are creating a problem by making the report.

Staff should also be alert to the wellbeing of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse (please see the Safeguarding (Child Protection) Policy for indicators of abuse) and can include:

- failing to attend school, disengaging from classes or struggling to carry out school-related tasks to the standard ordinarily expected;
- physical injuries;
- experiencing difficulties with mental health and/or emotional wellbeing;

- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much;
- broader changes in behaviour, including alcohol or substance misuse;
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
- abusive behaviour towards others.

Children who are particularly vulnerable to abusing or being abused by their peers

Any child can be vulnerable to peer-on-peer abuse because of the strength of peer influence during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse. Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers. Research suggests that peer-on-peer abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different.

8. GUIDANCE FOR CHILDREN

9.1 PSHEE /Relationships Education

It is important to make children aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. The Personal, Social, Health and Economic education (PSHEE) & Relationships Education curriculum provides opportunities for children to learn about keeping safe, including from radicalisation,; and who to ask for help if their safety is threatened using age appropriate examples and language. For example:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kind of physical contact is acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help;
- to respect other people's privacy and also to recognise that they are also entitled to privacy, particularly in sensitive situations such as dressing, undressing, changing, bathing or showering.

Issues such as domestic violence and parental alcohol abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable; let children know that it is okay to talk about their own problems; and signpost sources of help e.g. Who Can I Talk To? posters located around the School. Raising these issues can lead children to bring up personal problems and concerns and staff delivering lessons on these subjects need to be prepared for that possibility.

Links to more information about pupil support can be found at:

<http://www.education.gov.uk/schools/pupilsupport/pastoralcare/childprotection>

The school continues to monitor children's behaviour on the internet. School practices evolve in order to help children adjust their behaviours to reduce risks and build resilience, including to radicalisation, with particular attention to the use of electronic equipment and access to the internet.

9.2 Online Safety and Teaching Safeguarding

See Internet and e-safety in the Use of Technology Policy with particular reference to the use of filters and monitoring of usage.

The DSL and the Deputy DSL are responsible for oversight of online safety in the school community.

Online safety is exceptionally important and will continue to receive a high priority as an issue as it is often how issues are facilitated - CSE, CCE, radicalisation, bullying etc. Appropriate filters and monitoring are in place (Smoothwall), as well as education of staff and pupils. Online safety will be taught to the pupils through a broad and balanced curriculum. Online safety training is delivered by Childnet International every two years to children, parents and staff. Online safety training is integrated into curriculum planning to ensure both children and staff are taught about safeguarding.

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies should ensure appropriate filters and appropriate monitoring systems are in place when accessing remote learning. Additional information to support governing bodies keep their children safe online (including when they are online at home) is provided in Annex C of KCSIE. Where children are being asked to learn online at home the department has provided advice to support schools and colleges to do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)

The school will ensure that children are taught about safeguarding, including online safety. This may include covering relevant issues for schools through Relationships Education (RE) which is compulsory from September 2020. The statutory guidance can be found here:

[Statutory guidance: relationships education relationships and sex education \(RE\) and health education.](#) and also as part of the PSHEE and the Computing curriculum, where children are taught how to keep themselves safe on line and to understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

It is recognised that children with a particular skill or interest in computing and technology may inadvertently or deliberately stray into cyber-crime.

The School is aware of the growing dangers of sexting/sharing nudes and semi-nudes images, banter and peer on peer abuse and has updated its PSHEE programme to include these issues. Staff are trained in how to handle issues arising and pupils are taught of the dangers, who to talk to if they have concerns and the possible consequences of such action.

Staff are reminded to:

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Latest resources on the use of social media for on-line radicalisation, promoted by DFE, can be found at:

The Use of Social Media for Online Radicalisation

The UK Safer internet Centre (www.saferinternet.org.uk)

CEOP's thinkyouknow website (www.thinkyounow.co.uk)

9.3 USE OF MOBILE PHONES BY PUPILS

No child should have a mobile phone (or Kindle with internet access), or 3G or 4G access technology on their person or in their bag during school hours. If a pupil is found to have one, it is removed, held in the office and handed to the parent, relative, carer or nanny the end of the day. The School supplements this with training on the dangers and pitfalls of misuse of such technology.

9.4 PUPILS WITH SEND

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The School recognises that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;

- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, extra pastoral support for children with SEN and disabilities is provided where appropriate in discussion with the SENDCo.

Staff should be aware of their needs and report any issues to the DSL immediately.

9. STAFF CODE OF CONDUCT

All staff must ensure that their behaviour and actions are in keeping with the high standards of the school and promote pupil well-being.

It is also essential that they do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. To this end, babysitting and tutoring by Hawkesdown House School staff to current pupils is not permitted.

The full Staff Code of Conduct that relates to safeguarding is to be found in Appendix 3 of this policy. Failure to comply with this Code of Conduct may be regarded as gross misconduct and subject to disciplinary action.

Staff should specifically refer to and follow the policy on the use of mobile phones and digital photography policy as outlined in the Code of Conduct, and, should they have concerns about the actions of others, 'Whistleblowing Policy and Procedures'. Staff mobile phones are only to be used when not around the children. Mobile phones should not be carried around in staff pockets and should be left with personal belongings in lockable cupboards provided in each classroom.

10. RECRUITMENT OF STAFF AND VOLUNTEERS (Including visiting speakers)

See Recruitment and Selection Policy.

The School follows procedures set out in KCSIE (2021) and Independent Schools Standards Regulations as detailed in the ISI Handbook Regulatory requirements (September 2021).

The School maintains the highest standard of care of its pupils and this includes thorough recruitment checks on all teaching and non-teaching personnel and volunteers, including visiting speakers. All applicants for any post will be subject to an enhanced DBS check before any appointment can be confirmed. School interviews will be conducted by a panel with interviewers trained in safer recruitment.

In addition, teaching staff will be subject to a Prohibition Order check, DBS and Barred List check according to current statutory guidance and this will be recorded on their files.

The Prevent statutory guidance requires that the School has clear protocols for ensuring that any visiting speakers who might fall within the scope of the Prevent duty, whether invited by staff or pupils, are suitable and appropriately supervised. This means that even in cases where specific vetting checks are not prescribed by Part 4 of the regulatory handbook, for example, if speakers will not be left alone with pupils, the Schools must take action to ensure that they are suitable.

Visiting speakers are entered on to a Visitors Register which records that an identity check and internet search of their name and any other relevant details has been performed. Visiting speakers are checked online prior to visiting the School and presentations are sent to the School in advance of deliver.

Should these checks give rise to any concerns the Head, as DSL, must be informed immediately.

11. EARLY YEARS FOUNDATION STAGE

- a) The Designated Person for dealing with child protection issues in the Foundation Stage will be the DSL. As she does not specifically work with EYFS children, in certain circumstances she may

delegate elements of the responsibility to the Head of EYFS, Kirsty Alexander, who may be better known to the child concerned. The Head, or in her absence, the Head of EYFS, will always be present at any parental or interagency meetings.

If any EYFS staff has concerns about children's safety or welfare they should notify Kirsty Alexander immediately who will notify agencies with statutory responsibilities without delay.

- b) The school has a strict policy on the use of pictures of children taken with cameras, mobile phones or other imaging devices:

Unless you have permission from the Head, Head of Early Years, no member of staff or child may:

- Take photographs of any child other than with the Early Years' cameras.
- Remove images of any child from the premises.

- c) In addition to the training outlined below all EYFS staff will receive training in order to understand the school safeguarding policy and procedures, and to ensure that all staff have up-to-date knowledge of safeguarding issues. Training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

12. TRAINING (see Appendix 1)

Each time Part 1 of KCSIE is updated by the DfE, existing staff are updated. This is particularly important when new duties are introduced, as with the introduction of Prevent in July 2015.

Staff receive an indication of and a copy of the update and then sign to say they have read the document again. Often, an activity will be set to ensure understanding is gained. The DSL provides update training for all staff in September of each year.

The Head, as DSL, will keep full training records for the school and will ensure that:

- a) Training is provided (and updated at least every 2 years) for the DSL and all deputies. The training will be in line with Annex B of KCSIE and will cover interagency working, RBK&C's approach to Prevent duties, participation in child sexual case conferences, awareness of online safety and radicalisation, supporting children in need, record-keeping and promoting a culture of listening to children. It will be provided by the LSCP or an external welfare agency acceptable to the Local Safeguarding Children Partnership.
- b) Training in child protection for all staff who work with children is provided on a regular basis (every three years) in accordance with the frequency and content requirements of the RBK&C's multi-agency safeguarding arrangements. Training will cover signs and symptoms of abuse and Prevent awareness training. Such training will give staff the knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further help. In addition, staff safeguarding professional development will include online safety. All staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually.
- c) Induction training is given to all staff, temporary staff and volunteers newly appointed on the day the person starts work at the School, if not before, and will include:
- the School's Safeguarding Children Policy;

- Staff Code of Conduct including whistleblowing procedures.
- the identity and roles of the DSL and deputy DSLs;
- a copy of part one of KCSIE (September 2021) (for staff who cannot read English provision is made through discussion with the DSL or the Head of Early Years);
- information on the safeguarding response to 'children missing education' and online safety.

All staff are trained to manage a report of child sexual violence and peer on peer abuse.

Details on this will be given in person to new staff and further details/notices can be found in the staff room and the School Office.

In addition, part of their induction will include discussion of the policy with one of the designated persons with up-to-date inter agency training.

13. LOOKED AFTER CHILDREN

Should any pupil be on role who is looked after by a local authority, LSCP, the Governance of the school will ensure that staff have the skills, the knowledge and understanding necessary to keep such children safe. A previously looked after child potentially remains vulnerable. A designated member of staff will be given responsibility for their welfare and progress and will; obtain up to date assessment information from the relevant LSCP, the most recent care plan and contact arrangement with parents, and delegated authority to carers. This will follow the statutory guidance to the LSCP about how they are to support schools with the care and education of these pupils: Promoting the education of looked after children.

14. MONITORING AND REVIEW

- a) Children who have been suspected of abuse are kept on a register by the Head. Their welfare is reviewed regularly.
- b) In order to maintain the effectiveness of the policy, the Head will ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- c) The School Governance, as the governing body, takes a leadership responsibility and undertakes a review of the school's child protection policies at least annually, including an update and review of procedures and their implementation and of the efficiency with which the related duties have been discharged. School Governance will put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions. They ensure that the school contributes to interagency working in line with Working Together (2018) through effective implementation of the Safeguarding Children Policy and procedures, and good cooperation with local agencies. They will ensure that these policies and procedures are adopted by all staff.

The Head, as DSL works with School Governance on this.

Minutes of the review show its breadth and depth and include:

- Any changes to statutory guidance
- Any written report or information presented by the DSL
- Referral information in respect of requests for help and support for individual children
- Any allegations against a member of staff and if relevant how the School works with the LADO to determine how the school could improve its practice.
- Issues and themes which might have emerged in the school and how these have been handled.
- Local discussions on safeguarding matters
- Staff code of conduct
- How pupils are taught to keep safe
- Recruitment procedures and a copy of the SCR for recent appointments
- Training records
- Risk Assessment and other documents related to the Prevent duty

15. Remote learning and school closure

In a situation where teaching and learning is supplied off-site (due to school closure/Government restrictions due to Covid-19 pandemic, for instance), teachers and non-teaching staff must not communicate with pupils through any channels but school email accounts or the online learning portal (Weduc). Staff will receive guidance about any 'live' education delivery, *e.g.* via Zoom, Microsoft Teams. Staff, pupils and parents will be reminded that the usual arrangements for safeguarding are not affected by School closure and that the School policy on safeguarding applies despite pupils learning remotely.

16. JOB DESCRIPTIONS

There is a formal job description for the designated DSL; this is set out in Appendix 4 to this policy.

17. ADDRESSES / CONTACTS

Disclosure and Barring Services (DBS)

Email: dbsfoi@dbs.gov.uk

Or by writing to the following address:

DBS Freedom of Information Department

PO Box 165

Liverpool

L69 3JD

18. REFERRAL GUIDELINES

The Designated staff members must make a referral to children's social care within one working day of the recognition of risk if there are signs that a child:

- Is experiencing or may already have experienced abuse or neglect
- Is likely to suffer significant harm in the future.

The safety of children is paramount in all decisions in relation to the welfare of children, and members of the school staff should take all reasonable steps to offer a child immediate protection from an abusive parent.

Appendix 1 (located at the end of this policy) must be completed as soon as possible after the declaration/concern has been made or raised that day.

18. External Agencies

Whether or not the School decides to refer a particular complaint to children's social care, the LADO or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to the agencies of the Child Protection Unit of the police and will be provided with contact names, addresses and telephone numbers, as appropriate.

We recognise that safeguarding is the responsibility of everyone at Hawkesdown House and that anyone can make a direct referral if they feel their concerns are not being addressed.

For pupils in the Royal Borough of Kensington and Chelsea, concerns about a child should be referred to the Safeguarding Manager – see details below. Referral processes are also available when there are concerns about children who may be at risk of being drawn into terrorism.

Local Safeguarding Children's Partnership (LSCP) at RBK&C

For concerns relating to Child Protection:

Kensington and Chelsea

Please call 0207 361 3013 and ask to speak to the Duty Child Protection Advisor

OR email socialservices@rbkc.gov.uk (Out of hours – 020 7361 3013)

In an emergency call the police: 999

For concerns made in connection to allegations made against staff:

Aqualma Daniel, Safer Organisations Manager (including LADO)

Email: aqualma.daniel@rbkc.gov.uk

Dedicated Officers at the local authority: Bi borough (Royal Borough of Kensington and Chelsea and Westminster City Council):

Angela Flahive, Head of Safeguarding (RBK&C, WCC)

Telephone: 07739 315970 / 020 7361 3467

Email: angela.flahive@rbkc.gov.uk

Elaine Campbell, Bi-Borough Safeguarding Lead for Schools & Education Settings Lead, WCC & RBK&C

Telephone: 07712 236 508

Email: elaine.campbell@rbkc.gov.uk

Sarah Mangold, Safeguarding Practice Lead

Telephone: 07590 808142

Email: sarah.mangold@rbkc.gov.uk

For LADO consultations and referrals please contact the duty Child Protection Adviser on:

Telephone: 020 7361 3013

Email: kclado.enquiries@rbkc.gov.uk

Health

The Designated Doctor in Child Protection is:

Dr Paul Hargreaves

Cheyne Child Development Centre,

Chelsea & Westminster Hospital,

369 Fulham Road,

London,

SW10 9NH

Tel: 020 8846 1286

PREVENT

The School's Prevent/Safeguarding Lead is Jenny Mackay, Head

The School's named Prevent/Safeguarding Lead Governors are Stephanie Piper and Fiona Loveridge.

Bi-borough PREVENT

Contact the local team on:

Telephone: 020 8753 5727

Email: prevent@lbhf.gov.uk

Julie Knotts, Prevent Education Officer

Telephone: 07940 024 366

Email: jknotts@westminster.gov.uk

DFE HELPLINE

020 7340 7264

NSPCC Child Protection Helpline

0808 800 5000

help@nspcc.org.uk www.nspcc.org.uk

Local police force

Notting Hill Police Station – W11 3PL

Main phone number 101, text phone 18001 101

Emergency – 999

APPENDIX 1



Hawkesdown House School
Endeavour • Courage • Truth

**SAFEGUARDING CHILDREN
Incident Record**

INCIDENT RECORD Name (pupil):		Date:
Class:	Age:	d. o. b.:
Name (reporting adult):		
Incident or Concern: (What happened)		
Who was present:		
What was said or observed by all parties:		
Action taken:		
Signed Date:		

APPENDIX 2

RECOGNISING CHILD ABUSE – SIGNS AND SYMPTOMS

Recognising child abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a responsibility to act if you have a concern about a child's welfare or safety.

The following information is not designed to turn you into an expert but it will help you to be more alert to the signs of possible abuse. The examples below are not supposed to form an exhaustive list.

i) Physical abuse

Most children will collect cuts and bruises in their daily lives. These are likely to be in places where there are bony parts of the body, like elbows, knees and shins. Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or there are differing explanations. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical child abuse include:

- bruising in children who are not independently mobile
- bruises that are seen away from bony prominences
- bruises to the face, back, stomach, arms, buttocks, ears and hands
- multiple bruises in clusters
- multiple bruises of uniform shape
- bruises that carry the imprint of an implement used, hand marks or fingertips

Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. A doctor should see any child who has unexplained signs of pain or illness promptly.

Other physical signs of abuse may include:

- cigarette burns
- adult bite marks
- broken bones
- scalds

Changes in behaviour which can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example wearing long sleeves in hot weather.

ii) Emotional abuse

Emotional abuse can be difficult to measure, and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Children who live in households where there is domestic violence can often suffer emotional abuse. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse may include:

- failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from parents' care
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress.

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour, e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- self-harm
- fear of parents being approached.

iii) Sexual abuse

Adults who use children to meet their own sexual needs abuse, harrass and/or exploit both girls and boys of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- pain or itching in the genital areas
- bruising
- stomach pains
- discomfort when walking or sitting down

Changes in behaviour that can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems
- saying they have secrets they cannot tell anyone about

iv) Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children. The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- being constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

The above list is not meant to be definitive but should be used as a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring.

There may well be other reasons for changes in behaviour, such as a death or the birth of a new baby in the family, relationship problems between parents/carers, undiagnosed medical conditions etc.

APPENDIX 3: Staff Code of Conduct, see full policy in the Staff Handbook:

See also the Whistleblowing Policy and Use of Mobile Telephones and Digital Photography Policy
Failure to comply with this Code of Conduct may be regarded as gross misconduct and subject to disciplinary action.

GENERAL

In order that staff do not place pupils or themselves at risk of harm or of allegations of harm to a pupil, the following guidelines should be followed:

- a) Teachers should not invite an individual pupil to stay alone with them in a classroom for any reason that is not directly involved with their education. Such occurrences should be brief and the door should remain open (if there is no glass panel). Should a child start to request permission to stay in the classroom with the teacher on a regular basis they should be kindly reminded of the rule that they should play outside.
- b) Should there be the necessity for a pupil to receive one to one tuition, for example, in preparation for an examination or to catch up work missed, the following should be observed:
 - Subject and class teachers should only give one to one tuition after having written permission from the Head.
 - One to one tuition should take place in a setting where the teacher and pupil can be observed by others.
 - There should always be a glass panel in the door of the classroom and sufficient traffic passing the door to allow informal supervision.
 - One to one tuition should never take place in a classroom after or before school where there is no other adult present nearby.
 - If a member of staff has any indication that a child being taught, either one to one or otherwise, is bringing up inappropriate topics or behaving inappropriately then the Head must be informed immediately. If this happens during a one to one session then the lesson should cease immediately.
- c) Instrumental Music teachers should pay particular attention to the above. Due to their relationship with their pupils it is also possible that an instrumental teacher may be the first to hear of a child's concerns or to suspect that they are being abused. Instrumental Music teachers must be sure to follow the procedures in the policy carefully.
- d) Children may be comforted when they are distressed but staff must avoid any inappropriate physical contact with children.
- e) Sports staff inevitably come into physical contact with children, but must ensure that this is only on a professional level e.g. adjusting the angle of a bowler's arm.
- f) Staff should not convey any pupil by car without permission from the Head (e.g. to attend a sports fixture). Permission will not be granted for one teacher to convey one child.
- g) Staff should only administer personal care to any child in the Early Years or elsewhere in the school when another adult is present or near enough to maintain the child's dignity.
- h) Staff should not undertake baby-sitting or private tuition of Hawkesdown House pupils

STAFF INTERNET GUIDANCE

The school internet access is locked down. It is password protected and the password is never given out. Visitors are given a temporary access code.

The following policy must be noted and carefully observed. Failure to do so will result in disciplinary proceedings and possible dismissal, with referral to the DBS (Disclosure and Barring services) or the police.

- a) All staff must keep themselves and the School safe, and maintain the School's good reputation at all times. They must be aware how their use of the internet could put them at risk and should follow the same e-safety guidelines that we give the children. (see E-Safety Policy)
- b) Internally, the use of the internet at school is always monitored. Staff must not use networking websites when using a school computer. School facilities are intended for professional school use only.
- c) Staff must take care that the computers that they use in School have appropriate security settings. Pupils must not be at risk of seeing inappropriate images on the screen, even if they come into the classroom outside of lesson times. School computers must only be used for teaching and School administrative purposes.
- d) Staff must not make inappropriate contact with pupils, either current or ex-pupils by electronic methods.

Social Networking:

However high you set your own privacy settings you are potentially vulnerable when you correspond with others who have not set their own security to the same level. Matters of concern are:

- Inappropriate pictures of staff
- Sending inappropriate images over the internet
- Sending inappropriately worded text or email messages relating to the school
- Pupils having access to private details of staff, thus rendering staff vulnerable to abuse

When using social networking groups such as 'Facebook', staff must ensure that:

- All settings give maximum privacy
- Personal details are kept to a minimum and the words 'Hawkesdown House' are not anywhere on your profile
- No photographs are on your profile / site that could be embarrassing if seen by colleagues, pupils or parents or could identify the School
- Any abuse is reported

Any member of staff who is listed as a 'friend' to a current or previous pupil will be asked to attend a disciplinary meeting. It must be understood that this is to protect the reputation of members of staff and of the school.

E-mail

- It is quite clear in the Staff Handbook that any correspondence with parents must first be cleared by the Head. This must include email or other internet correspondence.
- When using email to correspond with colleagues the same level of courtesy and consideration should be shown as at any other times. Emails should be kept short informal and should not contain inappropriate humour.

WHISTLEBLOWING

See the Whistleblowing Policy.

The Whistleblowing Policy has been written in order to provide staff with a mechanism for raising concerns about the safeguarding of pupils and other wrongdoing or malpractice. It is designed to provide guidance to all those who work with or within the School who may from time to time feel that they need to raise certain issues relating to the School with someone in confidence. All staff have a duty to report any safeguarding concerns immediately and, similarly, any concerns about the actions or malpractice of a colleague or other adult in the school. They have a right to do this without any fear of victimisation or detriment as a consequence.

The Whistleblowing Policy is distinct from the School's Grievance Procedure. If a concern relates to personal circumstances in the workplace then the Grievance Procedure should be followed.

Where staff have concern about practice within the school they can contact NSPCC Whistleblowing helpline (<https://www.nspcc.org.uk/what-you-cando/report-abuse/dedicated-helplines/whistleblowing-advice-line>)

0808 800 500

Email help@nspcc.org.uk

USE OF MOBILE TELEPHONES AND DIGITAL CAMERAS

Policy Statement

In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share. This may be in the form of photographs taken to provide evidence for developmental records. Staff, visitors, volunteers and students are not permitted to use their own mobile phones OR CAMERAS to take or record any images of pupils for their own records during session times.

Procedures

Under the Data Protection Act 2018, parents photographing and/or videoing the school play do not need parental consent. The school must seek parental consent to take photographs and videos in house, and to use photos in printed or online publications and the school's website. Photographs will be stored on the school internal network, which only staff can access. The school's digital camera must not leave the premises except for scheduled school trips or excursions. Photos are printed in the setting by staff and images are then removed from the camera's memory.

Photographs may be taken during indoor and outdoor play and displayed in albums or a child's development records for children and parent/carers to look through. Often photographs may contain other children in the background.

Events such as, Sports Day, outings, Christmas and Fundraising Events may be recorded by video and photographs by staff and parent/carers but always in full view of all attending.

Many mobile phones have inbuilt cameras therefore staff mobile phones are turned off during the course of the school day, must be not carried around in staff pockets and should be left with personal belongings. Cameras and mobile phones are prohibited in the toilet areas.

Visitors are requested not to use their phones and there are signs around school to remind them of this.

In cases of a personal emergency, all personal calls should be directed through the School Office. Staff are asked not to make personal calls during their working hours.

APPENDIX 4:

Hawkesdown House School Job Description for the Designated Safeguarding Lead

The School Governance ensures that the school designates an appropriate senior member of staff to take lead responsibility for child protection (Designated Safeguarding Lead, DSL), including implementing the Prevent duty. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. There should be regular review of the DSL's practice to ensure they improve over time. During term time, the DSL and/or Deputy should always be available (during School hours).

The broad areas of responsibility for the Designated Safeguarding Lead and deputy are:

1. Managing referrals

- a) Refer all cases of suspected abuse to the local authority children's social care and:
 - i. The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
 - ii. Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child);
 - iii. and/or Police (cases where a crime may have been committed).
- b) Liaise with the Head or School Governance to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- c) Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

2. Training

The Designated Safeguarding Lead will receive appropriate training carried out every two years in order to:

- a) Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- b) Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- c) Ensure each member of staff has access to and understands the school's Safeguarding Children Policy and procedures, especially new and part time staff
- d) Ensure all staff are be trained in child protection regularly, in line with advice from RBK&C Local Safeguarding Children's Partnership (LSCP). In addition, ensure staff safeguarding professional development includes on line safety and training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further help. The training should be in line with any published local multi-agency safeguarding arrangements. In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually. The DSL should attend the termly safeguarding forums.
- e) Ensure that all new staff, including temporary staff and volunteers, are provided with induction training that includes:
 - i. the School's Safeguarding Children Policy;
 - ii. the staff code of conduct/behaviour policy including whistleblowing procedures;
 - iii. the identity of the DSL
 - iv. a copy of Part 1 of KCSIE (2021) is available for staff to read
- f) The DSL will ensure that all staff are kept up to date with new information with regard safeguarding by the use of regular emails or briefings at staff meetings. Copies will also be added to the staff room noticeboard.
- g) Be alert to the specific needs of children in need, those with special educational needs and young carers
- h) Be able to keep detailed, accurate, secure written records of concerns and referrals; ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing under confidential cover
- i) Obtain access to resources and attend any relevant or refresher training courses

- j) Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

3. Raising Awareness

The Designated Safeguarding Lead will ensure the School's policies are known and used appropriately:

- a) Ensure the School's Safeguarding (Child Protection) Policy is reviewed annually by the governors and the procedures and implementation are updated and reviewed regularly, and work closely with the named governor for child protection and Prevent
- b) Ensure the Safeguarding (Child Protection) Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- c) Link with RBK&C multi-agency safeguarding hub to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- d) Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file

4. Prevent duty

The Designated Safeguarding Lead will:

- a) Regularly assess the risk to pupils at the school of being drawn into terrorism and from this draw up an appropriate action plan
- b) Undertake Prevent awareness training in order to identify children at risk of radicalisation
- c) Provide advice and support to other members of staff on protecting children from the risk of radicalization
- d) Contact either Channel or the RBKC dedicated counter terrorism officer should there be any concern over a pupil being drawn into radicalisation or exposed to extremism

APPENDIX 5

Procedures following any form of disclosure

Receive	Respond	Reassure	Record	Report
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Receive

- Listen sympathetically and with an open mind.
- Stay calm, conveying this through word and action.
- NEVER promise confidentiality, only discretion. It is important that the pupil understands from the outset that if they choose to disclose information that indicated actual or potential harm to themselves or others, then certain actions will need to be taken. If necessary, pause a child before he/she has begun what you anticipate might be a disclosure and remind them.
- Allow the child to talk and finish their story. Let them tell you what they want and no more.
- Do not ask any leading questions.

Respond

- When necessary clarify what has been said.
- Ensure you have a full understanding of the facts as related by the pupil, reporting back to the pupil for his/her confirmation.
- Never ask leading questions. Use the TED examples: tell, explain, describe.
- When the pupil has finished, make sure they feel secure. Explain what you will do next and (where appropriate) the referral process.
- ACTION MUST BE TAKEN IMMEDIATELY if the pupil is in imminent danger.

Reassure

- Acknowledge their courage in talking to you and reassure them that what they have said will be taken seriously.
- Remind them that the abuse is not their fault.
- Reassure them but do not promise what you may not be able to deliver – ‘Everything will be alright now’ – it may not be.

Record

- Record as much as you can remember as soon as possible (preferably immediately) afterwards, using the pupil’s own words as far as possible, include who was present and the date, time and location of the incident or disclosure.
- Complete the standard Safeguarding Children Incident Record and give this, with any other accompanying information, to the DSL or her Deputy in her absence.

Report

- Refer the matter within 24 hours or sooner and IMMEDIATELY IF ANY PUPIL IS IN DANGER to the DSL. Do not discuss with parents/carers. The DSL will agree with the Social Care Team when parents/carers should be contacted and by whom. You have now fulfilled your duty and you should not take any further action or reveal this information to anyone else. The DSL will be aware that you may need support following a disclosure.

APPENDIX 6

CHILD PROTECTION TRAINING

Member of staff	Training
Mrs Jennifer Mackay – Head and DSL	Advanced Safeguarding: The role of the DSL and multi-agency working. 23.03.21 Next training due March 2023
Miss Kirsty Alexander – Head of Early Years	Advanced Safeguarding Children for Designated Safeguarding Leads (Barabarani) 30.09.19 Next training due September 2021
Mrs Sylwia Boyle – Acting	Advanced Safeguarding Children for Designated Safeguarding Leads (Barabarani) 15.09.21 Next training due September 2022
Ms Fiona Galligan – Creative Curriculum Co-Ordinator	Advanced Child Safeguarding: The role of the DSL and multi-agency working (Barabarani) 23.09.20 Next training due September 2022
All staff	Safeguarding and Promoting the Welfare of Children. Basic Awareness Training for all teaching and non-teaching staff (Phase 5) (Barabarani) 02.09.19 Next training due September 2021 Prevent Training (RBK&C) 23.04.20 Next training April 2022 e-safety (ChildNet International) 01.10.20 Next training due October 2022
Mrs Stephanie Piper – Director of Education	Designated Safeguarding Lead (Positive Learning) 10.07.19 Next training due July 2021
Mr Michael Loveridge - Proprietor	Keeping Children Safe in Education: Proprietors' Roles and Responsibilities (Barabarani) 11.09.19 Next training due September 2021

SAFER RECRUITMENT TRAINING

Safe Recruitment (takes place every 5 years for those involved in interviewing or recruitment)	
Mrs Jennifer Mackay – Head and DSL	Safer Recruitment Training (NSPCC) 13.02.17 Next training due February 2022
Mrs Kirsty Alexander – Head of Early Years	Safer Recruitment Training (Barabarani): 27.09.16 Next training due September 2021
Mr Brendan Thomas – Director of Studies	Safer Recruitment Training (EduCare): 23.04.21 Next training due April 2026
Miss Paula Geary - SENDCo	Safer Recruitment Training (EduCare):

	27.07.21 Next training due April 2026
Mrs Sophie Zazzarino – School Secretary	Safer Recruitment Training (Barabarani) 28.02.18 Next training due February 2023
Mrs Stephanie Piper – Director of Education	Next training due September 2024 Higher Level Training for Designated Persons (NSPCC) 03.10.19
Mr Michael Loveridge - Proprietor	Safer Recruitment Training (Barabarani) 03.05.17 Next training due May 2022
Mrs Fiona Loveridge - Proprietor	Safer Recruitment Training (Barabarani) 03.05.17 Next training due May 2022

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