

# Mapledown School

## Child Protection and Safeguarding Policy



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## Statement of intent

Mapledown School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises and we expect everyone who works in our school to share this commitment. We will always act in the best interest of the child.

Adults in our school take all welfare concerns seriously and encourage children and young people to communicate with us about anything that might be worrying them.

Mapledown School implements a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. As a school for pupils with severe and profound and multiple learning difficulties, we have a great degree of responsibility for the care and well-being of our students. The students belong to a group of people who are potentially some of the most vulnerable to abuse in all its forms. This is due to a variety of factors:

- Receiving intimate personal care, often from several carers, which may both increase the risk of exposure to abusive behaviour, and make it more difficult to set and maintain physical boundaries
- Having an impaired capacity to resist or avoid abuse
- Restricted communication skills
- An inability to distinguish between different types of touching
- Increased desire to please - pupils may respond to what they perceive as positive attention and may enjoy the sexual experience.
- Presenting challenging behaviour
- Physical management and restraint are much more frequently employed.

It is our duty therefore to make sure that safeguarding is an integrated part of the ethos and practices of our school.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable. At Mapledown pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Wherever possible pupils are taught to recognise when they are at risk and how to get help when they need it.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing board, the head teacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the head teacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- The school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils (contextual safeguarding)

# Safeguarding is everyone's responsibility

**The DSL is: Sue Hart (Deputy Head)**

**Deputy DSL: David Aarons (Deputy Head) and Caroline Garvey (Acting Deputy Head)**

**Governor with responsibility for safeguarding: Teresa Bull**

## 1. Definition

1.1. For the purpose of this policy, Mapledown School will define “**safeguarding and protecting the welfare of children**” as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils' health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

1.2. For the purpose of this policy, the term “**harmful sexual behaviour**” includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

1.3. In accordance with the DfE's guidance and for the purpose of this policy, 'Sexual violence and sexual harassment between children in schools and colleges' 2018, the term “**sexual harassment**” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

1.4. For the purpose of this policy, the term “**sexual violence**” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

## 2. Legal framework

2.1. This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

### **Statutory guidance**

- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2015) 'The Prevent duty'

- DfE (2018) 'Keeping children safe in education'
- DfE (amended 2018) 'Disqualification under the Childcare Act 2006'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

2.2. Other relevant school policies include:

- Complaints procedure
- Behaviour and Discipline Policy
- Whistleblowing Policy
- Anti-Bullying Policy
- E-Security Policy
- Responsible ICT Use at Mapledown School
- Staff Code of Conduct
- Procedure for Recording Absence Policy
- Data Protection Policy
- SRE Policy
- Mapledown Recruitment Policy
- Touch and Physical Contact Policy

### **3. Roles and responsibilities**

3.1. **The governing board has a duty to:**

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children (2018).
- Confirm that the school's safeguarding arrangements consider the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the three safeguarding partners.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the three safeguarding partners with information to fulfil its functions.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the head teacher or other governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a member of the governing body responsible for safeguarding arrangements.
- Appoint a member of staff from the leadership team (LT) to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.

- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place in order to eliminate unlawful discrimination, harassment and victimisation, including that in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.

### **3.2. The head teacher has a duty to:**

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff with the Child Protection and Safeguarding Policy, Staff Code of Conduct, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2018 guidance at induction.

### **3.3. The DSL has a duty to:**

- Refer all cases of suspected abuse to the 0-25 Disability Team, the Barnet MASH (Multi- Agency Safeguarding Hub), the LA designated officer (LADO) for child protection concerns involving staff, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the head teacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the 0-25 Team if the situation does not appear to be improving.
- Have a working knowledge of how LAs 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.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with the BSCB to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.

### **3.4. Other staff members have a responsibility to:**

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including that in relation to peer-on-peer abuse.
- Take part in induction/safeguarding training and read and understand part 1 and Annex A of "Keeping Children safe in education "2018
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.

- Be aware of the signs of abuse and neglect particularly to those with learning difficulties.
- Be aware of, and understand, the process for making referrals to the 0-25 Team, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Support social workers to take decisions about individual children, in collaboration with the DSL.
- If at any point there is a risk of immediate serious harm to a child, make a referral to the Barnet MASH (Multi-Agency Safeguarding Hub) or 0-25 Team and/or the police immediately.
- Be aware of and understand the procedure to follow if a child confides they are being abused or neglected or you suspect this is the case
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.

## **4. Inter-agency working**

- 4.1. Mapledown School contributes to inter-agency working as part of its statutory duty. Where appropriate, Mapledown works with the school nurse and therapists to gather and share information.
- 4.2. The school will work with safeguarding partners, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- 4.3. The school recognises the importance of information sharing between professionals and local agencies in order to effectively meet pupils' needs.
- 4.4. In light of the above, staff members are aware that whilst the Data Protection Act 2018 places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- 4.5. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- 4.6. The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

## **5. Abuse and neglect**

- 5.1. All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.
- 5.2. All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.



- 5.3. When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:
- Injuries in unusual places
  - Poor concentration and acting withdrawn
  - Knowledge ahead of their age, e.g. sexual knowledge.
  - Use of explicit language
  - Fear of abandonment
  - Depression and low self-esteem
- 5.4. All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.
- 5.5. All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the school's Anti-Bullying Policy.
- 5.6. Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

## 6. Types of abuse and neglect

- 6.1. **Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them, or, more rarely, by others, e.g. via the internet.
- 6.2. **Physical abuse:** unexplained or repeated bruises, welts, lacerations, abrasions, burns, bite marks, fractures, dislocations etc. Indicators may include: a consistent pattern or cluster of unexplained injuries, a wariness of adults or physical contact, flinching, fear of going home, behaviour extremes, reluctance to undress at school, etc
- 6.3. **Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.
- 6.4. **Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether the child is aware of what is happening. This may involve penetrative assault, such as touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways. The key factors in the sexual abuse of children are the abuse of power in the relationship and the child's inability to give informed consent. Sexual abuse of children happens at any age and includes infants and babies. Boys and girls are equally vulnerable. This may include non-contact activities, such as involving children in looking at or in the production of pornographic materials or watching sexual activities or encouraging children to behave in sexually inappropriate ways. Indicators may include disclosure, medical presentation, inappropriate sexualised behaviour and language.
- 6.5. **Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical

treatment. Indications may include a general failure to thrive, underweight and constant hunger, over weight or poor weight management, poor physical hygiene and recurrent and persistent minor infection.

### **Some specific examples (from Safeguarding Disabled Children 2009)**

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, inappropriate splinting
- Misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will.

## **7. Female genital mutilation (FGM)**

For the purpose of this policy, "**female genital mutilation**", commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

- 7.1. There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.
- 7.2. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.
- 7.3. Indicators that may show a heightened risk of FGM include the following:
  - The socio-economic position of the family and their level of integration into UK society
  - Any girl with a mother or sister who has been subjected to FGM
  - Any girl withdrawn from PSHE
- 7.4. Indicators that may show FGM could take place soon include the following:
  - The risk of FGM increases when a female family elder is visiting from a country of origin

- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

7.5. It is important that staff are vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

7.6. Many of Mapledown students would not be able to communicate that they have been affected by FGM. Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Touching themselves in the affected area
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

7.7. FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

7.8. All forms of HBV are forms of abuse, and will be treated and escalated as such.

7.9. Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

## **8. Forced marriage**

8.1. For the purpose of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

8.2. As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with a low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- An obvious family history of older siblings leaving education early and marrying early

- 8.3. If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to the 0-25 Team, the police or the Forced Marriage Unit.

## 9. Child sexual exploitation (CSE)

- 9.1. For the purpose of this policy, “child sexual exploitation” is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:
- a) In exchange for something the victim needs or wants
  - b) For the financial advantage or increased status of the perpetrator or facilitator
- 9.2. CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

### **Potential vulnerabilities include:**

- Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.
- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories);
- Sexual identity.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

- 9.3. Mapledown School has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

### **1. Identifying cases**

While it might be difficult to recognise when Mapledown students are at risk of CSE staff should be vigilant and to students:

- Appearing with unexplained gifts and new possessions
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing

### **2. Referring cases**

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains a referral to the LA will be made

## **10. Peer-on-peer Abuse**

- At Mapledown we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. Pupils can sometimes physical harm others e.g. hitting, pushing, kicking, biting, hair pulling, spitting and scratching. However, we do not interpret this as bullying. It is more likely to be a form of communication. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

## **11. Peer on Peer sexual abuse**

- 11.1. All allegations of sexual violence will be managed in line with the DfE's 'Sexual Violence and Sexual Harassment between children 2018' guidance, including offering ongoing support to both the victim and alleged perpetrator.
- 11.2. Mapledown School's Behaviour and Anti-bullying policies will reinforce the expected behaviour and attitudes of pupils.
- 11.3. The school will continuously strive to create a safe and open environment in which pupils can communicate about concerns and sexual behaviour.
- 11.4. Incidents of peer-on-peer abuse will be reported using the same procedures as for other safeguarding and child protection.
- 11.5. The school will comply with the Human Rights Act 1998 at all times, ensuring that the appropriate action is taken where a pupil's rights under the Act have been breached.
- 11.6. The DSL will take a lead on any allegations of peer on peer abuse.

## **12. Preventing radicalisation**

- 12.1 Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. As part of the Counter Terrorism and Security Act 2015, schools have a duty to "prevent people being drawn into terrorism." This has become known as "Prevent Duty"
- 12.2 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online. The internet and the use of social media has become a major factor in the radicalisation of young people.
- 12.3 Mapledown School will actively assess the risk of pupils being drawn into terrorism.
- 12.4 Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

- 12.5 Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act proportionately
- 12.6 The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children
- 12.7 Mapledown School will utilise the following resources:
- The three safeguarding partners
  - Local police (contacted via 101 for non-emergencies)
  - The DfE's dedicated helpline (020 7340 7264)
  - Prevent Duty Guidance 2015
  - The Channel awareness programme

### **13. A child missing from education**

- 13.1 A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

- Staff who understand what to do when children do not attend regularly
  - Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions). Mapledown will follow the procedures in the Procedure for Recording Absence policy to ensure that all absence or more than 3 days is monitored. Pupils who are frequently absent from school for single or a couple of days and also monitored by the DSL.
  - Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
  - Procedures to inform the local authority when we plan to take pupils off-roll when they:
    - leave school to be home educated
    - move away from the school's location
    - remain medically unfit beyond compulsory school age
    - are in custody for four months or more (and will not return to school afterwards); or
    - are permanently excluded
- 13.2 Mapledown School will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more
- 13.3 School must ensure that parents have provided at least two emergency contacts for their child

### **14. Private Fostering**

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

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

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

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

- 14.1 Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.
- 14.2 School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.
- 14.3 On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## **15. Concerns about a pupil**

- a. When identifying concerns, staff members will use their professional judgement and decisions will be made on a case-by-case basis.
- b. All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in section 16 of this policy.
- c. If a staff member has any concerns about a pupil, they will raise them with the DSL as soon as possible.
- d. Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.
- e. If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.
- f. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.
- g. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in a locked cabinet in the Deputy Heads Office
- h. If a pupil is in immediate danger, a referral will be made to the MASH and/or the police straight away.
- i. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.
- j. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

## **16. Managing referrals**

- a. The reporting and referral process outlined in Appendix A will be followed accordingly.
- b. All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.
- c. When making a referral to the 0-25 Team or other external agencies, information will be shared in line with section 16 of this policy and will only be shared where necessary to do so.
- d. The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.
- e. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.
- f. Where a pupil has been harmed, is in immediate danger or at risk of harm, within one working day of a referral being made, the referrer will be notified of the action that will be taken. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.
- g. The school will not wait for the start, or outcome, of an investigation before protecting the victim and other pupils; this applies to criminal investigations as well as those made by O-25 Team.
- h. Where 0-25 Team decides that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm.
- i. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm

## **17. Concerns about staff members and safeguarding practices**

- a. If a staff member has concerns about another member of staff then it will be raised with the headteacher.
- b. If the concern is with regards to the headteacher, it will be referred to the chair of governors.
- c. Any concerns regarding the safeguarding practices at Mapledown School will be raised with the DSL and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.
- d. All safeguarding concerns relating to a member of staff must be reported to the Local Authority Safeguarding Officer (LADO) Shrimatie Bissessar 0208 3594528 Lado@barnet.gcsx.gov.uk
- e. Staff can access other whistleblowing channels such as the NSPCC whistleblowing helpline (0808 800 5000).
- f. Any allegations of abuse made against staff members will be dealt with in accordance with the local authority safeguarding arrangements and/or disciplinary procedures.



## **18. Communication and confidentiality**

- a. All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.
- b. Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult and agree what information will be disclosed to staff and others, the alleged perpetrator and their parents.
- c. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.
- d. Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.
- e. During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.
- f. Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.
  - Where discussion with the parents could potentially put a pupil at risk of harm, this will not be done.
  - Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.
- g. Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

## **19. Online safety**

- a. All pupils in our special needs setting will be supported by staff to stay safe online. Where appropriate, higher ability pupils will be made aware of online risks and taught how to stay safe online.
- b. All staff members will, through training, be made aware of the following:
  - Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
  - The procedure to follow when they have a concern regarding a pupil's online activity.
- c. Mapledown School will ensure that suitable filtering systems are in place to protect staff and students during online activity and to prevent access to harmful sites.
- d. The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the Responsible ICT Use at Mapledown School Policy.

## 20. Safer recruitment

- a. An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

### Pre-employment checks

- b. The governing board will assess the suitability of prospective employees by:
- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
  - Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
  - Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
  - Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Teacher Services' System.
  - Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
  - Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](https://www.gov.uk) website will be followed.
  - If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
  - Checking professional experience and qualifications as appropriate.
- c. A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.
- d. An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.
- e. An enhanced criminal records DBS check will be carried out for each member of the governing board.
- f. The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.
- g. For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

### **Barred list check**

- h. An enhanced DBS check may be requested for anyone working in school that is not in regulated activity, but does not have a barred list check.
- i. If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.
- j. Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

### **References**

- k. References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment
- l. Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.

### **Volunteers**

- m. No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.
- n. An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- o. The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- p. Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.
- q. A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- r. The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- s. Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.
- t. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

## **21. Single central record (SCR)**

- a. The school keeps an SCR which records all staff, including supply staff and volunteers who work at the school.
- b. The following information is recorded on the SCR:
  - An identity check
  - A barred list check
  - An enhanced DBS check
  - A prohibition from teaching check
  - A check of professional qualifications
  - A check to determine the individual's right to work in the UK
  - Additional checks for those who have lived or worked outside of the UK
- c. For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.
- d. If any checks have been conducted for volunteers, this will also be recorded on the SCR.

## **22. Training**

- a. Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on a regular basis at the Monday morning briefing and will be in line with advice from the BSCB.
- b. All staff members will also receive safeguarding and child protection training as required annually.
- c. Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.
- d. The DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.
- e. The DSL will also undergo Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.
- f. The deputy DSL will undergo the same training as the DSL

## **Supporting the Staff**

Caring for yourself is important. Child abuse is a painful subject. It tends to evoke strong reactions in us, reactions which we need to recognise. It is ok to feel distress, anger or disgust when faced with a child who may have been abused, although it is vital that you do not let the student become aware of how you feel.

Discussing your feelings is important and should you need to seek support, your Designated Safeguarding Officer can advise you how this can be achieved by sign posting you to appropriate agencies.

### **23. Monitoring and review**

- a. This policy is reviewed annually by the DSL
- b. Any changes made to this policy by the DSL will be communicated to all members of staff.
- c. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
- d. **The next scheduled review date for this policy is November 2019**

## Appendix A

### What to do if you are worried that a student is being abused or may be at risk

- As soon as practically possible, discuss your concerns with a Designated Safeguarding Lead DSL Sue Hart or Deputy DSL David Aarons or Caroline Garvey. If they are not available, speak to Steve Carroll, Head teacher
- On their advice, complete either the 3 part “Logging a Concern about a Child’s Safety and Welfare at Mapledown School” form or complete the online safeguarding record.
- The online record is usually completed for a low level or emerging concern.
- The “Logging a Concern about a Child’s Safety and Welfare at Mapledown School” must be used if the concern is on a higher level or the student is at immediate risk of harm
- Both records must be dated, timed and signed by the member of staff reporting the concern/disclosure.
- They must be written as soon as possible after an event and Sue Hart, David Aarons or Caroline Garvey must be notified immediately to allow for the appropriate action to be taken

### Dealing with disclosures or signs of abuse

**Staff must not question a student.** However, if a child makes a disclosure or there are signs of abuse, there are several things that should be done to immediately support the child:

- React calmly and be available to listen
- Do not question
- Keep your responses short, simple, slow, quiet and calm
- Inform the child that this information will now have to be passed on – **Do not promise confidentiality.** (example script – ‘In order to keep you safe, I must talk to SH/DA’)
- Make accurate notes ASAP about what you have been told, seen or heard
- Reassure the child
- DO NOT remove a student’s clothing to ‘examine’ him/her for any marks.
- Do not stop a student who is freely recalling significant events
- Maintain the dignity of the student at all time
- Take note of and report to the DSL any unexplained marks on the child.
- Provide privacy for manual handling and intimate care treatments.
- Staff working with individual children are advised to keep the door open, stay within sight of other adults, or to inform other staff where they will be, with whom and for how long
- Do not inform the parent/carer until you have spoken to the DSL

**Safeguarding and Child protection issues are always treated as a priority.**

**Failure to pass on information could put the student at further risk.**

## **Respect Confidentiality**

- Although you have a 'duty of care' to pass on any information regarding your concerns about abuse or suspected abuse to the Designated Safeguarding Lead, please respect the individual's right to confidentiality and do not share information of the disclosure unnecessarily to other staff unless you have been directed to do so by the DSL.
- Requests for information concerning Safeguarding and Child Protection issues by outside agencies should be referred to the DSL.
- Non-school staff e.g. bus escorts, medical agencies who communicate concerns in school will be directed to pass on information to their section head for referral as specified in Barnet's procedures

## **What happens after a concern has been raised**

- Having discussed concerns with you, the DSL will then take the appropriate action
- The action may require a situation to be monitored by class room staff, or for parents to be questioned via the school book. In cases where the student is thought have been abused or at risk, the DSL will refer to other agencies
- Many of the students at Mapledown have an allocated social worker and in this case the referral will be made to them. If they cannot be contacted the referral will be made to the duty social worker from the 0-25 Team.
- Where the student is not known to social services the DSL will liaise with the MASH, the police and the 0-25 Team where necessary.
- The DSL will make any formal referral by telephone and then in writing, before the end of the school day,
- When there is suspicion of significant harm to a child and a referral is made, as much information as possible should be given about the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect.
- NB All referrals made to the MASH a by telephone, must then be followed up with the specified online written form within 24 hours and a copy kept on the confidential safeguarding file. A note must be made of the name of the Duty Social Worker and the time at which the call is made. If parents have not been informed about the referral being made or they have agreed to it being made, this must be reported to Social Services.
- Reports may be needed for Child Protection Case conferences or the criminal/civil courts. Consequently, records and reports should be:
  - factual (no opinions)
  - non-judgemental (no assumptions)
  - clear
  - accurate
  - relevant

**It is very important that the outcomes to any concerns raised are recorded. Where a referral to social services has been made the DSL will maintain contact until an outcome is known.**

## **Lower levels of Concern**

Classroom staff, the school office, the nursing team and the DSL will together monitor:

- poor attendance & punctuality
- concerns about appearance and dress, including personal care and hygiene,
- changed or unusual behaviour
- concerns about health and emotional well being
- deterioration in educational progress
- discussions with parents about concerns relating to their child
- concerns about home conditions or situations

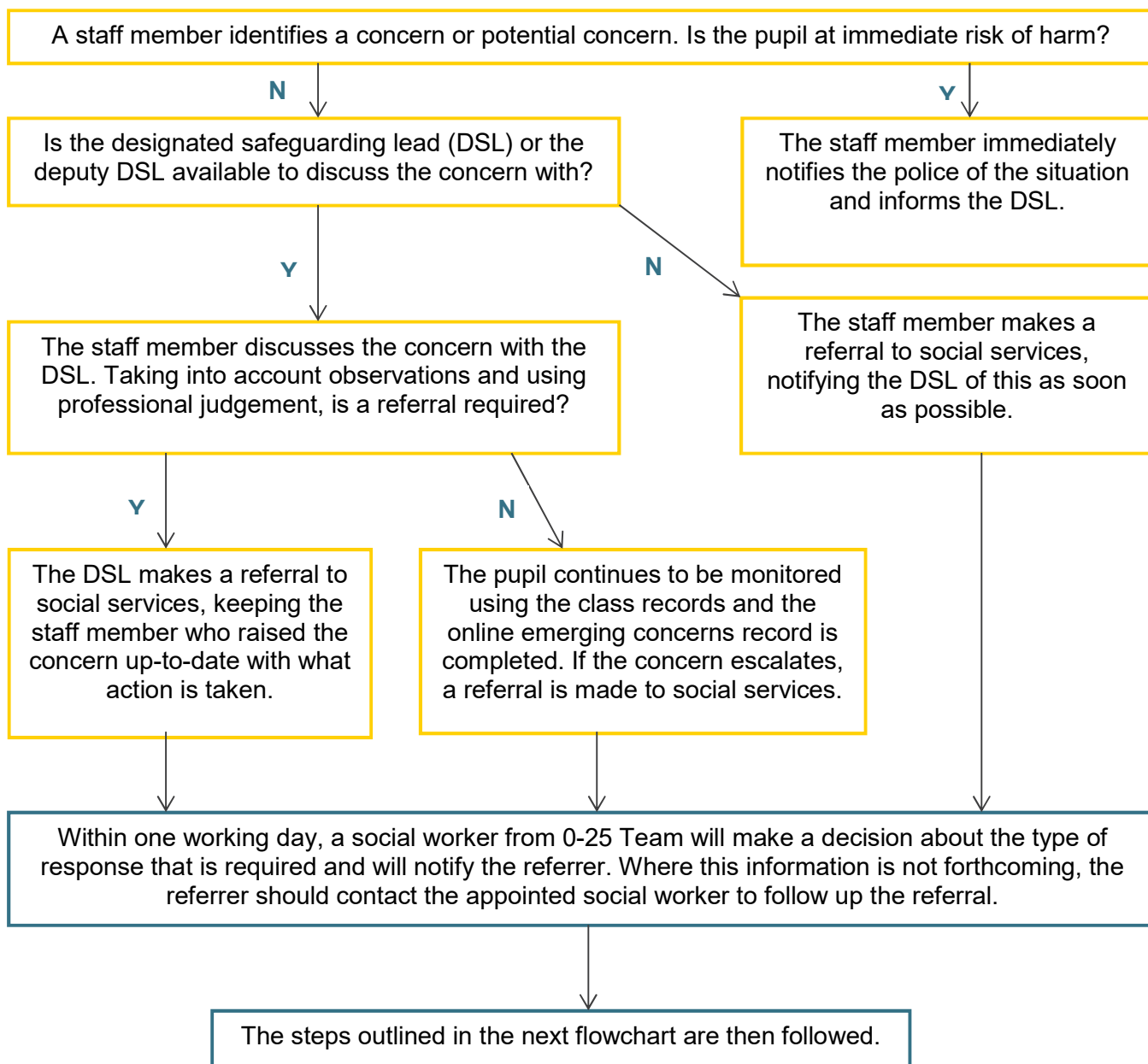
**Where the on-line record for emerging concerns has been used, class teachers must ensure they complete all information including the outcome**

## Safeguarding Reporting Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

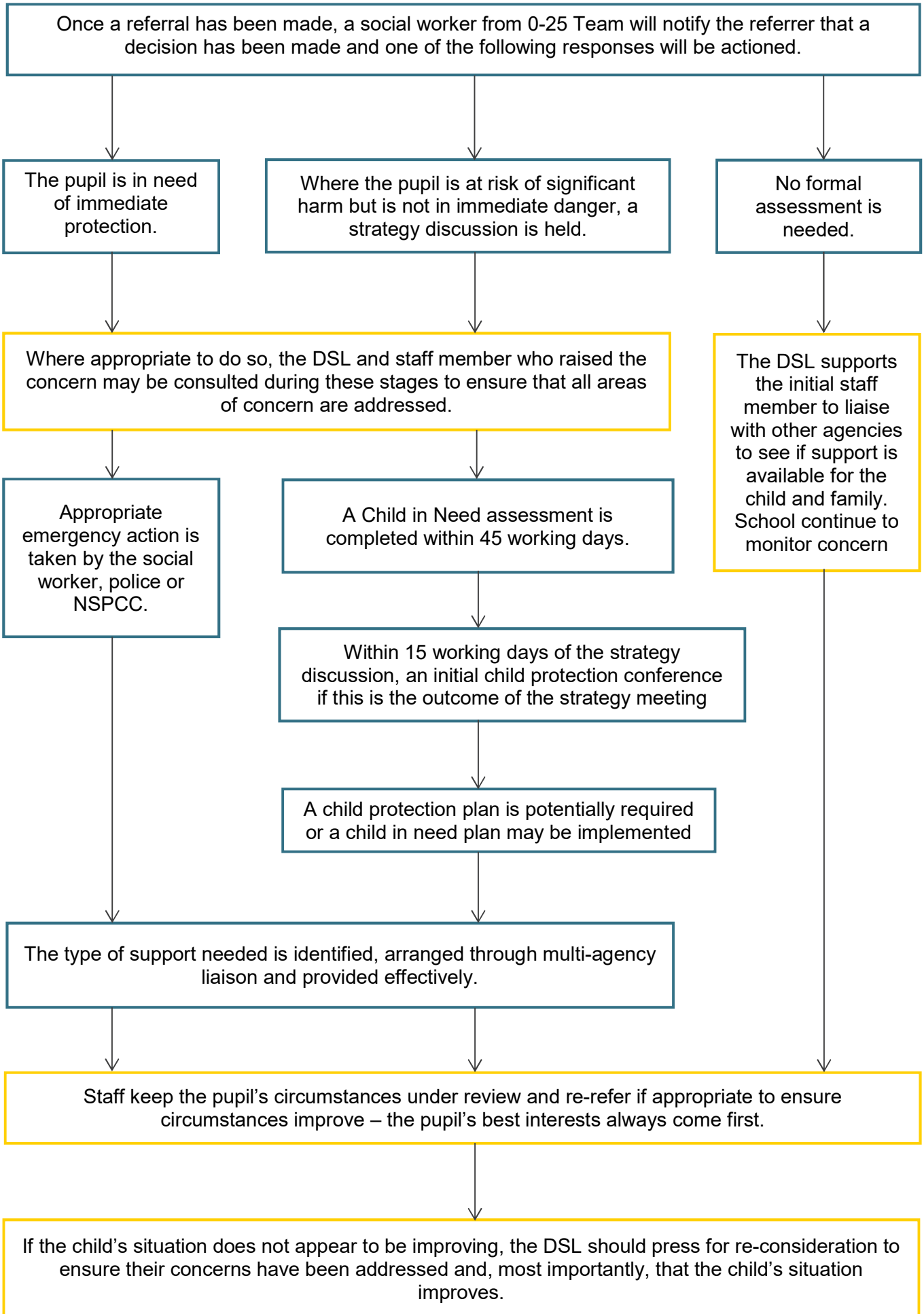
The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

### Before a referral is made





**After a referral is made**



## Useful Contact Details

### Designated Safeguarding Lead (DSL)

Sue Hart  
Deputy Headteacher –Mapledown School 0208 455 4111 [suehart@mapledown.barnet.sch.uk](mailto:suehart@mapledown.barnet.sch.uk)

### Deputy Designated Safeguarding Leads (Deputy DSL)

David Aarons  
Deputy Headteacher –Mapledown School 0208 455 4111 [deputy@mapledown.barnet.sch.uk](mailto:deputy@mapledown.barnet.sch.uk)  
Caroline Garvey  
Acting Deputy Head teacher 0208 455 4111 acting [head@mapledown.barnet.sch.uk](mailto:head@mapledown.barnet.sch.uk)

### Designated Safeguarding Governor

Teresa Bull (contactable via the school office)

### MASH Team

Referral & Consultation line 0208-359-4066  
Monday – Friday 9am – 5.15pm  
Out of hours service – 0208-359-2000  
[mash@barnet.gcsx.gov.uk](mailto:mash@barnet.gcsx.gov.uk)

### Local Authority Designated Officer (LADO)

Shrimatie Bissessar  
0208-359-4528  
[lado@barnet.gcsx.gov.uk](mailto:lado@barnet.gcsx.gov.uk)

### Safer Schools Team

PS – Shannon Farthing 0208 733 5857  
Emails via Criminal Justice Secure Mail (CJSM) only

### Barnet's Safeguarding Children's Partnership (BSCP)

Independent Chair – Andrew Fraser  
0208-359-4049  
[www.thebarnetscp.org.uk](http://www.thebarnetscp.org.uk)

### The Prevent Team

Perryn Jasper  
02083597371

### CME

Trevor Orr (EWO Manager)  
0208 359 2000

### NSPCC

Help for adults concerned about a child - 0808 800 5000  
Help for children and young people – Childline 0800 1111  
(Mon-Fri 8am-5pm)