



## **Policy to Safeguard and Promote the Welfare of Children who are Pupils at the School Part 1: Child Protection**

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## Statement

Hornsby House School fully recognises that all staff (whether employed full-time or part-time, contracted or a volunteer) working in the school and the Governors have a responsibility for child protection, promoting the child's welfare and wellbeing and can make referrals if necessary. As no single professional can have a full picture of a child's needs and circumstances, everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. Everyone will safeguard and promote the welfare of the children who are pupils of the school, in compliance with the Department for Education (DfE) guidance: **Keeping Children Safe in Education Sept 2021 (KCSIE), Working Together to Safeguard Children 2018 (WTSC)** and the locally agreed inter-agency procedures of Wandsworth Safeguarding Partnership (WSP). This policy applies to all staff (whether employed full-time or part-time, contracted or a volunteer) working in the school and the Governors. It is our intention that every pupil should feel safe and protected from any form of abuse: neglect, non-accidental physical injury, sexual exploitation, impairment of their mental health and physical health/development or emotional ill-treatment. This policy applies to the school and the Early Years Foundation Stage (EYFS) and should be read in conjunction with the **Safeguarding and Welfare policy part 2 – anti bullying, Rewards and Sanctions (Behavioural) policy (Mobile Phone Policy, the Complaints Policy, the Staff Code of Conduct Policy, Staff Recruitment Policy, the e-Safety Policy and the Educational Visits Policy.**

The school regards the Policy to Safeguard and Promote the Welfare of Children as integral to the effective discharge of its duties and responsibilities and accordingly it is discussed and formulated with all staff. As a school we have determined that a Governor undertake an annual review of the Policy and review whenever required, to ensure compliance with new or updated best practice guidelines or legislation.

This policy is available to download on the school's website: <http://www.hornsbyhouse.org.uk> A hard copy will be provided on request by calling the school office on 020 8673 7573. Alistair Gerry (Deputy Head (Pastoral) – Designated Safeguarding Lead - DSL), Edward Rees (Headmaster - Deputy Designated Safeguarding Lead - DDSL), Rebecca Flute (School Nurse - DDSL) and Amy Gemmell (Head of Foundation Stage – DDSL) are the designated safeguarding officers and have this responsibility included in their job descriptions. As required Alistair Gerry (Deputy Head (Pastoral) DSL) is the designated CEOP (Child Exploitation and Online Protection Officer) for the school. The Deputy Head (Pastoral) DSL and all Safeguarding Deputies are leaders for referrals relating to preventing extremism and radicalisation.

### Contact Details for DSL/DDSL

All safeguarding leads and deputies can be contacted at [safeguarding@hornsbyhouse.org.uk](mailto:safeguarding@hornsbyhouse.org.uk)

Alternatively The DSL and DDSLs can usually be found/contacted in the following locations:

DSL - Mr Gerry - His office in the Lime Tree building, internal extension 602 or via email [alistair.gerry@hornsbyhouse.org.uk](mailto:alistair.gerry@hornsbyhouse.org.uk)

DDSL - Mr Rees – His office in Mavis Gotto, internal extension 203; via his PA Ms Tarina Starkey (202) or via email at [Edward.rees@hornsbyhouse.org.uk](mailto:Edward.rees@hornsbyhouse.org.uk)

DDSL- Mrs Flute - internal extension 309, Mavis Gotto building or via email [rebecca.flute@hornsbyhouse.org.uk](mailto:rebecca.flute@hornsbyhouse.org.uk)

DDSL – Mrs Gemmell - her classroom in Reception block internal extension 303 or via email [amy.gemmell@hornsbyhouse.org.uk](mailto:amy.gemmell@hornsbyhouse.org.uk)

## Aims and Objectives

Hornsby House School is committed to taking all reasonable measures to safeguard and promote the welfare of each pupil in its care by:

- Ensuring that it practises safe recruitment in checking the suitability of all staff working with our pupils, including DBS checks and compliance with Independent Schools Standards Regulations (please refer to the school's Staff Recruitment Policy) and that at least one person conducting the interview will have completed Safer Recruitment training.
- Contacting the TRA (Teacher Regulation Agency) Teacher Service to check if a proposed Governor is barred as a result of being subjected to a section 128 direction,
- Raising awareness of child protection issues and equipping pupils with the skills needed to recognise and keep them safe from abuse, as part of the PSHE curriculum.
- Having clear procedures in place for identifying and reporting suspected cases of abuse.
- Holding more than one emergency contact number for each pupil.
- Supporting any pupil who has been abused in accordance with his/her agreed protection plan.
- Creating an environment where children know they can approach adults, are encouraged to talk, and are listened to.
- Undertaking to follow the procedures set out in ["Keeping Children Safe in Education Sept 2021 \(KCSIE\)"](#) and ["Working Together to Safeguard Children 2018 \(WTSC\)"](#) and to have regard to guidance issued by the Secretary of State for Education in accordance with section 157 Education Act 2002 and associated regulations.

Every complaint or suspicion of abuse from within or outside the school will be dealt with according to the guidance provided (as stated in this policy). It will be investigated and in all proper circumstances will be referred to the following external agencies:

- Disclosure and Barring Service (DBS) – Disclosure Helpline 0870 90 90 811
- If the safeguarding query or concern is about a child (either in need or at risk), we will contact the IPOC (Initial Point of Contact) on 020 8871 6622 or complete and send an online form to MASH <https://www.wandsworth.gov.uk/health-and-social-care/children-and-families/make-a-referral-to-the-multi-agency-safeguarding-hub/> or email [ipoc@wandsworth.gov.uk](mailto:ipoc@wandsworth.gov.uk) . If the child lives in Lambeth we will call 020 7926 3100 or out of hours the public line on 020 7926 5555 (24 hours) or send in a [Multi-Agency Referral Form \(MARF\)](#) via email [helpandprotection@lambeth.gov.uk](mailto:helpandprotection@lambeth.gov.uk) or [help.protection@lambeth.cjsm.net](mailto:help.protection@lambeth.cjsm.net) (secure email) or send a message via their website <https://www.lambethscb.org.uk/report-abuse> .
- If the safeguarding concern relates to a member of staff, then we will contact the LADO (Local Authority Designated Officer – Jackie Reynolds - Principle Officer) on 020 8871 7208 or [LADO@wandsworth.gov.uk](mailto:LADO@wandsworth.gov.uk) .
- If it is related to an attendance matter, then we will contact the Education Welfare Service on 020 8871 8306 – Andrea Gorgon or Ameliah Rayn
- If the safeguarding concern is very serious we will contact the Police on 101 or 999

## Hornsby House School Undertakes to:

- Ensure Safer Recruitment Procedures are always followed according to the DfE document [“Keeping Children Safe in Education Sept 2021 \(KCSIE\)”](#) and [“Working Together to Safeguard Children 2018 \(WTSC\)”](#) noting that since the UK left the EU the TRA no longer maintains a list of those teachers who have been sanctioned by EEA member states and overseas checks should be carried out.
- Establishing a safe environment in which children can learn and develop.
- Ensure that there are designated staff members for child protection, including the EYFS, who have received appropriate training (updated every two years) and support for this role.
- Ensure there is a nominated Governor designated for Child Protection.
- Ensure all members of staff and Governors know the name of the designated staff members and their role.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and reporting arrangements for referring any concerns to the designated staff members responsible for child protection.
- Ensure that staff are aware they should only involve those who need to be involved when a child tells them he/she is being abused or neglected.
- Ensure all staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. More information on mental health is given in paragraphs 34-38 in [“Keeping Children Safe in Education Sept 2021 \(KCSIE\)”](#)
- Ensure all staff are able to reassure victims 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 abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Ensure parents have an understanding of the responsibility placed on the school and staff for child protection.
- Consider tailoring our approach to teaching children about staying safe especially with regard to victims of abuse, vulnerable children and SEND children.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- Notify Social Services if there is an unexplained absence of a pupil who is on the Child Protection Register.
- Notify the DfE and DBS of any employee, (whether current or having recently left the employment of the school), about whom there is a concern regarding his or her attitude or actions towards pupils.
- Consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibitions order may be appropriate.

## Staff Training

At the beginning of each academic year (and when an update is necessary) all staff are reminded of their roles, responsibilities and mechanisms to discharge these roles. They are all given part one of

the latest version of KCSIE including Annex A to read and reminded of the safeguarding policies, Part 1 which includes Children going Missing in Education, staff code of conduct, online safety. This is done in a staff meeting and if new, via the induction process. All staff receive online safety training as part of regular updates, as the impact of technology on increasing risks to children means that young people can be both victims and perpetrators of abuse. All staff are all given access to this policy (available via the school intranet, school website and in an email) which sets out the mechanisms to assist them in understanding and discarding their roles and responsibilities, as set out by **Keeping Children Safe in Education Sept 2021 (KCSIE), including Annex A**. All staff joining after this point will be given this information in their induction. Included in the induction is an explanation of the school's behaviour policy for pupils, in addition to the child protection policy, staff code of conduct, online safety, Children Missing in Education (CME) and Annex A. New staff are directed to our Reward and Sanctions (Behaviour) Policy and are asked to complete Prevent Training.

All staff are given Prevent and Online Safety training as well as training which covers FGM, and local safeguarding concerns, such as county lines.

Staff should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care

### **Mobile Phones, Cameras and Digital Images (still and moving)**

This policy should be read in conjunction with the Mobile Phone Policy.

All photographs and videos taken of children who are pupils of the school, including the EYFS, with school cameras and recording equipment, will be downloaded onto the school server and will be monitored. This server is only accessible to members of staff who have been authenticated by means of a login username and password. No images or videos will be placed on personal computers or taken outside the school network. EYFS Staff will not carry personal mobile phones while working. EYFS Staff may use their use their mobile phones during break / lunchtimes in an agreed area not used by children. If EYFS staff need to make a personal call during a session, they should (with agreement of their line manager), make this in the agreed area not used by children i.e. the staff room. EYFS Staff must give the school telephone number to their next of kin, in case it is necessary for the staff member to be contacted, in an emergency during session hours.

### **The Designated Staff Members**

The school's designated staff members who are responsible for matters relating to child protection and welfare throughout the school and EYFS are the Deputy Head (Pastoral) Mr Alistair Gerry (DSL), the Headmaster Mr Edward Rees (DDSL), the Head of Foundation Stage (EYFS) Mrs Amy Gemmill (DDSL) and School Nurse Mrs Rebecca Flute (DDSL). The designated staff members report all matters to the Deputy Head (Pastoral) as the DSL, unless he is the subject of the complaint, in which case the Headmaster should be informed. The designated staff members will have received appropriate training in child protection and inter-agency working and attend refresher training at two-yearly intervals. The ultimate responsibility for safeguarding rests with the DSL.

The designated staff members will:

- Liaise with the local and statutory children's agencies where appropriate.
- Liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children](#) and [NPCC- When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

- Keep written reports of concerns about children, even when there is no need to refer the matter immediately.
- Ensure all records are kept securely, separately from the main pupil file and in a locked location.
- Follow procedures where an allegation is made against a member of staff, as stated in this policy.
- Ensure that, where a pupil on the Child Protection Register leaves, the information is transferred to the new school immediately and that the pupil's social worker is informed.
- Report to the Disclosure and Barring Service (DBS) immediately on their leaving the school, any person (whether employed, contracted, a volunteer etc) whose services are no longer used because she/he is considered unsuitable to work with children.
- Report any child leaving at a non-standard time to the appropriate LEA.
- Consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibitions order may be appropriate.
- Work with the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) to safeguard and promote the welfare of local children, including identifying and responding to their needs. This information comes to the school via email and partnership meetings

**Mrs Sue Pepper is the named Governor responsible for overseeing the implementation of the Safeguarding Policy and undertakes to review the policy independently on a yearly basis. The Chair of Governors, Mrs Corinne Aldridge, has overall responsibility for this policy, along with all other members of the governing body. The governors will take a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers. The governors also ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. The review of the policy is minuted and signed by the Chair.**

### **Duty of Employees**

Every member of the school's staff is under a general legal duty for the following:

- To protect children from abuse.
- To be aware of the school's child protection procedures and to follow them.
- To know how to implement the procedures.
- To keep a full record of any significant complaint, conversation or event using the Child Protection referral form (found in Appendix E).
- To ensure that all evidence, (for example, scribbled notes, mobile phone text messages), is safeguarded and preserved.
- To report any matters of concern (suspicions or complaints of abuse) to a designated staff member or if the complaint involves any of these people then to the other members.
- To undertake appropriate training, including refresher training, at three yearly intervals in line with advice from WSCB. Records of training are kept in the school office.
- For part time and voluntary staff who work with children the school will ensure that they are aware of the arrangements. They are provided with induction training which includes:

- A copy of Policy to Safeguard and Promote the Welfare of Children who are pupils at the school Part 1: Child Protection and Part 2: Anti-Bullying
- Staff Code of Conduct Policy
- The identity of the DSL/DDSLs in the school
- A copy of part 1 of the KCSIE
- To ensure their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil, for example, in one-to-one tuition, sports coaching and escorting a pupil by car.

## **Whistleblowing**

In accordance with the Independent school Standards Regulation 3(2)(b) which requires compliance with Keeping Children Safe in Education Sept 2021 (KCSIE), and Working Together to Safeguard Children 2018 (WTSC), the school recognizes the requirement for a Whistleblowing section in this Policy.

All staff are required to report to the designated staff members any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. In exceptional cases such reports should be made to the IPOC, LADO or the DBS or a charity such as Child Safe and the nominated member of the governing body. There will be no retribution or disciplinary sanction taken against a member of staff for making such a report provided that it is done in good faith. Please refer to Whistleblowing Policy.

## **The Prevent Duty 2015**

Working Together to Safeguard Children (DfE February 2019) requires each Education Provision to follow the procedures for protecting children from abuse.

As educational providers we have appropriate procedures in place for responding to situations in which: a child may have been abused or neglected or is at risk of abuse or neglect: a member of staff or volunteer has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

If needed, we will contact the Prevent Lead & Education Officer

[Ameliah.Rayn@RichmondandWandsworth.gov.uk](mailto:Ameliah.Rayn@RichmondandWandsworth.gov.uk)

## **Procedures including Early Help**

### **Early Help**

Staff working within the school should be alert to the potential need for early help for children, following the procedures identified for initiating early help for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of being drawn into or are engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime gangs.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence and/or
- Is misusing drugs or alcohol themselves.

- Is showing early signs of abuse and/or neglect.
- Is at risk of modern slavery, trafficking or exploitation.
- Is a privately-fostered child.
- Is showing signs of displaying behaviour or views that are considered to be extreme and is at risk of being radicalised or exploited.

As these children are therefore more vulnerable, we will identify who these vulnerable children are, ensuring staff and volunteers know the processes to secure advice, help and support where needed.

Should a child be considered in need of Early Help the DSL will lead when it is needed and will contact Wandsworth:

[Early Help Hub](#) (by clicking on this link) or by contacting email [fis@wandsworth.gov.uk](mailto:fis@wandsworth.gov.uk) or telephone: 020 8871 7899

To assess whether a child is in need of Early Help we refer to the [Wandsworth Safeguarding Board Thresholds for Intervention](#) (assessed by clicking on this link)

Hornsby House School recognises that for an Early Help assessment to be effective the assessment should be undertaken with the agreement of the child and/or and their parents or carers. It should involve the child and family as well as all the professionals who are working with them.

However, if parents and/or the child do not consent to an Early Help assessment, then the DSL will make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any staff member/volunteer within the school.

#### **Any Member of Staff Suspecting or Hearing a Complaint of Abuse:**

- must listen carefully to the pupil and keep an open mind. Staff should not form a decision as to whether or not the abuse has taken place.
- Must not ask a leading question, i.e. a question that suggests its own answer.
- Must reassure the pupil but not give a guarantee of absolute confidentiality. The member of staff should explain they have to pass the information to the Head or designated staff members who will ensure the correct action is taken.
- Must keep a sufficient record of the conversation (using the CP form – Appendix E). The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names and not initials. The record must be kept securely and handed to the Head or designated staff members.

#### **Action taken by the Designated Staff Members**

##### **The action to be taken will take into account:**

- The procedures published by the DfE – Keeping Children Safe in Education Sept 2021 (KCSIE), and Working Together to Safeguard Children 2018 (WTSC).



- The nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to IPOC (if the concern is about a child) or LADO (if the concern is about a member of staff) or the police, without investigation within the school. In borderline cases discussions with the LADO can be held informally and without naming the school or individual.
- The wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override the pupil's wishes.
- The wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interest and they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the designated staff member is concerned that disclosing information to parents would put a child at risk, he will take further advice from the relevant professionals before making a decision to disclose.
- Duties of confidentiality, so far as applicable, taking into account that from 1<sup>st</sup> October 2012 there are restrictions on reporting and publishing of allegations against teachers.
- The lawful rights and interests of the school community as a whole, including its employees and its insurers.
- If there is room for doubt as to whether a referral should be made, the designated staff members may consult with IPOC, LADO or other appropriate professionals on a no-names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay within 24 hours. If the initial referral is made by telephone, the designated staff members will confirm the referral in writing (usually by e-mail) to IPOC or LADO within 48 hours. If no response or acknowledgement is received within one working day, the designated staff members will contact these agencies again.
- If there are serious concerns about the child's welfare and the DSL/DDSL are unavailable, the staff member should take their concern to a member of the Senior Management Team (SMT) and/or Wandsworth local children's social care.
- The DSL will consider whether it is appropriate to share information with a new school in advance of a pupil leaving, in addition to the child protection file.

### **Referral Guidelines**

The Designated staff members must make a referral to IPOC or MASH 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.

### **External Agencies**

Whether or not the school decides to refer a particular complaint to IPOC, 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.

- If the safeguarding query or concern is about a child (either in need or at risk), we will contact the IPOC (Initial Point of Contact) on 020 8871 6622 <https://www.wandsworth.gov.uk/health-and-social-care/children-and-families/make-a-referral-to-the-multi-agency-safeguarding-hub/> or email [ipoc@wandsworth.gov.uk](mailto:ipoc@wandsworth.gov.uk) . If the child lives in Lambeth we will call 020 7926 3100 or out of hours the public line on 020 7926 5555 (24 hours) or send in [Multi-Agency Referral Form \(MARF\)](#) via email [helpandprotection@lambeth.gov.uk](mailto:helpandprotection@lambeth.gov.uk) or [help.protection@lambeth.cjsm.net](mailto:help.protection@lambeth.cjsm.net) (secure email) or send a message via their website <https://www.lambethscb.org.uk/report-abuse> .

If there is a general question relating to Safeguarding we will contact the Safeguarding lead in Wandsworth (Ameliah Rayn) on 020 8871 7961 or 07929862210 or email [Ameliah.Rayn@richmondandwandsworth.gov.uk](mailto:Ameliah.Rayn@richmondandwandsworth.gov.uk)

- if the safeguarding concern relates to a member of staff, then we will contact the LADO (Local Authority Designated Officer, Anita Gibbons - Principle Officer) on 07974 586461 or 020 8871 7208 or [LADO@wandsworth.gov.uk](mailto:LADO@wandsworth.gov.uk) .
- If it is related to an attendance matter, then we will contact the Wandsworth Education Welfare Service on 020 8871 8306 – Andrea Gorgon or Wandsworth Council – Out of hours Social Worker 020 8871 6000 – asking to be put in contact with the ‘Out of Hours Social Worker’ who will ring back.
- Police Child Protection Unit  
101 or 999
- For information and advice, NSPCC - [help@nspcc.org.uk](mailto:help@nspcc.org.uk) or 0808 800 5000 or <https://www.nspcc.org.uk/services-and-resources/nspcc-helpline/>

### **Allegations against Staff (including supply staff), Volunteers or the Head including transferrable risk (See part four KSCIE 2021)**

The procedures for dealing with allegations against staff/volunteers 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 unless:

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

Suspension will not be an automatic response to an allegation. 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.

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 Headmaster 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 judgment is made that a disciplinary process would have been instituted if that person had remained in post, the Headmaster 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 Head or in his absence, the allegation should be passed directly to the Chairman of the school's Governors.

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 Headmaster, the member of staff receiving the allegation must immediately inform the Chairman of the school's Governors without notifying the Headmaster first.

**Concerns that do not meet the harm threshold:** The Hornsby House governing body monitors the policies and processes that are in place to deal with low-level concerns and allegations that do not meet the harm threshold.

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include:

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

If raised, procedures will be implemented effectively and appropriate action will be taken to deal with any concern.

**Sharing concerns:** Low-level concerns should be reported to the DSL or a deputy. If there are concerns about a DSL, these should be reported to the headteacher or principal. Hornsby House aims to create an environment where staff are encouraged and feel confident to self-refer if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards.

**Recording concerns:** The DSL or deputy will record all low-level concerns. Records should include the details of the concern, how the concern arose and the actions taken. Records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.

## **Allegations against Pupils**

A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's policy on behaviour and discipline will apply. Child protection concerns will be referred to the Multi-Agency Safeguarding Hub (**Wandsworth**). Our contact for referrals is the IPOC Officer (020 8871 6622).

## **Monitoring**

The Headmaster and the designated staff members will monitor the operation of this policy and the effectiveness of its procedures and make a termly report on Child Protection to the school's Governors. In addition, any deficiency or weakness that is noted in the school's Child Protection arrangements will be remedied without delay. The Governing Body, whose nominated School Governor is Sue Pepper, will undertake an independent termly review of this policy and procedures and the efficiency with which the related duties have been discharged.

## **Record-Keeping**

When a concern had been raised then all concerns, discussions, decisions and the reasons for these will be recorded electronically on CPOMS (Child Protection and Online Management System). These records are kept securely and can only be accessed by those who have been given the requisite permission. These records are reviewed regularly by the DSL and DDSLs so that patterns of behaviour can be identified.

## **Children with Special Educational Needs**

As a school we understand the fact that additional barriers can exist when recognising abuse and neglect in this group of children and we will consider tailoring our approach to teaching children with SEND about staying safe. This can include: (a) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further expropriation; (b) children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and (c) communication barriers and difficulties in overcoming these barriers.

Pupils with SEND are more susceptible to safeguarding risks as they are less able to protect themselves from abusers, including peer-on-peer abuse; if a pupil with SEND experiences difficulties, they may feel they have no one to confide in. Other reasons why pupils with SEND can be more at risk include the following:

- They may be afraid to confide in someone
- They have an increased risk of being bullied – they spend time in respite so the opportunity for bullying or abuse is increased
- Some pupils with SEND rely on adults for everything, including personal care, and this vulnerability puts them at a greater risk of being harmed or abused
- If they have been harmed before they may not want to speak out again in fear of being disbelieved or blamed
- Staff may not be able to spot the signs of abuse in children with SEND

## **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).

### **Children requiring mental health support**

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

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. Hornsby House can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. In September 2021 we employed a school counsellor who will work with us on a Mondays and Tuesdays. We also have 5 staff who have Mental Health First Aid training.

### **Online Safety and teaching safeguarding (see e-Safety Policy)**

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, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and pupils. Online safety will be taught to the pupils through a broad and balanced curriculum. E-Safety training is provided by an external company yearly to pupils, staff and parents.

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. 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 (RSE) which is compulsory from September 2020. The statutory guidance can be found here:

[Statutory guidance: relationships education relationships and sex education \(RSE\) and health education.](#)

**Peer on Peer / Child on child Abuse** / Sharing nude or semi naked images or videos / cyberbullying/ sexual assaults/ sexual violence/ sexual harassment/ upskirting:

All staff and governors are aware that children can abuse other children (often referred to as peer on peer abuse) which includes abuse in intimate personal relationships between peers. To try to minimise peer on peer violence we:

### **Provide appropriate and regularly updated staff training**

As knowing what to look for is vital to early identification of peer-on-peer abuse and preventing it from escalating. We provide staff with regularly updated and appropriate safeguarding training that enables them to understand:

- How to identify the indicators of abuse
- What to do if they have a concern about a child
- How to respond to a report of abuse
- How to offer support to children
- Where to go if they need support

Referral on this area is made to KSCIE's guidance on the ways that peer-on-peer abuse can manifest itself and reference is made to Part 5 of KCISE 'Child on Child Sexual Violence and Sexual Harassment'. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault; (further information about sexual violence see Annex A.)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting,
- Sharing nude or semi naked images or videos;
- initiation/hazing type violence and rituals.

This will always be taken seriously and acted upon, under **E-safety and Safeguarding – Anti-bullying Policy**, and not dismissed as 'banter' or 'part of growing up.' These issues will be part of (age-appropriate) computing (e-safety), PSHE lessons and discussions. Victims and perpetrators will be supported through the school's pastoral system. We also recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. Any hate crime/incident will be reported. The school community (including the governing body) recognises that peer-on-peer abuse can happen outside Hornsby House and that it can sometimes be hidden. Furthermore, we all (including the governing body) recognise that just because there are no reports of it does not mean that it is not happening. As with all forms of abuse, Hornsby House will protect a child who has been harmed or is at risk of harm wherever the abuse may have taken place.

### **Child on Child Sexual Violence and harassment**

Hornsby House recognises that children and young people might not find it easy to talk about their abuse verbally. Staff are aware of signs and behaviours that might indicate abuse. Staff might also overhear conversations that suggest a child has been harmed or might receive a report from a friend of the child.

**Managing a report:** We regularly review actions to look for patterns of concerning behaviour.

**Unsubstantiated, unfounded, false or malicious reports:** If an allegation which has been found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else.

**Safeguarding and supporting the victim:** Staff have been made aware of the possible health needs that might arise following sexual assault, such as physical, mental and sexual health problems and unwanted pregnancy.

**Safeguarding and supporting children and young people who have displayed harmful sexual behaviour:** Links to a range of further resources, information and guidance are available in KCSIE 2021 and will help the school manage and deal with harmful sexual behaviour and support children and young people.

**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.

#### **Sharing nudes or semi-nude images/video**

Hornsby House School will follow the updated guidance;

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

#### **Use of Reasonable Force**

Hornsby House School recognises the procedures published by the DfE – Keeping Children Safe in Education Sept 2021 (KCSIE), which give guidance on the use of reasonable force. They explain that there are circumstances where it is necessary for staff to use some force to safeguard children and young people. The school therefore does not operate a 'no contact' policy. KCSIE provided examples of:

- When force may be needed.
- An explanation of the term 'reasonable.'
- How this applies to incidents involving children with SEN or disabilities or with medical conditions.

In September 2021, 10 members of staff undertook an onsite Positive Handling course.

#### **Serious Violent Crime**

KCSIE 2019 requires all staff to be alert to indicators that may signal that children are at risk from, or involved with, serious violent crime. Such indicators include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions

All staff should familiarise themselves with the Home Office County Lines guidance, [Criminal Exploitation of children and vulnerable adults: County Lines guidance](#). This guidance contains information on combatting gangs and organised criminal networks who may be exploiting children to move and store drugs.

This policy should be read in conjunction with

- Policy to Safeguard and Promote the Welfare of Children who are Pupils at the School Part 2: Anti-Bullying
- E-safety Policy
- Preventing Extremism and Radicalisation Policy
- Mobile Phone Policy
- Staff Code of conduct Policy
- COVID policy

Reviewed: Sep 2020 AG/ER.

Updated: 01 Sep 2021 AG

Next review: Nov 2021 (Governor review)



## APPENDIX A. Safeguarding Children in Education

### GUIDANCE FOR STAFF

#### DEALING WITH DISCLOSURES

##### RECEIVE

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Make a note of what has been said as soon as practicable.

##### REASSURE

- Reassure the pupil, but only so far as is honest and reliable. For example, do not make promises you may not be able to keep e.g. "I'll stay with you" or "Everything will be all right now."
- Do reassure and alleviate guilt, if the pupil refers to it. For example, you could say:
  - I believe you.
  - I am glad you came to me.
  - I am sorry this has happened.
  - You're not to blame. You are not alone; you are not the only one this sort of thing has happened to.
  - We are going to do something together to get help.  
(Based on NSPCC guidelines)

**Do not promise to keep it a secret as your professional responsibilities may require you to report the matter. If you make this promise to a child and then break it, you confirm to the child yet again that adults are not to be trusted.**

##### REACT

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions, for example: 'What did he do next?' (This assumes he did), or 'Did he touch you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not criticize the alleged perpetrator; the pupil may care about him/her and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and to whom you have to talk. Reassure the pupil that it will be the Designated Staff Members or the Head. Try to see the matter through yourself and keep in contact with the pupil.

##### RECORD

- Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible.
- Do not destroy your original notes in case they are required by a court.
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Draw a diagram or complete a body map to indicate the position of any bruising.
- Record statements and observable things, rather than your 'interpretations' or 'assumptions', in other words record facts not opinions.

## REMEMBER:

- To follow the school's Child Protection policy and procedures and share your concerns with your designated child protection member of staff as appropriate.
- Support the child: listen, comfort and be available.
- Complete confidentiality is essential. **Share your knowledge only with appropriate professional colleagues.**
- Try to get some support for yourself if you need it.
- Ensure that your behaviour or actions do not place pupils or yourselves at risk or harm or allegations of harm to a pupil for example, in 1 to 1 tuition, sports coaching, conveying pupils by car, engaging in inappropriate electronic communication with a pupil, etc.

## Appendix B. DEFINITIONS AND SIGNS OF ABUSE

**Categories of Abuse** *(It should be noted by all staff that abuse, neglect and safeguarding issues are rarely standalone events that can be covered with one label and that children may be abused in a family or an institutional or community setting known to them, or more rarely, by others e.g. via the internet.)*

### 1. Neglect

Persistent or severe neglect, or the failure to protect a child from any danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in significant impairment of the child's health (both mental and physical) or development, including non-organic failure to thrive.

### 2. Physical abuse

Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocation and FGM (Female Genital Mutilation) or FII (Fabricated Induced Illness) previously referred to as Munchausen's Syndrome by Proxy.

### 3. Sexual abuse

Actual or likely sexual exploitation of a child or adolescent, which involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence.

### 4. Emotional abuse

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. Some levels of emotional abuse may be perceived as low-level but on-going, such as an adult being persistently low in warmth and high in criticism or so overprotective as not to allow a child to develop and grow as they should.

## Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Admission of punishment which appears excessive.
- Fear of parents being contacted.
- Bald patches.
- Withdrawal from physical contact.
- Arms and legs kept covered in hot weather.
- Fear of returning home.
- Fear of medical help.
- Self-destructive tendencies.

- Aggression towards others.
- Chronic running away

### **Possible signs of sexual abuse**

Children from ages of 5 to 11 may:

- Hint about secrets they cannot tell.
- Say a friend has a problem.
- Ask if you will keep a secret if they tell you something.
- Begin lying, stealing, blatantly cheating in the hope of being caught.
- Have unexplained sources of money.
- Have terrifying dreams.
- Start wetting themselves.
- Exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn.
- Stop enjoying previously liked activities, such as music, sports, art, Scouts or Guides, going on holiday, gym or other clubs.
- Be reluctant to undress for gym.
- Become fearful of or refuse to see certain adults for no apparent reason, show dislike of a particular baby-sitter, relative or other adult.
- Act in a sexual way inappropriate to their age.
- Act in a sexually inappropriate way towards adults.
- Draw sexually explicit pictures depicting some act of abuse.
- Seem to be keeping secret something which is worrying them.
- Have urinary infections, bleeding or soreness in the genital or anal areas.
- Have soreness or bleeding in the throat.
- Have chronic ailments, such as stomach pains or headaches.
- Take over the parent role at home, seem old beyond their years (if a victim of incest).
- Become severely depressed, even attempt suicide.
- Have poor self-image, self-mutilate.
- Continually run away.
- Regress to younger behaviour such as thumb-sucking, surrounding themselves with previously discarded cuddly toys.
- Show discomfort when walking.
- Say that they are no good, dirty, rotten.
- Be wary, watchful.
- Repeat obscene words or phrases which may have been said during the abuse.
- Attempt to sexually abuse another child.
- Talk or write about sexual matters.
- Find excuses not to go home or to a friend's house after school (places where abuse may be happening).
- Be withdrawn, isolated, or excessively worried.

### **Possible Signs of Emotional Abuse**

- Physical, mental and emotional development lags.
- Admission of punishment which appears excessive.
- Over-reaction to mistakes.
- Sudden speech disorders.
- Fear of new situations.

- Inappropriate emotional responses to painful situations.
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking).
- Self-mutilation.
- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug/solvent abuse.
- Chronic running away.
- Compulsive stealing.
- Scavenging for food or clothes.

### **DISCLOSURE AND OBSERVATIONS**

Where a child volunteers information about possible abuse, or where staff see signs which cause them concern, they should:

- Seek information from the child with tact and sympathy;
- Listen to the child without interruption;
- Not ask leading questions of the child;
- Make a signed note of the conversation with the date, time, place and whether any witnesses were present;
- Make no undertakings to the child of absolute confidentiality;
- Not investigate suspected abuse themselves and report the matter directly to the Designated Staff Members.

**NB: There may be other reasons, aside from abuse, which might result in a change of behaviour. If in doubt contact one of the school's Designated Safeguarding Lead or Deputies.**

**Referrals via the Headmaster or Deputy Head (Pastoral) (DSL) or Safeguarding Deputies only.**

## Appendix C. Definitions and signs of abuse, specifically children who run away or go missing, Children not collected at the end of the day, Female Genital Mutilation (FGM), Forced Marriage, Honor Based Abuse (HBA), Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and Serious Violent Crime

### Children who Run Away or Go Missing

Reference for this policy is taken from the DfE's Statutory guidance on children who run away or go missing from home or care (January 2014)

When a child goes missing or runs away they are at risk. Safeguarding children therefore includes protecting them from this risk. At Hornsby House School we accept our responsibility for protecting children, whether they go missing from the family home or from the residential care setting.

Staff are aware of the following:

- Children may run away **from** a problem such as abuse or neglect at home or **to** somewhere they want to be.
- Children may have been coerced to run away by someone else.
- There are particular concerns about links between children running away and the risks of sexual exploitation.
- Missing children may also be vulnerable to other forms of exploitation, to violent crime, gang exploitation or to drug and alcohol abuse
- The communication difficulties of our children make them even more vulnerable as they may have limited understanding of risks posed by others.
- Evidence suggests that distance from home, family and friends are key factors for looked-after children running away and could also be factors influencing residential pupils.

To minimise the risks of children running away we aim to adopt a preventative approach.

### Definitions

*Since April 2013 police forces have been rolling out new definitions of 'missing' and 'absent' in relation to children and adults reported as missing to the police.*

*These are:*

- **Missing:** *anyone whose whereabouts cannot be established and where circumstances may be out of character, or the context suggests the person may be the subject of crime or at risk to themselves or another.*
- **Absent:** *a person not at a place where they are expected or required to be. Note that 'absent' within this definition would not include those defined as 'away from placement without authorisation'; a child whose whereabouts are known would not be treated as either missing or absent under police definitions.*

*A missing child would be prioritized as 'high risk' where:*

- *A risk posed is immediate and there are substantial grounds for believing that the child is in danger through their own vulnerability.*
- *A child has been the victim of a serious crime.*

- *The risk posed is immediate and there are substantial grounds for believing that the public is in danger.*

A **missing child** incident would be prioritized as 'medium risk' where:

- *The risk posed is likely to place the subject in danger.*
- *They are a threat to themselves or others.*

Where a child is categorized as 'absent,' details will be recorded by the police and subject to constant review.

## Procedure for Staff at Hornsby House School

### Rationale

Appropriate supervision is planned across both school and residential settings for individuals and groups of pupils. There are occasions however, when pupils may absent themselves from lessons or from the school site. This policy outlines how the school will respond to such situations.

### Background

Teachers are responsible for all pupils in the classes or groups they are timetabled to teach. Supervision may be delegated to other appropriate staff e.g. support assistants (see supervision policy). The closeness of the supervision will depend on the number, age, aptitude and experience of the pupils and nature of the activity.

### Responsibilities of Teachers

Staff should ensure that pupils arrive at their lessons/activity at the required time and that they remain in the appropriate place. If pupils need to leave the activity, they should do so only with the permission of the person responsible after due consideration of the reason for leaving and any risk that might be involved.

Should a pupil or pupils not arrive, or leave without permission, the person responsible at the time should initiate enquiries as to their whereabouts and initiate a search if no satisfactory and reliable reason is established. Adequate supervision of pupils remaining must also be ensured.

If staffing resources do not allow for this to happen, the member of staff responsible should inform the Headmaster (or if not available, other senior member of staff) in school. As a general guideline, if pupil(s) cannot be located within fifteen minutes, the Headmaster or either Deputy Head must be informed and he/she will determine any further action which needs to be taken. Such action will include informing the SMT on call if it is in the evening. The member of SMT will determine at what point parents and/or police or other agencies need to be involved.

However, it is important to note that this is a **general guideline** only and staff must make a professional judgment, taking into account, numbers, age, aptitude, experience and previous history as well as local conditions (e.g weather) in determining all decisions about handling students absconding from school. There will be occasions when it is necessary to involve SMT immediately.

### Responsibilities of Senior Member of Staff

When a child cannot be located or is known or presumed to be off-site without permission, the member of SMT should:

- Initiate a search, calling on sufficient numbers of staff to complete a thorough search of the buildings and grounds in a short timeframe.
- Extend the search into the immediate locality of the school. Staff going out of school on a search should take a mobile phone. The school office should have the phone number to reach the member of staff when necessary.
- When the child is located, the member of staff should, if necessary, contact school for advice and support in approaching and returning the child.

Throughout the process, it is imperative that supervision of remaining pupils is ensured.

### **When a child runs away**

The senior leader on duty is responsible for ensuring the following individuals and agencies are informed within the time scales set out in the local Runaway and Missing From Home and Care (RMFHC) protocol:

- The local police.
- The LA responsible for the child's placement.
- Parents and any other person with parental responsibility, unless it is not reasonably practicable or to do so would be inconsistent with the child's welfare.

[See \*Statutory Guidance on children who run away or go missing from care: Flowchart to accompany statutory guidance.\*](#)

### **Contacting Parents**

Decisions about contacting parents will be taken by SMT.

If the child is not located **within an hour (maximum)**, parents **must be informed immediately**. However, there are occasions when it would be necessary to inform parents as soon as the child is missing.

Parents will always be informed at an appropriate time when a child has been off-site without permission but has been returned safely and in a reasonable timeframe.

### **Contacting the police:**

Police will be contacted **after a period of two hours** if a child is missing. This may be actioned earlier, depending on the circumstances or if parents request it.

When referring to the police, any relevant information that might help to find or support the child should be shared, including:

- Description of the child including their clothing.
- Details of where the child was last seen and with whom.
- Recent photograph.
- Relevant addresses, known associates and addresses frequented.
- Previous history of absenteeism and circumstances of where found.
- Circumstances under which the child is absent.

- Any factors that increase the risk to the child.

(Children who go missing from Home, Care or Education NCC Protocol May 2012)

### **Action on the Return to School**

Be mindful of The Children's Rights Director (2012) report: 'One of the major influences of them running away is having a sense that they are not being listened to and taken seriously'. On return to the school, the child will be seen wherever possible by a senior member of staff and/or the person responsible for their pastoral care to check whether they are safe and well. A supportive approach, including actively listening and responding to the child's needs, will be adopted as this will have a greater chance of preventing the child from going missing again and safeguarding them against other risks. Running away should not be viewed as behaviour that needs to be punished. Any reasons given will be considered in relation to how the child is cared for in future and the school's care practice.

In addition to providing the child with the opportunity to raise issues of concern, the purpose of the check is to identify any indications of harm, where and with whom they have been and give the child the opportunity to disclose any offending against them.

Following the meeting, the child's risk assessment will be reviewed and amended accordingly to minimize a repeat of running away.

A written record will be completed in the form of an incident report which should be forwarded to the school's designated Child Protection officer (Mr Edward Rees). The incident report will detail:

- The length of time missing.
- Whereabouts of the child when missing.
- Any known associates.
- Risk factors.

The DSL will scrutinize the reports identifying any patterns and trends over time, in particular frequency of such incidents as there is an established link between frequent missing episodes and serious harm, which could include gang involvement, forced marriage, bullying and sexual exploitation.

When the monitoring demonstrates:

- Reported missing on two or more occasions
- Frequently away from residential care without authorization,

external agencies will be informed to seek further advice and guidance.

### **Meetings with Independent Advocates**

The child will be offered the support of an independent advocate.

The meeting will be held in a place the child feels safe and provides the opportunity for the child to discuss the reasons why they went missing and to understand the risks and issues faced by the child while missing. This will help to build up a picture of why the child has run away, identify additional support and inform future planning.



An assessment of whether a child might run away again should be based on information about:

- Individual circumstances.
- Motivation for running away.
- Potential destinations/associates.
- Recent patterns of absence.
- Circumstances in which child was found/returned.
- Risk factors such as mental health issues/depression/other vulnerabilities.

If the child prefers not to engage in an independent interview, parents will be offered the opportunity to provide any relevant information.

When older students run away or go missing, the school acknowledges they are no less vulnerable and are equally at risk, particularly of sexual exploitation. Repeatedly going missing will not be viewed as a normal pattern of behaviour. The school is aware that repeat episodes can indicate sexual exploitation.

The school acknowledges the importance of early and effective sharing of information between professionals. Information to be shared will include duration of missing episodes, information from return meetings, absence data which will help authorities to identify risks in the area such as exploitation, gangs or other crime-related activity.

In addition, the school's Governors will also be informed.

### **Children Missing Education**

Children's attendance is regularly monitored and if it is felt that they are missing more than 20% of schooling, the local authority will be informed.

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.
- The child is referred to the appropriate service (Children Missing Education/Elective Home Education)
- Approval from the placing local authority.

### **Children not arriving at school and not collected at the end of the day**

Hornsby House School recognises that it has a statutory duty to safeguard and promote the welfare of its pupils and that this duty extends to having arrangements in place for dealing with children not arriving at or being collected from school at the end of the school day or school activity.

Before a child starts school, office staff will record the address and contact details of both parents/person with parental responsibility for the child along with details of the child's emergency contacts. In line with KCSIE 2020, details for at least 2 contacts will be sought. The adults with parental responsibility must inform the school of changes to any of these details.

These procedures will be followed on those occasions where a child has not arrived at school. Firstly, registers will be taken between 8:30 and 8:40 and logged on SchoolBase. A child who is not present in registration and where no information has been passed to the school office to give reason

for their absence will be marked with an 'N'. At 9am the school office will print a fire register and for any child who appears with an N they will make try to make contact with someone who has parental responsibility to find out why the child is not in school. If this is not successful, they will continue trying to make contact but if the child still has not arrived by 10am the police will be notified. In some circumstances (e.g. when a year 6 child is known to be walking to school by themselves) the police may be called earlier if their whereabouts cannot be verified.

These procedures will be followed on those occasions where a child has not been collected from school at the end of the day and it has not proved possible to contact the parents/emergency contact person for the child. These situations are time consuming for the school and can be upsetting for the child, but in the majority of cases the child is collected albeit late from school.

All Y6 teaching staff know which of their children have emailed consent from their parents to walk home alone. This information is shared with the Headmaster and the office staff in advance.

There may be occasions when parents fail to collect a child due to an accident, illness or other emergency that will result in the child not being able to go home at the end of the day. On these occasions, it is important that a protocol is available which ensures the child is looked after in a safe and welcoming environment. The guiding principle in dealing with any situation in which a child is not collected from school must be to minimise distress to the child and for him or her to remain in familiar surroundings and/or with familiar people for as long as possible.

It is important that the child does not overhear potentially stressful conversations whilst school are trying to contact parents. If a child has not been collected, the school should make every possible attempt to contact the parents. The child may well be able to indicate if something out of the ordinary has happened at home (e.g. parental illness or absence). On some occasions, another parent may offer to take a child home with them. School will not release a child into the care of another adult without the consent of the parents.

Members of staff will not take, or drive, a child to their home or to the home of the child unless, in exceptional circumstance, this is agreed with parents or other statutory partners (i.e. social care/police).

Plans for transporting the child will be dependent upon staff availability out of hours and will take into consideration the need for adequate insurance cover, appropriate gender balance, and any information about special needs or behavioural difficulties.

Where possible, two adults should be present. If the school cannot contact anyone, they will make every effort to reassure the child and keep him/her in a friendly and familiar place until an identified person arrives. If no one has arrived after one hour following the school closing time and no contact has been made, the school will contact the Local Authority's Children's Social Care Team.

The school's designated/deputy designated safeguarding lead for child protection will keep a record of incidents where parents do not collect a child from school, are late in doing so, (for no good reason) or where this is a repeat occurrence. Any safeguarding/welfare concerns arising out of such an incident will be dealt with in accordance with the school's safeguarding procedures. Children not collected from school are the overall responsibility of the Headteacher and any other safeguarding lead.

## **Procedure**

Child not collected at:

**3:30/3:45pm.** Children remain with class teacher in until 3:45/3:50pm, if still no collection, teacher to escort child to Afternoon Owls and office staff informed. Office staff to contact parent and then emergency contacts if necessary, by 4:30pm.

**4:30pm** – If no contact made by 4:30pm: Safeguarding leads/SMT member/Headteacher informed. Information gathered as to status of child (i.e. LAC, CIN, CP, not known to services etc.).

**5:15pm** – If still no contact from parents: Social care contacted for advice/ support. Member of the SMT to remain in school until child is collected by either parent, emergency contact or social care workers. If the child is taken into the care of Social Care, they will take the responsibility for tracing the parents and feeding back to school the outcomes of the situation.

**6:15pm** - If Social Care is not available, then we will call the police and advise them of the situation. If they collect the children, then they will take the responsibility for tracing the parents and feeding back to school the outcomes of the situation.

### **Female Genital Mutilation (FGM)**

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 of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.” (World Health Organisation 1997)

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 new born, 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 them to recover before returning to their 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 and 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.

Hornsby House School staff are aware of the issues surrounding FGM and seek to protect any child they suspect is in danger from FGM. Unlike other forms of safeguarding, FGM carries with it a mandatory reporting duty, detailed below.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school's DSL and involve Children's Social Care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence). In these cases, teachers should follow local safeguarding procedures.

The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

## **Forced Marriage**

### **What is an arranged marriage?**

Arranged marriages have worked well in society for many years. Families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses.

### **What is a Forced Marriage?**

One or more partners do not (or in the case of some vulnerable adults, cannot) consent to the marriage, and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced Marriage is an abuse of Human Rights and cannot be justified on any grounds. Forced marriage is not an arranged marriage, nor is it in any way a religious practice.

The government defines it as:

*'A marriage conducted without the valid consent of both parties where duress (emotional pressure in addition to physical abuse) is a factor.'*

The government's Forced Marriage Unit deals with 5,000 enquiries and 300 cases of forced marriage each year. 30% of these concern under-18s and 15% are men.

The UK Government and the Welsh Assembly Government regard forced marriage as an abuse of human rights and a form of domestic abuse and, where it affects children and young people, child abuse. It can happen to both men and women although most cases involve young women and girls aged between 13 and 30. There is no "typical" victim of forced marriage. **This has now become a criminal offence.**

[The Anti-social Behaviour, Crime and Policing Act 2014](#) makes it a criminal offence to force someone to marry

This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage
- (whether they're pressured to or not)
- Breaching a Forced Marriage Protection Order is also a criminal offence
- The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted
- Details of the new law can be found on the [Legislation website](#)

**If a potential victim of forced marriage seeks your help, you should:**

- If the potential victim is due to travel imminently, give them the [details of the British embassy or high commission](#) in the country they are travelling to. Try to gather as much information - such as their passport details, dates of travel and destination from them as possible. See them immediately in a secure and private place where the conversation cannot be overheard.
- See them on their own – even if they attend with others.
- Explain all the options to them.
- Recognise and respect their wishes.
- Perform a risk assessment.
- Contact a trained specialist (forced marriage specialist) as soon as possible. If the young person is under 18 years of age, refer them to the DSL/DDSL.
- Reassure the victim about confidentiality where appropriate i.e. practitioners will not inform their family.
- Establish and agree an effective method of contacting the victim discreetly in the future, possibly using a code word to confirm identity.
- Obtain full contact details that can be forwarded to a trained specialist.
- Where appropriate, consider the need for immediate protection and placement away from the family.
- If an adult approaches you, do everything you can to persuade them to engage with the police. They may be at significant risk of harm, and engaging with the police will provide opportunities for police and partner agencies to minimise that risk, working with the potential victim in a sensitive manner.

**If a potential victim of forced marriage seeks your help, you should not:**

- Treat their allegations merely as a domestic issue or an acceptable cultural issue and send them back to the family home;
- Ignore what they have told you or dismiss out of hand the need for immediate protection;
- Approach their family, their friends or people with influence within their community without their express consent - this will alert those people to your enquiries, and could increase the risk to the potential victim;
- Contact their family in advance of any enquiries, either by telephone or letter;

Or

- Try to be a mediator.

Mediation, reconciliation and family counselling as a response to forced marriage can be extremely dangerous. There have been cases of victims being murdered while mediation was being undertaken. Do not undertake any of these activities, as you may unwittingly place the potential victim in further danger.

Call the Forced Marriage Unit on 020 7008 0151 for further help and support.

### **Honour Based Abuse (HBA)**

Definition:

‘Murder in the name of so-called honour’ are murders in which, predominantly women, are killed for actual or perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. They are sometimes called ‘honour killings’. There is, however, no honour in murder.

The honour code means that women must follow rules that are set at the discretion of male relatives and which are interpreted according to what each male family member considers acceptable. Breaking the rules is seen as destroying the good name of the family, and is deserving of punishment at the discretion of male relatives. Honour is an unwritten code of conduct that involves loss of face on someone’s part if offended against, especially in groups where loyalty is considered paramount.

Honour Based Abuse cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBA may exist.

Home Office figures suggest there are around 12 ‘honour’ killings each year, but the total is likely to be far higher.

Evidence shows that where murders occur, most often wives are murdered by their husbands and daughters by their fathers. HBV is often a child protection issue. Males can also be victims, sometimes as a consequence of their involvement in what is deemed to be an inappropriate relationship, if they are gay or if they are believed to be supporting the victim.

Relatives including females may conspire, aid, abet or participate in the killing. Younger relatives may be selected to undertake the killing, to avoid senior family members being arrested. Sometimes contract killers are employed. Just the perception or rumour of immoral behaviour may be sufficient to kill.

Evidence shows that these types of murders are often planned and are sometimes made to look like a suicide, or an accident. A decision to kill may be preceded by a family council. There tends to be a degree of premeditation, family conspiracy and a belief that the victim deserved to die.

When dealing with potential victims it is important to recognise the seriousness/immediacy of the risk. Incidents that may precede a murder include:

Forced marriage	Domestic violence
Attempts to separate or divorce	Starting a new relationship
Pregnancy Threats to kill or denial of access to children	Pressure to go abroad
House arrest and excessive restrictions	Denial of access to the telephone, internet, passport and friends

Where a victim has fled, be aware that members of the family may make false allegations of crime against them in an attempt to enlist your support to track them down. This may be in the guise of missing person reports or an alleged theft. They may also employ bounty hunters/contract killers to trace and return the victim. There is specific refuge provision available for victims of HBV and the Forced Marriage Unit are available for help as before.

### **Preventing Radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

### **Child Sexual Exploitation**

Sexual exploitation of children and young people has been identified throughout the UK in both rural and urban areas and in all parts of the world. It affects boys and young men as well as girls and young women. It is a form of Sexual Abuse and can have a serious impact on every aspect of the lives of children involved.

It is a crime that knows no borders and, as indicated above, can be global in nature. Cross-border cooperation is therefore crucial as it is possible that activity in one area may push perpetrators cross a border, together with young victims.



Whilst it is not known how prevalent it is, sexual exploitation has become increasingly recognisable as practitioners gain more understanding of grooming and other methods of sexual exploitation and begin to take a proactive and co-ordinated approach to deal with it.

The sexual exploitation of children is described as: “involving exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, mobile phones) as a result of their performing, and/or another or others performing on them, sexual activities. It can occur through the use of technology without the child’s immediate recognition; e.g. being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

CSE can happen in person or [online](#) (click for link to NSPCC). An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time.

When a child is sexually exploited online they might be persuaded or forced to:

- send or post sexually explicit images of themselves
- film or stream sexual activities
- have sexual conversations.

Once an abuser has images, video or copies of conversations, they might use threats and blackmail to force a young person to take part in other sexual activity. They may also share the images and videos with others or circulate them online.

Gangs use sexual exploitation:

- to exert power and control
- for initiation
- to use sexual violence as a weapon.

Children or young people might be invited to parties or gatherings with others their own age or adults and given drugs and alcohol. They may be assaulted and sexually abused by one person or multiple perpetrators. The sexual assaults and abuse can be violent, humiliating and degrading.

In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.”

Children involved in any form of sexual exploitation should be treated primarily as the victims of abuse and their needs carefully assessed; the aim should be to protect them from further harm and they should not be treated as criminals. The primary law enforcement response should be directed at perpetrators who groom children for sexual exploitation.

The government guidance requires agencies to work together and in doing so, the key principles should be:

i. A child-centred approach. Action should be focused on the child’s needs, including consideration of children with particular needs or sensitivities, and the fact that children do not always acknowledge what may be an exploitative or abusive situation.

- ii. A proactive approach. This should be focused on prevention, early identification and intervention as well as disrupting activity and prosecuting perpetrators
- iii. Parenting, family life, and services. Taking account of family circumstances in deciding how best to safeguard and promote the welfare of children and young people.

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

## **Domestic abuse**

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

## Appendix D.



### HORNSBY HOUSE SCHOOL

#### How staff should respond to a raised concern:

- React calmly.
- Be aware of your reactions.
- Keep responses short and simple.
- Be aware of your own non-verbal messages.
- Do not stop a person from talking freely.
- Observe and listen but do not ask for more information.

#### Suggested Responses:

- What you are saying is important....
- I'm glad you were able to tell me....
- I will do my best to help you....
- This is important, so I need to ask someone else for help...
- Use open wording for clarification such as....
  - TELL – EXPLAIN – DESCRIBE
- ...Do not attempt to question or interview

## Appendix E.



**HORNSBY HOUSE**  
SCHOOL

### SAFEGUARDING REFERRAL FORM (to be used if CPOMS is not available)

<b>Referred by:</b>
<b>Name:</b>
<b>Position:</b>
<b>Address:</b> As above

<b>Child details*:</b>
<b>Name:</b>
<b>Address:</b>
<b>Date of birth:</b>
<b>Male/Female:</b>
<b>Religion:</b>

<b>Parent/Guardian details:</b>	
<b>Mother's name:</b>	<b>Father's name:</b>
<b>Address:</b>	<b>Address:</b>
<b>Telephone: home</b> <b>work</b> <b>mobile</b>	<b>Telephone: home</b> <b>work</b> <b>mobile</b>

<b>Other professionals involved with child/family:</b>	<b>Contact details:</b>
<b>Name:</b>	
<b>Name:</b>	
<b>Name:</b>	

<b>Other children/adults in the family:</b>	<b>Relationship to child*</b>
<b>Name:</b>	
<b>Name:</b>	
<b>Name:</b>	
<b>Name:</b>	
<b>Name:</b>	

**Reason for referral:**

**Summary of concerns for the child:**

Parents advised of referral?

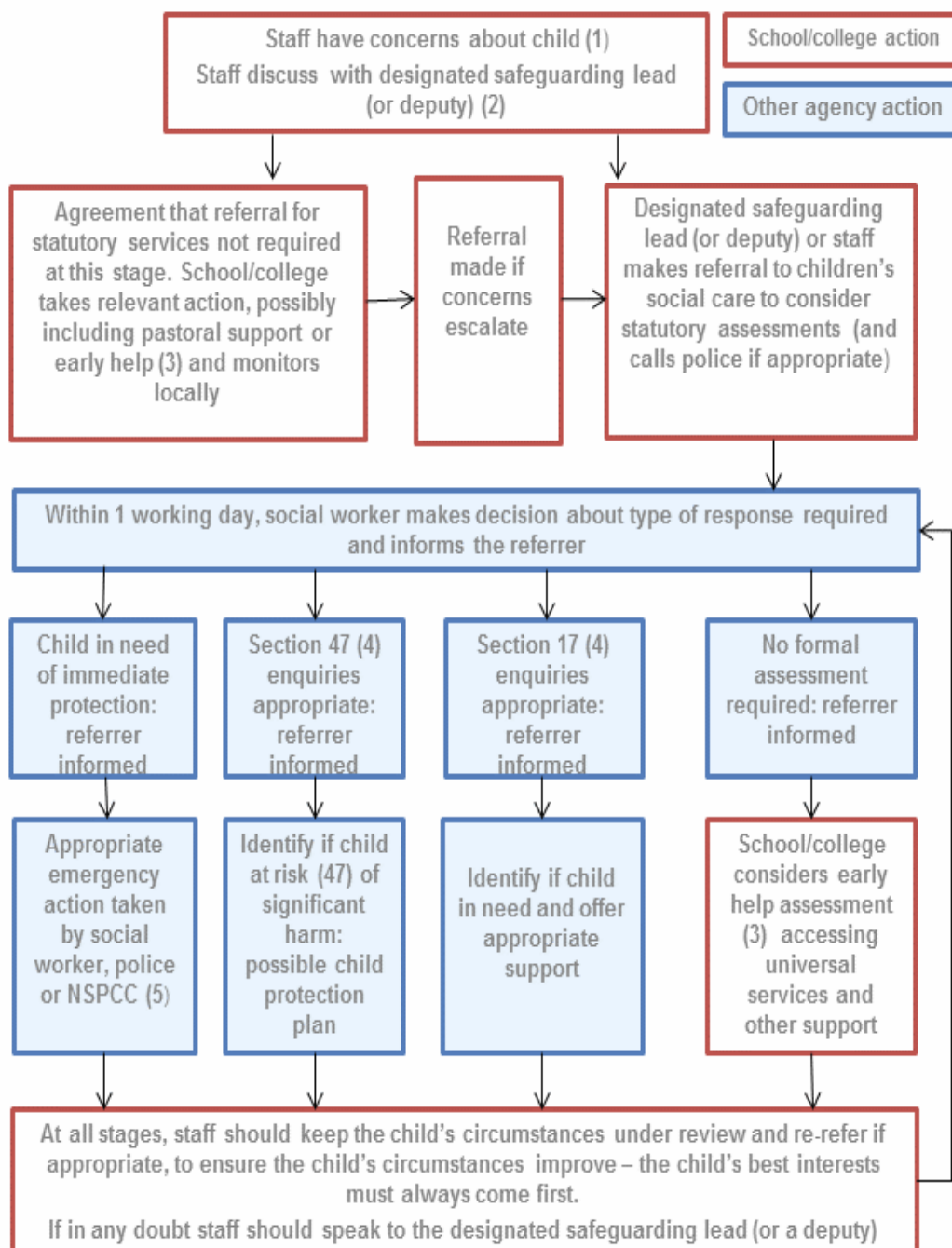
Yes/No

Child/Young Person advised of referral?

Yes/No

**Signature**..... **Date**.....

## Appendix F: Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

(2) If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.

(3) Chapter 1 of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 and section 47 assessment. Chapter 1 of [Working together to safeguard children](#) provides detailed guidance on statutory assessments.

(5) This could include applying for an Emergency Protection Order (EPO).