



ACORN HOUSE COLLEGE

Safeguarding and child protection

Date	June 2018
Review date	June 2019
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Principal	Dr Francis Choi

Other contact details:

Department:	Name(s):	Contact details:
Ealing Children's safeguarding Board	Ealing Children's safeguarding Board	children@ealing.gov.uk or email via website at https://www.ealingfamiliesdi
Ealing Children's integrated	ECIRS for the Multi Agency	0208 825 8000

response service (to make a referral) ECIRS	Safeguarding Hub (MASH)	
Children and families Child Protection Advice line	Team	0208 825 8000
LADO (local area designated officer for allegations against staff in schools)	Lisa Tingle	0208 825 8155, 0208 825 7640; tingle@ealing.gov.uk
Children Missing Education	Penny MacDonagh	020 8825 9447, PMacDonagh@ealing.gov.uk
Education department Child Protection Lead	Tom Galvin	0208 825 8000 tgalvin@ealing.gov.uk
Counter-extremism	Paul Smith	0208 825 7590, smithpa@ealing.gov.uk
Prevent	Paul Smith	0208 825 7590, smithpa@ealing.gov.uk
PSHE and Bullying adviser	Karen Gibson	kgibson@ealing.gov.uk
Local Police force		101 – non-emergency; 999 emergency
DFE dedicated telephone helpline for non-emergency counter-extremism advice for staff		0207 349 7264 counter-extremism@education.gsi.gov.uk

and governors		
Reporting FGM (female genital mutilation)	Main social care line	0208 825 8000
Childline		0800 1111
NSPCC child protection helpline		0808 800 5000
Children's Commissioner		0800 528 0731

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CONTEXT AND COMMITMENT

We are committed to safeguarding and promoting the welfare and safeguarding of of all children including those in need and those at risk, and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 5 Sept 2016)' as the safety and protection of children is of paramount importance to everyone in this school.

At Acorn House College we adapt an attitude of “it could happen here” and when there is a concern about the welfare of a child, staff asked to act always in the best interests of the child.

Safeguarding and promoting the welfare of children is best defined as:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: “protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.” (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE Sept 5 2016))

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties and that everyone knows the school policy and implements it. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

We are aware that sexual exploitation 'can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention/affection, accommodation or gifts, to serious organised crime and child trafficking. What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops.' We will report any concerns we may have regarding a pupil being possibly sexually exploited.

We are aware that female genital mutilation (FGM) affects girls particularly from North African countries and it is illegal to allow girls to undergo this practice either in this country or abroad. Therefore, it is our duty to report any concerns that we have about girls at risk of FGM to the police and social services.

We will inform the Local Authority Designated Officer of any allegations of abuse by any member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform the Local Authority Designated Officer of any member of staff connected to the school who is considered to be unsuitable to work with children.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments will be undertaken to reduce this risk and all school personnel concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

All staff have carried out online "Prevent" training. The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead attended training provided by the local authority during autumn of 2017.

We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

We are aware that privately fostered children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who we suspect is being privately fostered. On admission to the school we will ensure that the parental responsibility of a child is established.

We will ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE/Citizenship and meetings of the student council that will equip the children with the necessary skills and awareness to stay safe from abuse. We want children to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

We are committed in establishing and maintaining correct procedures and checks for safer recruitment for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies. We have in place a detailed recruitment policy available on demand from the College office.

We will ensure that all adults in the school community attend awareness training a minimum of every three years on a wide range of safeguarding topics and that both Designated Safeguarding Leads undertake two-yearly training in their role. Safeguarding policies and procedures are reviewed annually and training at the first staff meeting of the academic year (annually in September) covers any updates within the three year period.

We have a duty to ensure that under no circumstances will we disclose to a parent any information held on a child if this would put the child at risk of significant harm.

We aim to ensure that in all school inspections safeguarding will be judged as excellent in leadership, personal development, behaviour and welfare.

We wish to work closely with the Middle School Council and the Head Boy/Head Girl team and to hear their views and opinions on safeguarding as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We believe that 'everyone who comes into contact with children and their families has a role to play in safeguarding children'. Therefore, we believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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WHAT TO DO IF A CHILD MAKES A DISCLOSURE:

Further information is given in this policy on page 25, however for quick reference, the following guidance is included here:

If a child makes a disclosure then the member of the school personnel must:

- listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;
- not ask leading questions, i.e. a question which suggests its own answer;
- remain calm and offer reassurance
- not ask the child to remove or adjust clothing if injuries are observed or alleged but record injuries or alleged injuries on a “map” of the body
- let the child speak freely
- not offer opinion or lay blame
- reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this Policy so that the correct action can be taken; and
- keep a sufficient, factual, written record of the conversation. The record should include:
 -
 - the date and time;
 - the place of the conversation; and
 - the essence of what was said and done by whom and in whose presence; and must be signed by the person making it, using names and not initials.

The written record and all other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely and passed on when reporting the matter.

All suspicions or complaints of abuse must be reported to the Designated Safeguarding Lead as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out on page 25 should be followed.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Anybody can make a referral. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration.

If a member of the school personnel suspects that a child may be a victim of abuse then they must:

- record accurately and factually what they have seen in note form
- submit a report to the designated person

LEGISLATION, STATUTORY GUIDANCE AND DOCUMENTATION RELATING TO THIS POLICY

Acorn House College is in the borough of Ealing. The College's Local Safeguarding Children's Board (LSCB) is Ealing Safeguarding Children's Board (ESCB). The college will work within their agreed inter-agency procedures. ESCB can be contacted using the details given above.

This policy is in accordance with the local authority of Ealing's locally agreed inter-agency procedure. Ealing's children's services are referred to as ECIRS (Ealing Children's Integrated Response Services). Referrals should be made through ECIRS to MASH (Multi Agency Safeguarding Hub).

Ealing Safeguarding Children Board (ESCB) is a statutory body established to safeguard and promote the welfare of children and young people in the borough.

- ESCB is made up of representatives from the statutory, private and voluntary sector. Its core duty is to ensure that there are adequate arrangements within and between agencies to protect children from harm.
- Advice from ESCB for parents and carers, professionals, children and young people can be found at <https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/escb.page?escbchannel=0>
- ECIRS will work within its agreed inter agency procedures in the event that a referral is made.

This policy relates to the following legislation:

- Children Act 1989
- Education Act 2002
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015

The following documentation is also related to this policy:

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE July 2015; Updated May 2016 for implementation from 5 September 2016)

- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE March 2015)
- School Inspection Handbook (ISI September 2015)
- The Prevent Duty: Department advice for schools and childcare providers (DfE June 2015)
- Mandatory reporting of Female Genital Mutilation – procedural information (DFE October 2015)

Acorn House College's Safeguarding and Child Protection Policy has regard to statutory guidance Keeping children safe in education 2016 and Working Together to Safeguard Children 2015 and Prevent Duty Guidance for England and Wales 2015, including the latest update on 25th July 2015 and:

- has been authorised by the Proprietor of Regent Group
- is published on the Acorn College website, the ISI portal and is available in hard copy to parents on request;
- can be made available in large print or other accessible format if required;
- its procedures apply wherever staff or volunteers are working with pupils even where this is away from the College, for example an educational visit.

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AIMS

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To ensure that all school personnel are aware of what action to take when dealing with a child protection issue.
- To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- To ensure the College is safe and secure and that all visitors are signed in and made aware of evacuation and safeguarding procedures identified by wearing a badge that must be on show at all times.
- To establish and maintain an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously. A whistle-blowing policy has been established to facilitate this.
- To establish and maintain procedures for safe recruitment of staff and to establish and maintain sound working relationships with parents and support agencies.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good and effective practice in order to improve this policy.
- To recognise the particular vulnerability of children with SEN/D and to support the specific needs of these individuals.

TYPES AND SIGNS OF ABUSE

Types of Abuse

Keeping Children Safe in Education (KCSIE 5 Sept 2016) defines abuse in the following ways:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Child sexual exploitation can happen online and does not always involve physical contact.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Keeping children safe in education 5 Sept 2016 acknowledges the following as specific safeguarding issues:

- children missing from education
- children missing from home or care
- Child sexual exploitation
- bullying including cyberbullying
- domestic violence
- Honour based violence
- drugs
- fabricated or induced illness
- faith abuse
- forced marriage
- Female genital mutilation (FGM)
- gangs and youth violence
- gender-based violence / violence against women and girls
- mental health
- hate
- Missing children
- private fostering
- radicalisation (see section 3 below)
- Relationship abuse
- sexting
- teenage relationship abuse
- Trafficking

Other abuse: Bullying/Peer-on-peer

A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. The College has in place an anti-bully policy (available from the College office on request).

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear about the college's policy and procedures regarding all forms of bullying/peer-on-peer abuse. All staff are aware of and recognises the vulnerability of children with SEN.

The college recognises that there may be attempts made to pass bullying off as "banter" or "part of growing up." However we take the view that abuse is abuse and we recognise that students are capable of abusing their peers. For this reason, "banter will not be tolerated and will be investigated thoroughly via the college's procedures for anti-bullying and promoting good behaviour. The College will make a referral to social service when the victim of peer to peer bullying is in danger and/or risk of harm.

Sexting

Sexting is defined by CEOPS 'Sexting in schools: advice and support around self-generate images' as:

- Images or videos generated by children under the age of 18 or of children under the age of 18 that are of a sexual nature or are indecent

The college follows advice on sexting given in CEOPS 'Sexting in schools: advice and support around self-generate images' and will if necessary confiscate such material if it is found. Allegations of such images being shared, distributed, posted on social media sites, shown or taken of or by students of the college either on or off the premises will be passed on to the relevant authorities which may involve the police.

The following guidance is followed:

NEVER:

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another
- View the image unless there is a clear reason to do so (see bullet 2 above)
- Send, share or save the image anywhere
- Allow students to do any of the above
- Send or print the image
- Move the material from one place to another
- View the image outside of the protocols in your safeguarding and child protection policies and procedures.

ALWAYS:

- Inform the DSL
- Record the incident
- Act in accordance with school safeguarding and child protection policies and procedures
- Inform relevant colleagues/senior management team about the alleged incident before searching a device
- Confiscate and secure the device(s)
- Block the network to all users and isolate the image

Signs of Abuse

- Possible signs of abuse include, but are not limited to:
the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference
- there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour

- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed
- the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers and
- inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images

Further descriptions of types and signs of specific abuse including child sexual exploitation, female genital mutilation, radicalisation and extremism can be found in the appendix of this policy.

RESPONSIBILITY FOR THE POLICY AND ROLES OF SPECIFIC PERSONNEL

The Proprietor

- has in place a child protection policy and other related procedures;
- has appointed, via the Principal, senior members of staff to act as the Designated Safeguarding Lead (currently the principal) and Deputy Designated Safeguarding Lead (currently the Vice Principal);
- liaises with the child protection officer at termly governors' meetings;
- has delegated powers and responsibilities to the Principal to ensure everyone connected with the school is aware of and complies with this policy;
- has in place safe recruitment procedures, including appropriate use of reference checks on new staff and volunteers when appropriate/required;
- has in place procedures to deal with allegations of abuse against members of staff and volunteers;
- will liaise with the local authority designated officer (LADO) to deal with any allegations of abuse made against the Principal;
- has undertaken appropriate training about the ways of safeguarding children;
- will ensure that the Designated Safeguarding Lead attends appropriate refresher training every two years;
- will ensure that the Principal, school personnel and volunteers undertake regular safeguarding training;
- will annually review all safeguarding policies and procedures;
- will undertake an annual review of the safeguarding policy, procedures and their implementation in addition to periodic checks to ensure all safeguarding procedures are working effectively;
- will receive termly reports from the Principal on safeguarding pupils in the school;
- will receive immediate reports of any weaknesses to this policy or its implementation
- will receive an annual report from the Principal on safeguarding pupils in the school;

- has responsibility for the effective implementation, monitoring and evaluation of this policy;
- has the responsibility for ensuring that the school complies with all equalities legislation;
- has responsibility for ensuring funding is in place to support this policy;
- has responsibility for ensuring this policy and all policies are maintained and updated regularly;
- has responsibility for ensuring all policies are made available to parents;

- has the responsibility, delegated to the principal, of involving the Middle School Student Council and Head Boy/Head Girl team in the development, approval, implementation and review of this policy;

- has responsibility for the effective implementation, monitoring and evaluation of this policy.

The Principal

- ensure the implementation of this policy, all procedures and other related policies; Ensure that all staff receive child protection training delivered by the local child services (ECIRS) annually and that this training include on-line safety training
- Ensure there is in force an acceptable use policy for ICT and that, via the annual training, staff are aware of a good-practice common sense approach to the use of social media
- Ensure everyone in the school community is aware of this policy; publish this policy on the school's website
- Ensure all school personnel and volunteers understand the safeguarding risks to children and how to report any concerns they may have;
- work closely as the Designated Safeguarding Lead with the proprietor;
- nominate a deputy Designated Safeguarding Lead;
- Ensure that as Designated Safeguarding Lead to undertake two-yearly training in the role; organise regular awareness training on a wide range of safeguarding topics for all adults in the school community; keep an updated induction and training attendance record and ensure that those who were absent from any training attend another follow up training session;
- Provide evidence for Inspectors that training has been effective and has been implemented;
 - ensure that induction and training includes:
 - The school's child protection policy;
 - The staff code of conduct/behaviour policy;
 - Whistle-blowing procedures/policy;
 - The identity of the DSL;
 - A copy of Part 1 of the latest version of KCSIE (currently Sept 2016)
 - A copy of Annex A of the latest version of KCSIE (currently Sept 2016)
 - the risks of radicalisation and how to identify children and young people at risk
 - provide adequate resources for the Designated Safeguarding Lead to undertake his/her role;
 - ensure a safer recruitment process is in place;
- ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- report promptly to the Disclosure and Barring Service (DBS), any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier)
- consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first)?
- ensure the Single Central Record is in place, up to date and fulfils all statutory requirements;
- ensure all visitors are suitably checked and monitored;

- ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures;
- ensure that all new staff undertake training in child protection procedures;
- create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures;
- ensure school personnel and pupils do not take photographic images without consent or management permission;
- ensure that regular checks of the school premises take place for hidden cameras;
- ensure that all areas of the school are kept clutter free in order to prevent the placing or installation of covert cameras;
- ensure the following procedure is undertaken if a covert camera is found:
 - will contact the police outlining all known details
 - will not touch the device
 - will not look at any images on the camera
 - will close off the area where the device was found as this is now a crime scene
 - will not move or remove any articles etc in the crime scene
 - will inform the local authority Designated Officer
 - will write an incident report
- ensure that all CCTV cameras are periodically checked to ensure that they are not facing areas of expected privacy and mirrors.
- ensure risk assessments are in place regarding physical intervention, personal care, intimate care, pupils changing for sporting activities, school personnel working 1:1 with a pupil, overnight stays and staying with hosting families on exchange visits;
- establish an environment where children feel safe to talk and a culture where school personnel listen to children;
- not promise confidentiality to any child but always act in the interests of a child;
- have in place effective anti-bullying strategies;
- encourage pupils to assess risks to themselves;

- ensure school personnel are constantly encouraging pupils to assess risks to themselves;
- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead or Deputy Designated Safeguarding Lead takes over the role;
- report any private fostering arrangements to the local authority;
- inform the family of the child being fostered that it is their duty to inform the local authority of the private fostering arrangements in place;
- regularly report to the governing body and keep them updated;
- undertake training in safeguarding and child protection;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- ensure all school personnel are familiar with:
 - this policy
 - School Personnel Code of Conduct policy (available on demand from the College office)
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 5 Sept 2016)
 - Information Sharing 2015 (HM Government)
 - What to do if you're worried a child is being abused 2015 (HM Government)
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - The Prevent Duty: Department advice for schools and childcare providers (DfE June 2015)
 - Mandatory reporting of Female Genital Mutilation – procedural information (DFE October 2015)
- provide support to school personnel when dealing with a traumatic child protection situation;

- monitor the effectiveness of this policy;
- report annually to the governing body on the effectiveness of the policy.

Specific The Designated Safeguarding Lead - duties

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the principal and the nominated governor;
- be trained in child protection policy procedures;
- renew training every two years in order to;
 - understand the assessment process
 - understand the procedures of a child protection case conference and child protection review conference
 - understand the specific needs of children in need
 - understand the specific needs of children with special educational needs and those of young carers
 - have in place a secure and accurate record system of all concerns and referrals

- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- inform a family of a child who we suspect is being privately fostered that it is their duty to inform the local authority of the private fostering arrangements;
- raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;
- raise awareness that female genital mutilation (FGM) affects girls particularly from North African countries and it is illegal to allow girls to undergo this practice either in this country or abroad;
- ensure that all concerns regarding FGM and vulnerability to radicalisation are reported; keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- ensure all confidential child protection information is stored securely in central place;

- inform parents that information is kept on their children;

- ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;

- be trained in working with all agencies;

- familiarise school personnel with the policy and procedures;

- investigate and deal with all cases of suspected or actual problems associated with child protection;

- ensure parents are aware that referrals about suspected abuse or neglect may be made;

- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from the Local Authority Designated Officer when the need arises;
- liaise with social care and other agencies;
- record the transfer of all child protection files of any pupil leaving to join another school by keeping records that includes the following:
 - date of transfer
 - the name of the child
 - Date of birth
 - means of transfer (ie electronically, special/recorded delivery, direct handover)
 - destination
 - records received by
- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel and governors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary;
- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- annually review the policy with the Principal;
- attend all Child Protection Case Conferences with the appropriate member of staff; attend all Core Group meetings once a child has been placed on the Child Protection Register.

The Local Authority

- be responsible for safeguarding and promoting the welfare of children by working in partnership with schools and other organisations;
- establish a Local Safeguarding Children Board;
- appoint the chairperson to the Local Safeguarding Children Board;
- appoint other members to the Local Safeguarding Children Board;
- have in place a Local Authority Designated Officer;

- ensure the Local Safeguarding Children Board is run effectively;
- ensure schools undertake their responsibilities for the safeguarding of children;
- have excellent links with local organisations;
- provide advice, information and guidance to families in the Local Authority.

The Local Authority Designated Officer

- ensure safeguarding procedures are correctly applied and implemented throughout the Local Authority;
- provide advice, information and guidance to personnel in the Local Authority;
- provide advice, information and guidance to families in the Local Authority;
- be responsible for updating the Local Authority policy for safeguarding and child protection;
- provide training and meet the training needs of schools and other organisations;
- work closely with Social Services, the Police, Health professional and all other agencies; be the key link to Social Services or the Police during and following formal investigations;
- monitor the progress of cases to ensure that they following the appropriate procedures; keep up to date with all changes in legislation;
- will be the Local Authority representative on the Local Safeguarding Children Board.

The principal will report all allegations of abuse to the LADO within one working day.

Allegations of abuse by the principal will be reported to the LADO by the Deputy Designated Safeguarding Lead until such a time as the roles of Principal and Designated Safeguarding lead are separated and this policy updated.

School personnel and volunteers

- recognise that child protection is their main responsibility;
- treat children's welfare with utmost importance;
- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;
- attend regular awareness training on a wide range of safeguarding topics;
- be aware of the name of the Designated Safeguarding Lead;
- be trained in identifying signs of harm and abuse;
- be aware of child sexual exploitation, radicalisation and extremism;
- be aware of the effects of abuse and neglect on children;
- undertake training on responding to a child;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect; know how to report any suspected case of harm or abuse;
- report any concerns that they have about girls at risk of FGM;
- inform the Designated Safeguarding Lead of any child who they suspect is being privately fostered;
- report any concerns that they have about pupils who may be vulnerable to radicalisation; establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;

- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- encourage pupils to assess risks to themselves;
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counseling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- be aware of the Safer Recruitment processes and checks;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Staff and volunteers should feel able to raise concerns about any poor or unsafe practice and potential failures in the College's safeguarding regime. Complaints can be made to the Principal (Mr Francis Choi) or to the Safeguarding Governor (Mrs Gladys Watt). Their contact details are listed above.

Alternatively staff may contact Ealing Children's Integrated Response Service (ECIRS) using the contact details above. The College has in place a "whistleblowing" policy which is available from the College office on demand.

A referral can be made to children's social care (via ECIRS) without the consent of parents or carers.

Pupils

- feel safe and protected;
- know how to assess risk to themselves;
- know how to keep themselves safe;
- know how to raise a complaint or concern;
- know and recognise a trusted adult that they can go to and raise their concerns;
- feel supported and protected when they raise a concern;
- be kept informed of any actions that have been taken when they have raised a complaint;
- feel safe from discrimination and bullying;
- be made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.

Parents

- asked to work hard with the school to establish excellent home-school relationships; aware that we have a responsibility for the welfare of all our pupils;
- aware that we have a duty to involve Social Services or any other agency if we have any concerns about a child;
- aware that under certain circumstances we will involve an agency without informing them if we think that by so doing we will place the child at even greater risk;
- aware that they will be kept up to date with all our actions.

The Designated Safeguarding Lead:

- will ensure that parents are aware of this policy;
- will respect parents and children's need for privacy;
- will respect families from different backgrounds and cultures as long as it does not put the child at risk;
- when making a referral will share all information with parents unless it places the child at risk.

We work in close partnership with all school agencies as the safety and protection of children is of paramount importance to everyone in this school.

REPORTING CONCERNS

If a pupil makes a disclosure then the member of the school personnel must:

- listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;
- not ask leading questions, i.e. a question which suggests its own answer;
- remain calm and offer reassurance
- not ask the child to remove or adjust clothing if injuries are observed or alleged but record injuries or alleged injuries on a “map” of the body
- let the child speak freely
- not offer opinion or lay blame
- reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this Policy so that the correct action can be taken; and
- keep a sufficient, factual, written record of the conversation. The record should include:
 - the date and time;
 - the place of the conversation; and
 - the essence of what was said and done by whom and in whose presence; and must be signed by the person making it, using names and not initials.

The written record and all other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely and passed on when reporting the matter.

All suspicions or complaints of abuse must be reported to the Designated Safeguarding Lead as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out on page 25 should be followed.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Anybody can make a referral. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration.

If a member of the school personnel suspects that a child may be a victim of abuse then they must:

- record accurately and factually what they have seen in note form;
- submit a report to the designated person;

The Designated Safeguarding Lead will then take into account the following:

- the local inter-agency procedures of the Ealing Local Authority Safeguarding Children Board;
- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence, including the identification of someone who may already be engaged in

illegal terrorist-related activity, will always be referred to children's social care and, if appropriate, the police;

- the child's wishes or feelings; and
- duties of confidentiality, so far as applicable.

The Designated Safeguarding Lead will:

If there is room for doubt as to whether a referral should be made, consult with children's social care 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 to children's social care will be made without delay (and in any event within 24 hours).

If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to children's social care within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact children's social care again.

In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the Designated Safeguarding Lead will liaise with children's social care and where appropriate an inter-agency assessment will take place. Decisions to seek such support for a pupil will be taken in consultation with parents unless there are reasonable grounds for suspecting that in doing so, the pupil will be at risk of significant harm.

If there is reason to believe a crime has been committed, contact the police immediately

Respond to requests for information from the police promptly and in any event within five to ten working days.

- prepare in readiness for a case conference/core group meeting the following information on the child:
 - attendance and punctuality data
 - academic achievement
 - child's behaviour and attitude
 - relationships and social skills
 - appearance and presentation
 - any known incidents in or outside school
 - school contact with parents/carers

If a parent makes a disclosure to school then the Designated Safeguarding Lead:

- should meet with the parent taking down all details;
- will assure the parent that the school will take the matter seriously;
- that he/she will have to take advice from the Local Authority Designated Officer about the disclosure;
- will get back to the parent when a decision has been taken and how to proceed.

If an allegation is made against a member of staff, including the principal, a governor or volunteer

Where an allegation or complaint is made against any member of staff, the Designated Safeguarding Lead or a volunteer, the matter should be reported immediately to the Principal, or in his absence until the role of principal and designated safeguarding lead are separated, to the deputy designated safeguarding lead. The allegation will be discussed immediately with the principal (unless the allegation is made about the principal) before further action is taken. Where an allegation or complaint is made against the Principal, the matter should be reported immediately to the nominated governor (Mrs Gladys Watt), without first notifying the Principal. The allegation will be discussed immediately with the deputy designated officer (Donovan Mason) before further action is taken. Where an allegation is made against any Governor, the matter should be reported immediately to the principal. The allegation will be discussed immediately with the deputy designated officer before further action is taken. If an allegation is made about either the principal, designated safeguarding lead, deputy designated safeguarding lead or a governor and it is not possible for whatever reason to follow the procedures above, the person about whom the allegation is made should not be contacted, but any other of these people may be contacted in order to report the matter. That person may then take advice from any other person before taking further action. The person taking action in accordance with these procedures is known as the “case manager”.

The case manager will:

- inform the accused person of the allegation as soon as possible after the local area designated officer has been consulted
- inform the Parents or carers of the child[ren] involved of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.
- where the local area designated officer advises that a strategy discussion is needed, or the police or children’s social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- Observe the reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances.

See appendix 2 for further action to be taken by the College in the event of an allegation made against a member of staff.

IF YOU ARE CONCERNED A CHILD MAY HAVE BEEN HARMED OR BE AT RISK

- Concerns must be referred to and managed by the designated safeguarding lead and should be referred to him or where he is not available to the deputy safeguarding lead
- If you are concerned that a child may be in need, a referral can be made to children’s social care

- If you are concerned that a child may be at risk, a referral can be made to children's social care **immediately**

Allegations against anyone working at a school must be referred to the LADO **within one working day**

If a crime may have been committed this should be reported to the police immediately

Recording information

School personnel and volunteer helpers are asked to record any concern or incident in the following way:

- Date
 - Time
 - Place
 - Nature of the concern
 - All facts
 - Observed injuries and bruises
 - Note the actual words of the child
-
- Sign the notes and hand to the Designated Safeguarding Lead

Information may also be recorded using the diagram in appendix 5

Support

We will ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence;

School personnel and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling.

Confidentiality

It is imperative that confidentiality is observed at all times as the protection of the child is paramount.

School personnel have a professional responsibility to share information with other professionals who are investigating a case.

A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret.

The child must be reassured that the information will only be shared with the designated safeguarding lead who will decide what will happen next.

All child protection records are regarded as confidential and will be kept in a secure place.

ABUSE BY ONE OR MORE PUPILS AGAINST ANOTHER INCLUDING BULLYING (Refer to the Behaviour/Anti-bullying policy)

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear about the college's policy and procedures regarding all forms of bullying/peer-on-peer abuse.

The college will refer to children's services where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'.

A bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering or is likely to suffer serious harm.

The Designated Safeguarding Lead/Principal will consider the immediate safety of all pupils concerned and the seriousness and circumstances of the allegation, including the age of the pupils concerned. Usually concerns will be discussed with the family unless such discussion may place the child at increased risk of significant harm.

Advice will be sought from children's services and a referral made if advised. Contact Lisa Tingle on 0208 825 8155 or 0208 825 7640 or tingle@ealing.gov.uk. The councils Head of PSHE and Bullying is Karen Gibson (kgibson@ealing.gov.uk)

It may be necessary to exclude the pupils concerned (without prejudice) when:

- a serious allegation has been made against a pupil by another pupil or member of staff which is the subject of a police investigation which may result in criminal proceedings being brought;
- the pupil's continued presence in the school may have an adverse effect on the complainant and other potential witnesses, and on the promotion of good order and discipline at the school generally.

Internet Safety/Cyberbullying

'Grooming' or stalking by sexual predators and cyberbullying are the main risks of internet use particularly through the use of social networks. "Cyberbullying" (refer to Bullying Policy) is when a child, pre-teen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. Once adults become involved, it is cyber-harassment or cyberstalking. Adults may 'groom' children on the internet particularly by communicating with them as a friend. Adults trying to lure children into offline meetings is sexual exploitation or luring by a sexual predator. Sometimes when a minor starts a cyberbullying campaign it attracts sexual predators. Cyberbullying may include such actions as offering up the victim for sex. The cyberbully one moment may become the victim the next. Children often change roles, going from victim to bully and back again. Staff must ensure that the school firewalls are in place in order that inappropriate material cannot be inadvertently accessed by staff or children.

Teaching children (and their parents) safe use of digital technology is an important part of the school's curriculum. We do this through our PSHE programme and Middle School student council including use of Exploitation and Online Protection (CEOP) (go to www.ceop.gov.uk) which provides a range of resources with regard to internet safety.

Staff are alert to disclosure by pupils of cyberbullying and 'internet grooming'. Such disclosures are recorded and referred in the same way as other forms of bullying or abuse.

Looked After Children

The school ensures that staff have the skills, knowledge and understanding necessary to keep safe children in the school who are looked after by a local authority. This includes ensuring that staff have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers, and information available to the DSP.

Transfer of Confidential Information to another School

Relevant child protection records are personally passed to the new school or sent by recorded delivery followed up with a telephone conversation with the Head teacher concerned. Children's Services in the previous and new location are informed in writing of the new address and school if the pupil has a child protection plan.

The school retains original child protection records indefinitely.

Missing Pupils

Students of compulsory school age are not permitted to be off-site during college hours unless there is clear evidence of a request (in writing, by email, in person or by telephone) from the parents or guardian.

The only exception is at lunchtime. All students under school leaving age are supervised during the lunchbreak. The lunchtime duty rota explains clearly the roles of staff supervising students at lunchtime. Students are allowed to leave the college to buy lunch, if permission has been given from their parents/guardians in writing. They must return to the designated eating area by 12.45 pm, when the member of staff on duty will take the register. Any absences will be reported to reception before 12.55 pm.

All students in years 10 and 11 are required to follow the rules for students in their age groups irrespective of their chronological age. The college allows reasonable flexibility and privilege for students above compulsory school age in 11R and the sixth form. These students are required to attend the college only when they have lessons and other timetable events. Registration is taken within 15 minutes of the beginning of every lesson.

Students are encouraged and expected to remain on the college premises to study during “free” periods, but are not required to do so.

Registers must be taken at the start of every lesson. Any absentees must immediately be reported to the School Reception:

- the School Reception will check the registers to establish if the pupil has been registered that day, and whether he/she has been reported sick. Follow up contact with parents is made via the school office;
- if the pupil appears to be missing the receptionist will inform the Designated Safeguarding Lead/Principal and will contact the parents to ascertain the reasons for absence;
- the Local Authority (Penny MacDonagh, 0208 825 9447, PMacDonagh@ealing.gov.uk) is immediately informed if a pupil appears to be missing.

Pupils transferring to another school

The following procedures will take place if a pupil, on the child protection register, transfers to another school:

- the case social worker will be contacted by the Designated Safeguarding Lead;
- child protection records will be passed on to the Designated Safeguarding Lead at the receiving school only if that school is in the same Local Authority;
- if the child is moving to another Local Authority, then information will only be passed on with outline details of case conferences but not minutes of conferences.

Single Central Record

The College keeps a single central register (SCR) to cover everyone who works in regular contact with children and all those carrying out regulated activity. This record will contain an entry for all current members of staff at the school. The record will show the date of the following checks where applicable:

- Identity;
- Barred list (for those employed before 1 Sept 2003 this check was List 99)
- DBS check (for those in regulated activity whose barred list has not come back in time, a barred list check date will be shown and a risk assessment carried out. Professional qualifications;
- Enhanced disclosure (or DBS Status Check);
- Overseas criminal record checks;
- Right to work in the UK;
- Prohibition from teaching check;
- Prohibition from management check undertaken.

Training

All school personnel must undertake appropriate training every three years in:

- child protection issues
- restraint training
- recognising signs of abuse
- handling disclosures

- All school personnel:

- have equal chances of training, career development and promotion

- receive training on induction which specifically covers:
 - All aspects of this policy
 - School Personnel Code of Conduct
 - Keeping Children Safe In Education (5 Sept 2016) including part 1 and Annex A
 - Working Together to Safeguard Children
 - Female Genital Mutilation
 - Safeguarding pupils who are vulnerable to extremism
 - Child Sexual Exploitation
 - Prevent training on radicalisation and extremism
 - Listening to Pupils
 - The Safe Use of the Internet and Social Media
 - Equal opportunities
 - Inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Raising Awareness of this policy

Acorn House College will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters

- reports such as annual report to parents and Principal's reports to the Governing Body
- information displays on the school premises.

Equality impact

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring Effectiveness

The Designated Safeguarding Lead (currently the principal) will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary. The Designated Safeguarding Lead will update the Principal regularly on the operation of Acorn House College's safeguarding arrangements.

Any child protection incidents at the College will be followed by a review of these procedures by the Designated Safeguarding Lead and a report made to the Governors. Where an incident involves a member of staff, the nominated governor will assist in this review to determine whether any improvements can be made to the College's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

In addition, the Designated Safeguarding Lead will undertake an annual review of this Policy and the College's safeguarding procedures, including the effectiveness of inter-agency working. The outcome of this annual review will be reported to the Governors.

The Governors will review this Policy and the implementation of its procedures and consider the proposed amendments to the Policy, from both the Designated Safeguarding Lead and its own members, before giving the revised Policy its final approval.

OLDER STUDENTS

Acorn House College is an independent mainstream day college for girls and boys. The College has a license with the Department for Education (DFE) to offer courses to students aged 13-19 years old. We admit students from a variety of different academic backgrounds

and welcome applications from students directly into any of our year groups (from year 10 through to year 13).

We also have a specialist 'one-year' A level group for students who need or wish to complete their A levels in one year and a specialist 'one-year' GCSE group for students who wish or need to take their GCSEs in one year.

Due to the specialist nature of the College, as well as offering our courses to students aged between 13 and 19, Acorn House also extends enrolment to students aged up to and, very rarely, over the age of 22. This is because the College offers students with varying backgrounds and personal circumstances the opportunity to study at the College. As a result, the College has students aged over 18 who come into contact with students aged under 18.

For the purposes of this policy, by 'older students' or 'older A level students' we mean students over the age of 19 at the beginning of the academic year in which they join us. By 'young A level students' we mean students under the age of 16 at the beginning of the academic year in which they join us.

The Department for Education are aware of this situation which reflects the specialist nature of our college as a centre for students who wish to re-take their A levels and or GCSEs for a range of different reasons.

Older A Level Students

Some older A level students may join us for the following reasons for example (but not limited to):

- Students have studied in a different education system (usually outside of the UK) and wish or need to sit A levels, resulting in them being outside the age range to be accepted into the usual UK, pre-university education system
- Students wish to improve their A level grades having completed their standard schooling perhaps after a gap in their education or who wish to take A levels in new subjects to pursue a career change
- Students have not been able to complete their A Levels due to extenuating circumstances (such as ill health or family bereavement) and now are outside the age range to be accepted into the usual UK, pre-university education system

Younger A level students

Older students are not permitted to join the middle school (years 9, 10 and 11), however on rare occasions, students under the age of 16 may be allowed to undertake A level programmes and will be in classes with students who are over 18 years of age. This could be because, but not limited to:

- The student is gifted and talented and so has been accelerated through the education system
- The student has been educated in a different education system and has reached an academic standard that has allowed him or her to take examinations early

- The student has, for another reason, been allowed to take examinations early (most commonly, GCSEs in year 10) and has progressed to the sixth form earlier than usual

Older GCSE Students

Students over the age of 18 are not allowed to join our middle school (students in years 10 and 11). However we do have a one-year GCSE programme and over 18s may join this group. This group is almost exclusively for students who are re-taking their GCSEs having underperformed in previous years. They will usually be aged 17-19, but will on rare occasions be older than that.

Procedures

- Students are supervised by staff whilst on the premises and on educational trips
- A supervision policy is in place and the College is aware of areas of the college such as the common room where students under and over 18 may be together unsupervised
- The sixth form common room is next door to the staff room, has a window in the door and is visited regularly by a member of staff
- Members of the sixth form (including one-year GCSE students) must not use the middle school common room
- Students will also be supervised by a member of staff on trips organised by the College, which take place outside the College premises
- Extra-curricular activities involving under and over 18s will always be supervised and full risk assessments carried out. Parents of under 18s will be required to give their consent to these activities
- Staff have undertaken appropriate child protection training and are aware of the Designated Safeguarding Lead and Deputy and appropriate procedures
- Staff will be made aware if they have unusually older students in their groups and will be expected to monitor their conduct accordingly
- Staff will be alert to inappropriate relationships forming between students aged over and under 18 and will report concerns immediately to the Designated Safeguarding Lead and Deputy
- All teaching and support staff are made aware of young A level students and are asked to be especially vigilant to them

Risk Assessment

A risk assessment is carried out for each older and younger A level student.

Older students are also asked to familiarise themselves with the College’s Welfare and Safeguarding policy and are given a summary of the key points from this policy. We ask all older students to provide references and to account for any gaps in their schooling.

This policy is reviewed annually and regular amendments are made to ensure the welfare and safety of each of our students.

Important Telephone Numbers

Local Authority Designated Officer	Lisa Tingle 0208 825 8155 0208 825 7640
Social Services Referrals	0208 825 8000
Out of Hours Social Services	0208 825 8000
Police	999; 101

Principal:	Francis Choi	Date: August 2017
Proprietor:	Acorn House College Ltd	Date: August 2017

Authorised by	The Principal and Proprietor
Date	December 2015
Policy reviewed and changes made	August 2016
Policy effective from date	September 2016
Policy reviewed and changes made	August 2017
Next review due:	August 2018
Circulation	Teaching staff, all other staff, volunteers, parents, visitors, local community and general public (via college website)

APPENDICES

Appendix 1: Specific types and signs of abuse:

Child sexual exploitation: involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Sexual exploitation can happen online and does not have to involve physical contact.

Female genital mutilation: professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Radicalisation and the Prevent duty

The College has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The College aims to build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The College is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The College has adopted the Government’s definitions for the purposes of compliance with the Prevent duty:

Extremism: vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas

Radicalisation: the process by which a person comes to support terrorism and forms of extremism leading to terrorism

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. 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. Children at risk of radicalisation may display different signs or seek to hide their views. College staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Appendix 2: Channel Duty

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following: There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others.

Protecting children from the risk of radicalisation is part of the College's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Appendix 3: Further actions to be taken by the College in the event that an allegation is made against a member of staff

Acorn House College has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The College will take action in accordance with Part four of Keeping children safe in education 5 Sept 2016 and its employment procedures.

Ceasing to use staff

If the College ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the College, with a report being presented to the Directors without delay.

If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the College in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.

Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made.

Unsubstantiated, false or malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the College's behaviour and discipline policy.

Where a parent has made a deliberately invented or malicious allegation the Principal will consider whether to require that parent to withdraw their child or children from the College on the basis that they have treated the College or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the College reserves the right to contact the police to determine whether any action might be appropriate.

Details of allegations found to be malicious will be removed from personnel records.

For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal pension age or for a period of ten years from the date of the allegation, if this is longer.

An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with Keeping children safe in education 2016, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

APPENDIX 4: Definition of Significant Harm according to section 47 of the Children's Act 1989 (amended 2002)

Under Section 31(9) of the Children Act 1989, as amended by the Adoption and Children Act 2002:

- Harm means ill-treatment or impairment of health or development including for example impairment suffered from seeing or hearing the ill-treatment of another;*
- Development means physical, intellectual, emotional, social or behavioural development;
- Health means physical or mental health;
- Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical.

*The Adoption and Children Act 2002 broadens the definition of Significant Harm to include the emotional harm suffered by those children who witness domestic violence or are aware of domestic violence within their home environment.

There are no absolute criteria on which to rely when judging what constitutes Significant Harm. Consideration of the severity of ill-treatment may include:

- The degree and extent of physical harm;
- The duration and frequency of abuse or neglect;
- The extent of premeditation;
- The degree of threats and coercion;
- Evidence of sadism, and bizarre or unusual elements in child sexual abuse

Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the ill-treatment.

Sometimes, a single traumatic event may constitute Significant Harm.

In other circumstances Significant Harm is caused by the cumulative effect of significant events, both acute and long-standing, or the damaging impact of neglect which interrupt and change or damage the child's physical and psychological development.

When judging what constitutes Significant Harm it is necessary to consider:

- The family context, including the family's strengths and supports;
- The child's development within the context of the family and within the context of the wider social and cultural environment;
- Any special needs, such as a medical condition, communication difficulty or disability that may affect the child's development and care within the family;
- The nature of harm in terms of the ill-treatment or failure to provide adequate care; The impact on the child's health and development;
- The adequacy of parental care.

Under Section 31(10) of the Children Act 1989:

Where the question of whether harm suffered by a child is significant turns on the child's health and development, his health or development shall be compared with that which could reasonably be expected of a similar child.

It is important always to take account of the child's reactions, and his or her perceptions, according to the child's age and understanding.

APPENDIX 5: Information and tables for use in recording and reporting concern or incident

Child Protection Incident/Disclosure Form (Original Notes)

This form should be used to record any incident including bullying and when a pupil discloses to any member of staff or volunteer that they or another pupil is suffering or is at risk of abuse.

Do and Don'ts

Do:

- allow the pace of the conversation to be dictated by the pupil;
- ask neutral questions which encourage the pupil to talk such as, 'Can you tell me what happened?'
- accept what the pupil says and do not ask for further detail;
- acknowledge how hard it was for he or she to tell you;
- reassure the pupil that he or she has done the right thing;
- explain whom you will have to tell and why.

Don't:

- burden the pupil with guilt by asking such questions as, 'Why didn't you tell me before?'
- interrogate or pressurise the pupil to provide information;
- ask any questions that start with the word 'why';
- undress the child or examine clothed parts of the child's body;
- criticise the perpetrator;
- promise confidentiality or make promises that you cannot keep such as 'it will be all right now.'

Use the form below to record the disclosure/incident. Record what was said by the pupil and you.

- Use the exact words and phrases used by the pupil.
- Clearly distinguish between fact, observation, allegation and opinion.
- Note the non-verbal behaviour and the key words in the language used by the pupil. If visible, describe any marks of suspected abuse.

Please note, pupils should never be asked to undress to show any signs of suspected abuse. Only visible marks should be recorded.

Pupil's Name	
Class/Form	
Teacher/Form Tutor	
Address: Parent/Carers Name:	Date of Disclosure/Incident: Time: Place and Context:
Siblings:	
Reason for concern/Account of incident or disclosure. Continue on the back of this form.	Other relevant information. If there are bruises or marks record on a diagram.
Action:	

Signed..... Date/time.....
Name..... Position.....

APPENDIX 6: Form for recording minutes of meetings between members of staff and parents or carers

Parent/Carer Consultation Form

Date:	
Name of Pupil:	
Class:	

Present at Meeting:

Reason for Meeting:

Action:

Date of Next Meeting if Required	
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Signature.....(Parent)
Signature.....(School)

Appendix 7: Reporting the use of physical restraint

Reporting the Use Of Physical Intervention Form

Name of pupil:	
Year group:	
Name(s) of staff directly involved:	
Witnesses:	
Date of incident:	
Place of incident:	

Details of the incident, restraint used, pupil's response, outcome:

Follow up action to include meeting with parents:
