



## CHILD PROTECTION & SAFEGUARDING POLICY

POLICY FOLDER: OPTIONS AUTISM & LD – HILLINGDON MANOR SCHOOL

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### 1.0 INTRODUCTION & DESIGNATED SAFEGUARDING LEADS

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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/safeguarding concerns.

To work with other schools and local authorities to share good practice in order to improve this policy. To work within the guidance of Keeping Children Safe in Education, 2018.

Staff follow a robust training programme to recognise and report safeguarding issues.

**Implementation:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.



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Designated Safeguarding Leads	
Primary	Secondary
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Governor with Safeguarding Responsibilities	
<p><b>Sophie Garner, Head of Services – Greater London</b> If you have a safeguarding concern relating to either our Executive Head teacher or Head of Education, please contact Sophie Garner E: <a href="mailto:sophie.garner@ofgl.co.uk">sophie.garner@ofgl.co.uk</a> T: 07927 570 541</p>	

## 2.0 LEGISLATION AND STATUTORY GUIDANCE

Hillingdon Manor School’s safeguarding & child protection policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18



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- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

We are led by and give due regard to the accepted best practice and comply with the government guidance stipulated in;

- Working Together to Safeguard Children August 2018
- Keeping Children Safe in Education September 2018

### 3.0 DEFINITIONS

**Safeguarding and promoting the welfare of children** means:

- 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
- Taking action to enable all children to have the best outcomes (KCSIE September 2018)

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

A “child” is any young person under the age of 18 years. I.e. in England, for child protection/safeguarding “A child is anyone who has not reached their eighteenth birthday”. Young people with learning disabilities may also be continued to be supported by children services after they reach the age of eighteen. Therefore, the Hillingdon Manor safeguarding and child protection policy and procedures apply to students aged 18/19 years.

A child with a disability, this includes a learning disability, for example autism, is considered to be vulnerable.

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 and 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 are committed in establishing and maintaining procedures for safer recruitment (please see safer recruitment policy on the school website) and sound working relationships with parents and support agencies.



We work closely with the School Council 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 also gather the pupil's views in other forms at Hillingdon Manor School through two 'Safe and Well' surveys annually and pupil contributions towards annual review meetings. For pupils who use Augmentative and Alternative Communication (AAC) as a primary mode of communication, adapted versions of these surveys and contribution forms are made available to them.

#### 4.0 EQUALITY STATEMENT

We as a school community have a commitment to promote equality and we believe this policy is in line with the Equality Act 2010. Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances and those who fall under the special categories in the pending GDPR legislation 2018. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

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 wellbeing;
- 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 have annexed information for this specific issue to this policy, see Annex A.**



We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

## 5.0 TYPES OF ABUSE

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### 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. Many learners at Hillingdon Manor do not understand about risk or danger. Their capacity to process pain may be very different to our own. Their understanding of right and wrong and communication impairment makes them extremely vulnerable. Children with autism can find it difficult to cope with many situations in life. This can cause anxiety and lead to self-harming.

### 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.

### 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, 12 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.

### Who may abuse

In a school setting the abuser may be a member of staff, a fellow service user or possibly a family member or friend. As a result, it is important that all staff at Hillingdon Manor remain vigilant at all times to ensure the child's wellbeing is being considered at all times. Supervision of Hillingdon Manor's students whose capacity



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to keep themselves safe or who may have blurred boundaries when interacting with others' is crucially important to safeguarding all.

- Explore any sign that a child may not be thriving – without delay.
- Recognise the child's development and their usual manner, their level of functioning and their autistic traits, and way of interacting. If this is different in some way, it may indicate abuse.
- Failure to act quickly could add to the risk. It could even be regarded as evidence that abuse has been deliberately concealed.
- Before doing anything else ensure the safety of the child.
- If abuse is suspected, it is vitally important to observe and record in school's forms every relevant detail immediately after prioritising the child's welfare.
- Staff working directly with a pupil/student at the time when potential abuse was discovered, particularly those working alone, will be placed on suspension. This in no way supposes guilt and is considered a neutral act.

In all cases where the possibility of emotional, sexual or physical abuse is suspected, the correct approach is to make direct and immediate contact with the Designated Safeguarding Lead or one of their nominated Deputies.

It is the responsibility of every staff member at Hillingdon Manor School and any visitors to the school to report concerns to the DSL. It is not the job of individual staff to conduct investigations and any attempt to do so could seriously hamper the work of the statutory agencies whose role it is to investigate.

Care must be taken in interpreting a child with Autism's responses to questions concerning abuse. They may have particular ways of communicating or phrasing that could be misunderstood, overlooked or focused on too much. The child may have even been coached or threatened by the abuser.

## 6.0 CURRENT AWARENESS CAMPAIGNS

Children can be harmed physically, emotionally, sexually or by neglect. To support staff on identifying the types, signs, symptoms and effects of abuse and neglect, we have annexed information for this specific issue to this policy, **see Annex A**. In addition to this, we want to raise awareness of the current Child and Young Person Protection high profile and specific safeguarding concerns:

**Child Sexual Exploitation.** We have annexed information for this specific issue to this policy, see Annex B.

**Female Genital Mutilation (FGM),** we will raise the awareness amongst the staff to be vigilant for any signs of this amongst our pupils or their wider community. We have annexed information for this specific issue to this policy, see Annex C.

**Sexting** is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages. Sexting may also be called: trading nudes, Dirties or pic for pic. As of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest. **Sexting is to be reported as a safeguarding incident or concern.**

**The Prevent Duty,** radicalisation, extremism and hate, see Annex D.

**Honour based violence** is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping

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with the traditional beliefs of their culture. Honour based violence is to be reported as a safeguarding incident or concern.

**Children missing in Education** is addressed in our Attendance Policy.

**Forced Marriage** in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Where we suspect a child may be at risk in relation to forced marriage, we will alert the relevant bodies and work with other professionals to safeguarding the child concerned.

**Gangs and Youth Violence:** Where we suspect a child may be at risk of involvement with gangs and/or youth violence we will alert the relevant bodies and work with other professionals to safeguarding the child concerned. Schools, both primary and secondary, and colleges have a duty and a responsibility to protect their pupils and students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment.

**Fabricated or induced illnesses:** Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child's signs and symptoms of illness.

**Drugs:** Where we suspect a child may be at risk, due to involvement with drugs we will alert the relevant bodies and work with other professionals to safeguarding the child concerned. This includes alcohol, tobacco, illegal drugs, medicines, new psychoactive substances ("legal highs") and volatile substances, unless otherwise specified. As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.

**Faith abuse:** Where we suspect a child may be at risk of faith abuse we will alert the relevant bodies and work with other professionals to safeguard the child concerned. Child abuse linked to faith or belief includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

### **Gender based Violence/ Violence against women and girls (VAWG)**

We will raise the awareness amongst the staff to be vigilant for any signs of this amongst our pupils or their wider community. Including; stalking, forced marriage, Female Genital Mutilation (FGM), and revenge pornography, as well as domestic abuse offences, capture, coercive or controlling behaviour in an intimate or family relationship and risk of sexual harm. This means that educating and challenging young people about healthy relationships, abuse and consent is critical. Where we suspect a child may be at risk of gender based violence we will alert the relevant bodies and work with other professionals to safeguarding the child concerned.

### **Domestic Violence and abuse**

Domestic violence and abuse can be defined as 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:



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- Psychological
- Physical
- Sexual
- Financial
- Emotional

Where we suspect a child may be at risk of Domestic Violence and abuse we will alert the relevant bodies and work with other professionals to safeguard the child concerned. **Please refer to Annex E.**

**Mental Health** we will look out for signs that children may be experiencing mental health issues and work with the relevant professionals and specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) to support the wellbeing and recovery of any children concerned. Issues may include, but are not limited to; anxiety, depression, Hyperkinetic disorders, eating disorders, substance misuse, deliberate self-harm or post-traumatic stress. Whilst many people successfully live with and function whilst experiencing some mental health difficulties, parental mental health has the capacity to affect and impede parenting capacity and that could then become a safeguarding issue. This will be discussed with the Designated Safeguarding Lead or their nominated Deputies and addressed appropriately.

**Relationship Abuse** We will look out for the signs of relationship abuse and educate children about what healthy relationships look like and what abusive relationships are. Where concerns exist that that child may be experiencing relationship abuse. We will alert the relevant bodies and work with other professionals to safeguarding the child concerned.

**Peer on Peer Abuse** We will look out for the signs of peer on peer abuse and educate children about appropriate relationships. Abuse will never be tolerated or passed off as “banter” or “part of growing up”. Most cases of pupils hurting other pupils will be dealt with under our school’s positive behaviour policy, but this safeguarding and child protection policy will apply to any allegations that raise safeguarding concerns.

**County Lines Criminal Exploitation of Children and Vulnerable Adults** Staff have been trained to report the following signs that a young person is being exploited for criminal activity; persistently going missing from school or home, unexplained acquisition of money, clothes or mobile phones, excessive phone calls, concerning relationships, carrying weapons, changes to young person’s wellbeing.

**Where any of the above issues are identified the school will notify and work closely with the local authority and other professional agencies, as appropriate, to safeguard any children concerned.**

**(Details can be found in Keeping Children Safe in Education September 2016 Statutory guidance for school and colleges).**

**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 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 will ensure that the curriculum deals with safeguarding through activities and opportunities in SMSC that will equip the children with the necessary skills and awareness to stay safe from abuse.

## 7.0 ROLES OF RESPONSIBLE PEOPLE





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**Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of Hillingdon safeguarding children board. Our policy and procedures also apply to extended school and off-site activities.**

### Head Teacher:

The Executive Head teacher and Head of Education will:

- Ensure the implementation of this policy, all procedures and other related policies; ensure everyone connected with the school is aware of this policy and work closely with the designated safeguarding leads.
- Provide adequate resources for the designated safeguarding lead to undertake his/her role;
- Ensure enhanced DBS checks are undertaken for everyone working with children in the school;
- 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; regularly report to the Board of Directors and School Governors and keep them updated; undertake training in safeguarding and child protection;
- Provide leadership and vision in respect of equality; provide guidance, support and training to all staff; monitor the effectiveness of this policy;
- Ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Local Authority guidelines and LSCB procedures;
- Ensure that everyone connected with the school is aware of this policy

### Designated Child Protection & Safeguarding Team:

The Designated Safeguarding Lead Team is made up of Advanced certified DSL Ciaran Walsh (Executive Headteacher for Primary and Secondary school; and DSL for Primary School), Michele Lentes, Head of Education at the secondary school and Advanced certified DSL; and four advanced certified DSL Deputies. They are, Dawid Deszkiewicz, Debbie Gray, Chris Vivian and Abi Browne.

Although these team members are assigned areas of designation, Safeguarding is a whole team responsibility and decisions are always based on the united response of the team.

The Designated Safeguarding Lead will:

- Ensure the implementation of this policy;
- Ensure everyone connected with the school is aware of this policy; work closely with the Executive Head teacher and SLT;
- Be trained in child protection policy procedures; renew training every year;
- Keep confidential child protection records for all pupils where there are safeguarding concerns;
- Be trained in working with all agencies;
- Familiarise school personnel with the policy and procedures;
- Work with other statutory agencies to support the investigation of child protection concerns, coordinating action from within the school;
- 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;
- Transfer the child protection file of any pupil leaving to join another school; provide support for any child at risk;
- Act as a source of advice within the school;
- 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;
- Ensure all incidents are recorded, reported and kept confidential; keep all paperwork up to date;
- Report back to the appropriate school personnel when necessary; annually review the policy with the Executive Head teacher

### The Hillingdon Manor Safeguarding Team

- Meet weekly at each site to discuss and monitor individual and wider causes for concern in relation to safeguarding and child protection.
- Decide whether or not a **Safeguarding Intervention Meeting (SIM)** needs to take place. A SIM is called if there are concerns relating to a pupil that do not meet the threshold of a referral. A Team Around the Child is identified, which may include class teacher, teaching assistant, behaviour support team, occupational therapists, speech and language therapists and or clinical psychologist, alongside the DSL. The makeup of this team will be dependent on the type of concern. In general, the majority of SIMs will relate to extra support being provided to the child or family such as; advice on behaviour strategies to family members, advice on nutrition where it has been noted that lunches being provided have been of a poor quality, home visits or advice on additional support from the Local Authority Local offer.

During this meeting, strategies to support the child and or family will be identified and an action plan will be formulated. The actions will be monitored weekly by the DSL. If at any point during this process, a Local Authority Social care referral is required to be made, the DSL will make the referral immediately. Following a maximum of four consecutive weekly reviews by the DSL the Team Around the Child will meet to decide if the strategies have been successful or not and whether or not an Early Help Assessment is required. The evidence collated during this process will support the Early Help Assessment process.

The purpose of the SIM is a proactive measure to ensure that appropriate support is provided at the **earliest possible opportunity**.

The Hillingdon Manor Safeguarding Team regularly attends London Borough of Hillingdon's Safeguarding Education Forum for all designated safeguarding leads in schools and colleges in Hillingdon. The aim of the Forum is to share key safeguarding messages and disseminate learning. The Education Safeguarding Advisory Committee (ESAC) which is part of the Hillingdon Safeguarding Children Board (HSCB) host these half termly forums.

### Local Authority Designated Officer:

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 Local Authority Designated Officer of any person connected to the school who is considered to be unsuitable to work with children.

### School Personnel & Volunteers:



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School personnel and volunteers must be aware of systems within school which support safeguarding and these should be explained to them as part of staff induction.

This should include:

- The safeguarding & child protection policy;
- The staff behaviour policy (sometimes called a code of conduct); and
- The role of the designated safeguarding lead.
- All staff will read and understand part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2018](#), and review this guidance at least annually.
- An acknowledgement of receipt of KCSIE will be given to all school personnel & volunteers upon arrival at reception. This form is required to be signed by the person within the first 24 hours of them working at the school and passed back to admin to be stored securely. Staff engage in an annual questionnaire to evidence their receipt and knowledge of KCSIE.

All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. 6.4 The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

Hillingdon Manor School expect all staff to adhere to the Appropriate Touch Policy.

### Visitors

Visitors arriving to the school enter reception. They are required to sign in. If they are a professional they are required to show identification which is checked for accuracy of name and picture. If they are expected, a visitors badge is issued for wearing on a lanyard. If they are not expected, they are asked to wait in reception while further checks with staff are made.

Visitors are then talked through the 'Keeping Safe' safeguarding poster and the flow chart. This ensures that visitors are aware of who to approach if they are concerned about the welfare of a child during their visit. They are also signposted to the evacuation points should the fire alarm go off.

No visitors are permitted to enter the main doors of the school without having signed in and issued a red visitors lanyard. Red denotes that they need to be accompanied at all times.



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Visitors issued with a blue lanyard, denote that they are visiting in a professional capacity and may not need to be accompanied during their visit. **Any persons that are not wearing the appropriate lanyard/No lanyard, must be challenged, this is the responsibility of all staff members.**

#### **Pupils:**

Pupils must be made aware of:

- Basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
- How to keep themselves safe. This is addressed in the form of assemblies once a term and is embedded in the curriculum/form time.

#### **Parents:**

Parents are:

- 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 Children's Services if we have any concerns about a child;
- Aware they will be informed of our actions

Annually we will ask parents if:

- They have any concerns about the safety of their child when in school; they feel enough time is given for children to learn how to keep safe; they know who talk to if they have any concerns;
- They feel their views are listened to and acted upon;

Partnership with parents:

The Designated Safeguarding Lead will:

- Ensure that parents are aware of this policy;
- Respect parents and children's need for privacy;
- 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 to do so places the child at greater risk;

## **8.0 REPORTING CONCERNS**

### **If a child is in immediate danger:**

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

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

- Listen to the pupil;
- Remain calm;
- Offer reassurance;
- Not ask the pupil to remove or adjust clothing if bruises are observed; not ask leading questions;
- Let the pupil speak freely;
- Accept what has been told them without challenge; not offer opinion or criticize or lay blame;



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- Reassure the pupil at the end of the disclosure telling them that they have done the right thing;
- Not promise confidentiality but inform them that other people need to be told; record accurately and factually what the child has said in note form;
- Record observed injuries or bruises on a map of the body;
- Submit a completed cause for concern record and make a log on Info Exchange to the designated person who will seek advice from the Local Authority Designated Officer

**All staff are required to attend annual Child Protection training which covers what to do if a child discloses to them. Hillingdon Manor School hold termly safeguarding training for all staff. Additionally, e-updates are issued to staff for their reference.**

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; submit a yellow cause immediately for concern form to the DSL and make a log of the incident on Info Exchange. In the absence of the DSL, staff are required to follow the same process and refer to the Deputy DSL.

The Designated Safeguarding Lead will then:

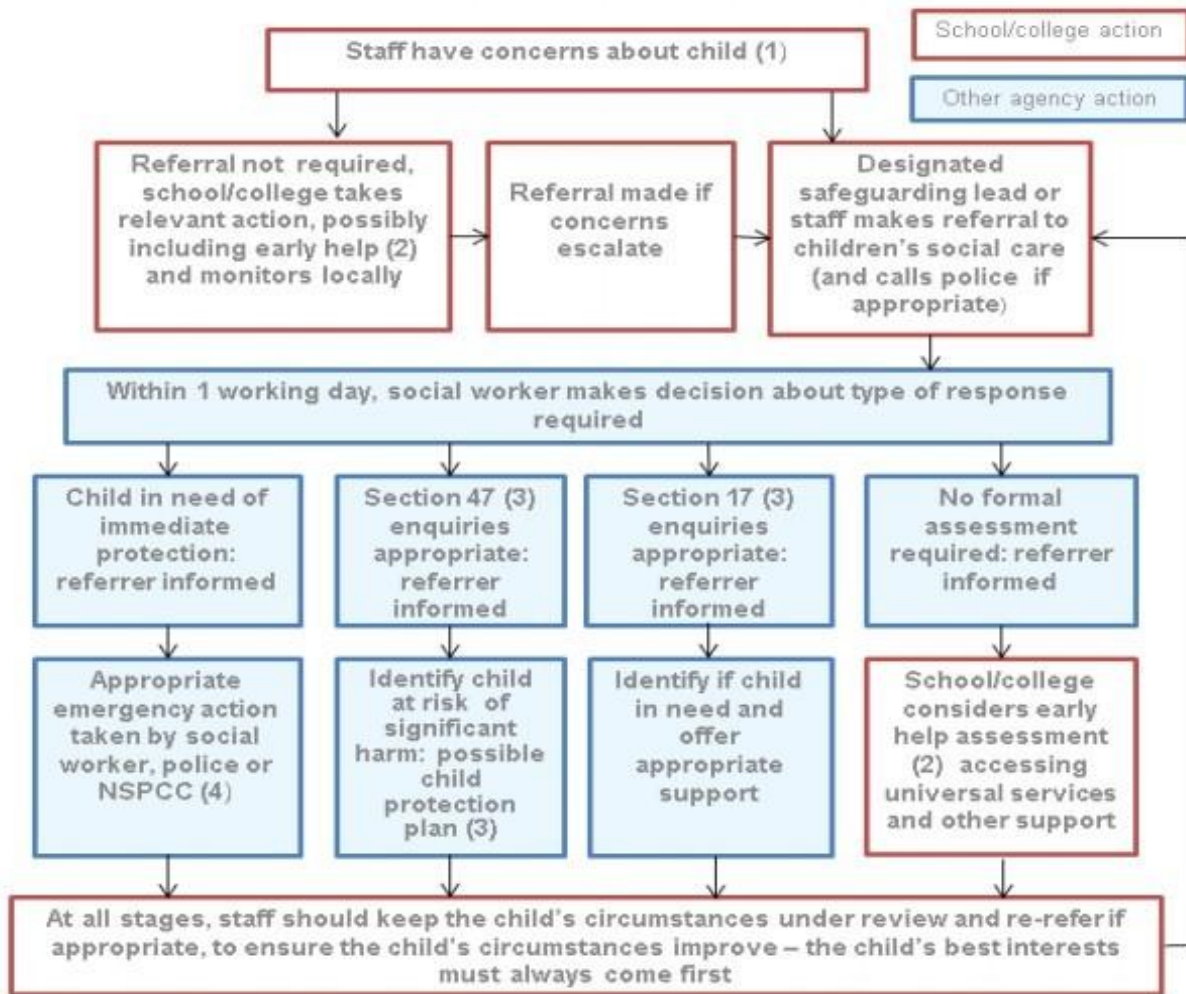
- Further investigate and keep records of this investigation;
- Decide whether to take this referral further or to monitor the situation; inform the person making the initial referral of his/her decision;
- Prepare in readiness for a **Multi-Agency Safeguarding Hub meeting** the following information 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 or a visitor makes a disclosure** to school, then the Designated Safeguarding Lead:

- Should meet with the parent/visitor taking down all details;
- Will assure the parent/visitor that the school will take the matter seriously and investigate it and that he/she may have to seek advice from the Local Authority Designated Officer about the disclosure;
- Will get back to the parent/visitor when a decision has been taken of how to proceed and assure them that the matter is/has being addressed.



### Actions where there are concerns about a child





## 9.0 CHILDREN MISSING IN EDUCATION

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DfE Statutory guidance (September 2016) regarding Children Missing Education states that children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET later in life. As a consequence Hillingdon Manor School takes the following steps:

1. All pupils are entered on the admission register at the beginning of the first day on which the school has agreed that the pupil will attend the school. This register is kept up to date and checked for accuracy at least termly.
2. If a pupil fails to attend the school, the school will undertake reasonable enquiries to establish the pupil's whereabouts (following the steps listed in the above DfE guidance) and consider notifying the local authority at the earliest opportunity. Please also see the Attendance policy for school procedures.
3. The school monitors pupils' attendance through the daily register. The school monitors attendance closely and addresses poor or irregular attendance. The school notifies local authorities of pupils who fail to attend regularly, or have missed ten school days or more without permission and for whom no contact with home can be made.
4. If a pupil's name is to be removed from the admission register at a non-standard transition point, school will provide the local authority with the full information listed in the above DfE guidance.

## 10.0 GENERAL

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### 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 through the Employee Assistance Program. This program has a counselling service available.

### Safer Recruitment:

See Outcomes First Group's Recruitment & Selection Policy and Procedure for Education Staff. This is published on the school's website.

### Confidentiality & Security of Information:

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 may be shared with anyone involved in the protection of that child;

All safeguarding and child protection records are regarded as confidential and will be kept in a secure place, which can only be accessed by the Hillingdon Manor Safeguarding Team.



### **Child Protection Conferences & Core Group Meetings:**

The Designated Safeguarding Lead will attend:

- All Child Protection Case Conferences with the appropriate member of staff;
- All Core Group meetings once a child has been made subject to a child protection plan

### **Pupils transferring to another school:**

The following procedures will take place if a pupil, made subject to a child protection plan, transfers to another school:

- The Designated Safeguarding Lead will send a copy of the child protection file and send securely to the named DSL of the receiving school. This should be transferred separately to the main pupil record and should be signed for so school can evidence it has been received. A copy will remain at Hillingdon Manor School and filed securely.

### **Training:**

Recognised Safeguarding Training will take place for school personnel and school volunteers on induction to the school; during NQT induction; throughout the academic year;

All school personnel must undertake appropriate training annually:

- Child protection issues
- Restrictive Physical Intervention Training
- Recognising signs of abuse
- Handling disclosures

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning equal opportunities.

### **Raising Awareness of this policy:**

We will raise awareness of this policy via:

- The school website
- Staff briefings (with DSL attendance)
- 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 annual report to parents and Executive Head teacher reports to the Board of Directors information displays in the main school entrance





**Equality Impact Assessment:**

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.

**Monitoring the Effectiveness of this policy:**

The practical application of this policy will be reviewed annually or when the need arises by the Executive Head teacher, SMT and the Safeguarding Team.

The practical application of this policy will be reviewed annually or when the need arises by the Executive Head teacher and the Board of Directors.

<b>Board of Directors:</b>	Jane Worsley, Managing Director	<b>Due</b>	November 2019
<b>Proprietor</b>	Graham Baker, Chief Executive Officer, Outcomes First Group	<b>Due</b>	November 2019

**Department for Education Advice:**

This policy should be read in conjunction with the DfE publications Keeping Children Safe in Education (September 2018), Annex B and Working Together to Safeguard Children (August 2018), Annex C.

**11.0 ALLEGATIONS AGAINST ANY SCHOOL PERSONNEL OR ANOTHER PUPIL**

**Allegations against staff:**

All allegations made against staff in connection with the mistreatment of pupils will only be reported to the Executive Head teacher or Head of Education.

Where the allegation concerns the Executive Head teacher, this will be reported immediately to the Head of Service (DSL/Safeguarding Governor). The Head of Service will act as the 'Case Manager' and ensure that the appropriate course for investigation is followed.

In the following circumstances, the Executive Head teacher/Head of Service will liaise with Hillingdon's Local Authority Designated Officer (LADO) and work with them to address any safeguarding concerns that relate to school personnel. The school will refer any concern or allegation to the LADO that indicates a member of school personnel has in any activity:

- Behaved in a way that has, or may have, harmed a child;
- Possibly committed a criminal offence against/related to a child;
- Behaved in a way which indicates s/he poses a risk of harm to children.
- Significant harm has been (or might have been) caused to a pupil.
- The allegation of sexual abuse or other serious criminal assault
- The allegation, if proven, would necessitate referral of the individual concerned to the appropriate regulatory body.

If unsure, the Executive Head teacher/Head of Service will seek advice from the LADO and then act on this advice.



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Any member of staff who is dismissed for the mistreatment of a pupil will be notified to the Disclosure and Barring Service for possible inclusion on the list of 'barred persons'. Any member of staff who resigns during or in anticipation of a management investigation or disciplinary hearing will similarly be notified to the DBS.

#### Allegations of abuse made against other pupils:

Hillingdon Manor School follows the advice of Sexual violence and sexual harassment between children in schools and colleges DfE December 2017.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/667862/Sexual\\_Harassment\\_and\\_Sexual\\_Violence\\_-\\_Advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf)

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under our school's positive behaviour policy, but this safeguarding and child protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put update individual risk assessments to include the newly presented risk and update positive behavior support plans, with require strategies to minimize risk for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate. The school also has onsite therapy provision including clinical psychology to support with strategies and referrals, where appropriate.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards pupils, and initiation or hazing type violence with respect to pupils
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by displaying our safeguarding posters in key points around the school and by raising awareness through form time/assemblies/PSHE lessons.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy. Appropriate support will then be provided to the alleged perpetrator of the abuse.



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### Notifying parents

Where appropriate, we will discuss any concerns regarding a child with the child's parents. The DSL will normally do this in the event of a suspicion or a disclosure, other staff will only talk to parents about any such concerns following a consultation with the DSL.

If we believe that notifying the parent would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

<b>Important Telephone Numbers</b>	<b>Hillingdon Local Authority Designated Officer</b>	Rob Wratten (01895) 277 463
	<b>Children's Services Referrals</b>	(01895) 556 633
	<b>Out of Hours Social Services</b>	(01895) 250 111
	<b>Police</b>	101/999
	<b>NSPCC Whistleblowing helpline</b>	0800 028 0285



## ANNEX A : TYPES, SIGNS, SYMPTOMS & EFFECTS OF ABUSE & NEGLECT

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### **What is child and young person abuse?**

Child and young person abuse is any action by another person – adult or child – that causes significant harm to a child or young person. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online.

### **Types of child abuse:**

#### **Domestic violence and abuse (see Annex E)**

Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships

#### **Sexual abuse**

A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact, and it can happen online

#### **Neglect**

Neglect is the ongoing failure to meet a child's basic needs. It's dangerous and children can suffer serious and long-term harm

#### **Online abuse**

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. (See the E-Safety and Anti Bullying policies published on the school website)

#### **Physical abuse**

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

#### **Emotional abuse**

Children who are emotionally abused suffer emotional maltreatment or neglect. It's sometimes called psychological abuse and can cause children serious harm.

#### **Child sexual exploitation**

Child sexual exploitation is a type of sexual abuse in which children are sexually exploited for money, power or status.

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

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non- medical reasons. (See Annex C)

#### **Bullying and cyberbullying**

Bullying can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

#### **Child trafficking**

Child trafficking is a type of abuse where children are recruited, moved or transported and then exploited, forced to work or sold.

#### **Grooming**



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Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional.

#### **Harmful sexual behaviour**

Children and young people who develop harmful sexual behaviour harm themselves and others.

#### **Signs, symptoms and effects of child abuse and neglect**

What to look out for, the effects of abuse and support for adults abused as children. The signs of child abuse aren't always obvious, and a child might not tell anyone what's happening to them.

Children might be scared that the abuser will find out, and worried that the abuse will get worse. Or they might think that there's no-one they can tell or that they won't be believed.

Sometimes, children don't even realise that what's happening is abuse.

The effects of abuse may be short term or may last a long time - sometimes into adulthood. Adults who were abused as children may need advice and support.



## **ANNEX B : SIGNS & SYMPTOMS OF CHILD SEXUAL EXPLOITATION**

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### **What is child sexual exploitation**

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Child sexual exploitation is a hidden crime. Young people often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening.

It can involve violent, humiliating and degrading sexual assaults, including oral and anal rape. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Child sexual exploitation doesn't always involve physical contact and can happen online.

### **Child sexual abuse online**

When sexual exploitation happens online, young people may be persuaded, or forced, to:

- Send or post sexually explicit images of themselves
- Take part in sexual activities via a webcam or smartphone
- Have sexual conversations by text or online.
- Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity.
- Images or videos may continue to be shared long after the sexual abuse has stopped.

### **Signs and symptoms of child sexual exploitation**

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Young people who are being sexually exploited may:

- Go missing from home, care or education.
- Be involved in abusive relationships, intimidated and fearful of certain people or situations
- Hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- Associate with other young people involved in sexual exploitation
- Get involved in gangs, gang fights, gang membership
- Have older boyfriends or girlfriends
- Spend time at places of concern, such as hotels or known brothels
- Not know where they are, because they have been moved around the country
- Be involved in petty crime such as shoplifting
- Have unexplained physical injuries
- Have a changed physical appearance, for example lost weight



## ANNEX C : FEMALE GENITAL MUTILATION (FGM)

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Hillingdon Manor School recognises Female Genital Mutilation (FGM) as a safeguarding issue, and an illegal and abusive practice.

Hillingdon Manor School will fully comply with HM Government guidelines and the law to take every possible step to ensure that no HMS student is subjected to FGM. All staff will undertake a mandatory training session relating to FGM as part of their induction process and refresher training is delivered on an annual basis.

The topic of FGM will be covered as part of the PSHE/SMSC curriculum.

A supportive environment will be created by the circulation and display of appropriate materials which take account of the anxiety levels of our students, to inform and educate about FGM and agencies which can provide help and support

The implications of FGM and other illegal practices related to particular BME communities such as forced marriage will be specifically addressed in relation to young people with ASC as well as the wider context.

The school's Designated Safeguarding Lead(s) will be fully aware of the issues relating to FGM and the procedure to follow should there be concerns a student is at risk of the practice

When a student is deemed to be at risk of or has undergone FGM all efforts should be made to establish the full facts at the earliest opportunity, however, **it is not the role of the general staff team to investigate allegations of abuse and all referrals should be made in accordance with the relevant safeguarding children guidance. These referrals will be made to children's social care and the police.**

### Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

### Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM



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- Having limited level of integration within UK society
- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### Staff should:

- Talk about FGM in a professional manner
- Explain FGM is illegal in the UK
- Inform police and children’s services even if it is against the wishes of the victim
- Activate local and national safeguarding procedures and protocols
- Ensure the victim is aware of the health consequences and encouraged to seek medical help
- Liaise with the school’s Designated Safeguarding Lead(s)
- Refer to medical, counselling and support groups. (In house therapy services must be made available to the young person)
- Ensure that safeguarding and protection is considered for other family members
- Arrange for an independent interpreter if English is not the first spoken language

**If a staff member, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the staff member must liaise with the designated safeguarding lead and this will be reported to the police and children’s services immediately.**





## ANNEX D : THE PREVENT DUTY

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Hillingdon Manor School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against **radicalisation, extremism and hate**, is no different from safeguarding against any other vulnerability. At Hillingdon Manor School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

### AIMS AND PRINCIPLES

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

1. All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
2. All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
3. All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

### DEFINITIONS AND INDICATORS

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

### PROCEDURES FOR REFERRALS

Although serious incidents involving radicalisation have not occurred at Hillingdon Manor School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels

Hillingdon Manor School, like all other schools, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

**The SPOC for Hillingdon Manor School is Ciaran Walsh (Executive Head Teacher for the primary and secondary sites).**

Staff at Hillingdon Manor will be alert to changes in a child or young person's behaviour or attitude which could indicate that they are in need of help or protection. When any member of staff has concerns that a child or young person may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC (Ciaran Walsh), or to one of the other designated safeguarding leads if Ciaran Walsh is unavailable.



## THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school.

It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online.

Children are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

## STAFF TRAINING

The school works closely with the Metropolitan Police's Prevent Strategy Team. Our link is West Drayton Police, Prevent Engagement Officer.

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. In addition to this, e-updates are shared with staff when necessary to update them of information relating to this matter.

## What is Hillingdon Manor doing to prevent radicalisation?

Our SMSC curriculum, tutor time and assemblies engage the following resources

- **Digital Disruption** – This organisation provides chargeable and free resources targeted especially at increasing digital literacy – at how young people use the internet, and critique and challenge information they find on it.
- **Learning Together To Be Safe** – Prepared by the Department for Children, Schools and Families (now Department for Education), this 2008 toolkit to help schools contribute to the prevention of violent extremism was brought out after the first iteration of the Prevent agenda. Although the policy it refers to has been updated, some of its content may still be of use to schools.
- **Prevent Duty Guidance: for England and Wales** – Produced by the UK Government, this is the official guidance document.
- **Prevent for Schools** – This resource was set up following demand from schools in Lancashire, UK. It has been updated to reflect the latest duties (2015), and has links to resources and tools for schools (both primary and secondary).
- **RE-silience** – This project is run by the Religious Education Council of England and Wales, and aims to help RE teachers who want to develop their confidence and competence in dealing with contentious issues in the classroom, particularly those linked to violent extremism.
- **Rewind** – The Rewind project has tackled racism in an area of the West Midlands with a long history of support for far-right views. It has courses available for interested schools. A now-dated review of their services can be found on the Institute for Race Relations website.



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**Safeguarding in Schools** – This consultancy is run by a former Head Teacher who specialises in providing courses and resources on safeguarding to school staff and Head Teachers, including on tackling extremism.

**Victvs** – This consultancy provides training and resources for staff as well as parents on understanding the new Prevent duties as well as the risks from extremism and radicalisation

<b>Document Type</b>	Policy	<b>Version Number</b>	1.5
<b>Policy Owner</b>	Executive Head Teacher	<b>Last Review Date</b>	November 2018
<b>Date First Issued</b>	June 2017	<b>Next Review Date</b>	At Least annually



## ANNEX E : DOMESTIC VIOLENCE & ABUSE

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### Definitions of Domestic Violence and abuse

Domestic violence is ongoing, purposeful behaviour that is aimed at dominating one's partner. Social norms and unequal distribution of resources, such as income, education and/or employment, lead some individuals to feel entitled to control their partner.

Domestic violence can be committed by any of the following individuals:

- a current or former spouse or intimate partner of the victim;
- a person with whom the victim shares a child in common; or
- a person who is cohabitating, or has cohabitated, with the victim as an intimate partner, spouse
- a family member

Domestic violence and/or abuse is defined as action that involves repeated, ongoing, intentional control tactics used by one partner against the other. Those tactics may be physical, sexual, economic, psychological, legal, institutional, or all of the above and often include:

- Unreasonable and non-negotiable demands.
- Stalking – surveillance and unwanted contact.
- Cruelty.
- Isolating the partner from friends, family members, co-workers and others.
- Restricting daily activities.
- Humiliating the partner in public or in private.
- Coercion – a combination of demands, threats of negative consequences for noncompliance, and surveillance.
- Threats and intimidation.
- Constant criticism.
- Excuses, rationalizations and blame.
- Stifling the partner's independence.
- Sexual abuse and violence.
- Economic control and exploitation.
- Physical violence.
- Extreme jealousy, possessiveness and ridiculous accusations of infidelity.
- Punishing the partner and/or children for infractions, both real and imaginary, of the abuser's rules.
- Ignoring a partner's needs, opinions and feelings.

### The Effect of Domestic violence on children/Young People

Where there is domestic violence in a family the children will always be affected, they may attempt to replicate the behaviour and this may result in bullying or being bullied, failure to make appropriate relationships and vulnerability.

### Disability Issues

There is evidence to suggest that disabled young people are more likely to feel that they are the cause of the domestic violence and experience guilt. Young people with Autism Spectrum Condition may be unable to communicate their distress or understand fully the implication of what they witness.



### How domestic violence impacts on Parents & Carers

Domestic violence will impact on parenting ability in a way that may make the already difficult task of parenting an Autism Spectrum Condition child even more difficult. The parent/carer may:

- Find it difficult to set or maintain boundaries
- Feel unable to cope
- Exercise appropriate levels of responsibility
- Become frustrated with the child's behaviour
- Be unable to maintain a routine

### Support for students affected by DOMESTIC VIOLENCE

To raise awareness of domestic violence the school will:

- Ensure relevant helpline stickers, leaflets, posters with telephone numbers are displayed on corridors, notice boards and in reception areas
- Display the above materials on parent evenings and open days
- Display notices naming the Designated Safeguarding Lead (DSL)

### Dealing with disclosure of DOMESTIC VIOLENCE

Child protection issues override normal confidentiality and data protection considerations. No consent is needed to share; indeed, professionals have a duty to share concerns even against the expressed wishes of the parent or child.

#### Child/Young Person's Disclosure

When a young person discloses domestic violence it is likely that:

- A number of incidents have occurred
- The discloser wants it to stop
- The discloser trust the person they tell

During the course of the disclosure school staff will:

- Validate the experience of the discloser by acknowledging feelings and taking the account seriously
- Expressing how valued the strength of the discloser in coming forward is
- Listen very carefully
- Avoid leading questions
- Avoid interrupting
- Not suggest alternative explanations
- **Make careful notes, verbatim if possible, include details such as times, place, who was present**
- No promises of confidentiality

After the disclosure

- The DSL must be informed by completing the relevant notification
- The Children's Social Care Service must be contacted
- Agree on next course of action
- If it is agreed that a referral should be made, an Inter-Agency Referral form should be completed and sent to Children's Social Care within 24 hours.

#### Parent/Carer Disclosure

- The same guidelines should be followed as those following a disclosure by a young person. Due to the nature of Autism Spectrum Disorder, challenging and physically aggressive behaviour means that some parents are victims of violence at the hands of their children. The DSL will decide to how best support and refer to the appropriate agency.
- If an adult discloses domestic violence at the hands of a partner the DSL must be informed, they should be given the helpline information **Dating Violence**



## CHILD PROTECTION & SAFEGUARDING POLICY

POLICY FOLDER: OPTIONS AUTISM & LD – HILLINGDON MANOR SCHOOL

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- Child protection procedures will be followed when there are concerns that a young person is a victim of Dating Violence.

### **Forced Marriage**

Forced Marriage is recognised as a form of Domestic violence in the UK, concerns should be reported to the Government's Forced Marriage Unit.

### **Staff Training**

Staff will receive ongoing training in how to refer in cases of domestic violence.

Staff will be trained on what to look for if they suspect any of the above.

The overriding principle of child protection and the role of the DSL will be stressed at all times.