

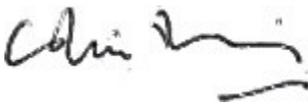


**MOUNT HOUSE
SCHOOL**

INSPIRING EVERY INDIVIDUAL

SCHOOL POLICIES

SAFEGUARDING

Review	Date	By
Current Review	August 2020	
Next Review	August 2021	

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Important Contacts

DSL: Mr. Matthew Kerr (Dep. Head Pastoral)	kerrm@mounthouse.org.uk
Deputy DSL: Mrs. N Hillcoat-Hyde	hillcoat-hyden@mounthouse.org.uk
Alison Gillet	gilleta@mounthouse.org.uk
Designated Director: Mr Ian Davies	daviesi@mounthouse.org.uk
LADO TEAM:	0208 359 4528
Borough of Barnet All enquiries	0208 359 2000
Fax	0208 359 2000
Direct line	0208 359 4438
Multi-Agency Safeguarding Hub (MASH):	020 8359 4066, or
MASH out of hours Emergency Duty team:	020 8359 2000
MASH London Borough of Barnet North London Business Park Oakleigh Road South London N11 1NP	
Enfield Safeguarding Children Board:	020 8379 2767
 Barnet safeguarding children partnership (BSCP) www.barnet.gov.uk/safeguarding-student/students-and-students-board	
Police: In the event of immediate danger call 999, or, in an event which does not require immediate intervention call 101	
FGM recommended reporting route:	101
Childline:	0800 1111
Government helplines for Prevent:	counter.extremism@education.gsi.gov.uk
Telephone:	020 7340 7264
CEOPS	www.thinkuknow.com

Links with other school policies

- Anti-Bullying Policy
- Behaviour Policy
- School IT Acceptable Use Policy
- Rewards and Sanctions Policy
- Drugs and Substance Misuse Policy
- Educational Visits Policy
- Equal Opportunities Policy
- First Aid Provision Policy
- Health & Safety Policy
- Safer Recruitment Policy
- Relationships and Sex Education Policy
- SENDA Policy
- Staff Handbook (guidance on staff conduct)
- PSHCEE Policy
- Staff Electronic Devices Policy
- Whistleblowing Policy

We will ensure that these policies are updated, in consultation with students, on a regular basis to reflect their changing needs.

The Board of Directors will undertake an annual review of the Safeguarding Policy and scrutinise any relevant records from the previous 12 months.

Legal Framework

This policy has been authorised by the Board of Directors, is addressed to all members of staff, is available to all parents and is posted on the School's website. **It applies to the Head and all staff, Directors, volunteers and others coming into regular contact with students.** The policy has been developed in accordance with the principles established by the Children Act 1989 and Education Act 2002 and in line with the following publications:

- "Working Together to Safeguard Children" 2018,
- "Keeping Children Safe in Education" (DfE) Sept 2020
- "Disqualification under the Childcare Act" 2015
- "What to do if you're worried a child is being abused" 2015
- "Information sharing" 2015
- "Teacher misconduct: the prohibition of teachers" 2014
- Prevent Duty Guidance: for England and Wales (2015, latest April 2019)
- "The use of social media for on-line radicalisation" July 2015
- Every Child Matters, 2003

- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Multi-agency Statutory Guidance on Female Genital Mutilation, April 2016
- “Criminal exploitation of children and vulnerable adults: county lines” DfE 2018

Background

At Mount House we provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. With that in mind the aims of this policy are:

- a. To support the child's development in ways that will foster security, confidence and independence.
- b. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- c. To raise awareness in all staff, both teaching and non-teaching, of individual responsibilities in identifying and reporting cases and possible cases of abuse to the Designated Members of Staff, the Head or the Chairman of The Board of Directors, as appropriate.
- d. To maintain a system of effective communications and a systematic means of monitoring, reporting and recording of concerns.
- e. To promote a structured procedure within the school for members of the community to follow in cases of suspected abuse.
- f. To maintain a system of monitoring of those thought to be at risk of harm, and to ensure that we, the School, contribute to assessments of need and support packages for those children.
- g. To promote links with other agencies such as Social Care and the Police with a view to developing a productive and effective partnership.
- h. To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.
To ensure that all staff in regular contact with students have been checked as to their suitability.
- i. To ensure that any member of another organisation, if responsible for the school's students at any time, has had the appropriate checks.
- j. To develop further a network of support for staff and students.
- k. To provide guidance on recognising and reporting suspected child abuse, including recognising suspected peer on peer abuse.
- l. To ensure that the school recognises and meets its duties both to 'children in need' and to 'children at risk of harm'.

Supporting students return to School post Covid-19

Students may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

Staff should refer to [DfE - Supporting pupil and student mental wellbeing](#) for additional support

for students who are having difficulty returning to school.

The School will offer additional pastoral support including increased access form tutors and the School counsellor. This will include the following;

- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support for students with additional and complex health needs
- supporting vulnerable children and keeping children safe

The School does not use corporal punishment. Any form of physical punishment of students is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. If a member of staff takes action physically to restrain a pupil a written report is made, as soon as practical and sent to the Head of School.

The schools DSL is: Mr. Matthew Kerr (Dep. Head Pastoral)

The Deputy DSLs are: Mrs. N Hillcoat-Hyde (Ass. Head – Head of section)

Miss Alison Gillet (Acting Ass. Head – Head of section)

Our DSL and Deputy DSLs have all undertaken the initial designated member of staff training and subsequent refresher courses when required (on a two-yearly cycle) delivered through the Safeguarding Unit, including child protection and inter-agency working.

The DSL and Deputy DSLs have the responsibility to:

- Ensure that effective communications and liaison with Social Care and other agencies take place as appropriate in the event of staff having child protection concerns about a pupil, and to make a referral where appropriate.
- Ensure that the Head, and all staff, members of the school Board of Directors and others in regular contact with students have regular training on child abuse and its main indicators and that they are aware of their own child protection responsibilities and those of the school. **Any volunteers, or temporary staff, will be made aware of child protection arrangements and will also undergo appropriate training.**
- Ensure that all new members of staff, new Directors and others are trained as soon as possible after joining the school. This training will include being given and reviewing copies of the Child Protection Policy and Keeping Children Safe in Education and an introduction to the Designated Members of Staff for Child Protection so that they be easily identified.
- Ensure that the Child Protection Co-ordinators and the member of the Board of Directors responsible for child protection are properly trained and re-trained on a two-yearly cycle.
- Review annually the child protection policy and the efficiency with which related duties have been discharged.
- Ensure that where the school ceases to use the services of any person (whether employed, contracted, a volunteer or pupil) because that person was considered unsuitable to work with children, a detailed report is made to the Disclosure and Barring Service (DBS) within one month of the person leaving the school. The Board of Directors have noted that failure to make a report constitutes an offence which may result in the school being removed from the register of independent schools.
- Provide, with the Head, regular updates on child protection issues, training and changes in child protection policy and procedure.
- Provide the Head and the Board of Directors with an annual update and review of the effectiveness of procedures and their implementation. The Board of Directors will also ensure that the School contributes to interagency working, in line with Working Together to Safeguard Children, through effective communication and good cooperation with local agencies. The annual report to the Board of Directors will be minuted.

The DSL and Deputy DSLs will:

- Arrange to provide Child Protection Training on an annual basis to all members of staff, as well as training any volunteers or temporary members of staff.
Arrange to provide Child Protection Training on an annual basis for all staff in regular contact with students (including volunteers).
- Support, advise and liaise with staff in their child protection work.
- Ensure that any pupil who is subject to a child protection plan who is absent without explanation for two days is referred to their key Social Care Team.

Liaise with, when appropriate (e.g. if the allegation is against the Head or the Designated Member of Staff), the Chairman of The Board of Directors and/or the Designated Director (see procedures below).

Job Description for DSL and DDSL

The role of the Designated School Safeguarding Lead is to:

- Maintain an overview of safeguarding within the school
- Ensure all staff implement the safeguarding policy effectively
- Receive appropriate higher-level training in line with LCSB procedures, including the LCSB Prevent Duty procedures
- Open channels and communicate effectively with local statutory agencies
- Communicate well both verbally and in writing, to a high standard both in school and as a representative of the school at external agency meetings
- present a calm and efficient disposition in a crisis
- follow procedures accurately and make informed decisions
- adapt swiftly to changing regulations
- lead a staff team and monitor, evaluate and record their effectiveness in implementing safeguarding procedures
- train a staff team in safeguarding procedures, including with regard to the risks associated with online safety for all students, and the increased risks which children with SEND may face online and duties relating to the Prevent Duty
- be an effective member of a multi-agency, local authority team
- listen objectively, actively and non-judgmentally
- write clear, full and informative reports for external agencies, senior managers, Directors and external agencies.
- understand the assessment process for providing early help and intervention through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required.
- Work with the safeguarding Director to undertake a full review of all aspects of

safeguarding annually and assist in providing a comprehensive written report for the Board of Directors.

The Designated Safeguarding Lead will refer all cases of suspected abuse to either/or;

- The local authority children's social care unit
- The local authority designated officer (LADO) for child protection concerns (particularly all cases which concern a staff member)
- The DBS (cases where a person is dismissed or left due to risk/harm to a child)
- In consultation with the Head, and informing the safeguarding Director, consider making a referral to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an TRA referral.
- The police (cases where a crime may have been committed).
- Instances of suspicion of Female Genital Mutilation will be referred to the police and LA Prevent officer immediately
- Instances of political indoctrination and suspected radicalisation will be reported to the LA Prevent officer, senior managers and the police.

The Designated Safeguarding lead will;

- Ensure that the school operates within legislative frameworks and recommended guidance.
- Liaise with the Head regarding;
 - ongoing enquiries under section 47 of the Children Act 1989 and police investigations
 - referring of cases of suspected abuse regarding children in need to the local authority children's social care unit
 - referring child protection concerns (all cases involving a staff member) to the local authority designated officer (LADO)
 - referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
 - referring cases where a crime may have been committed to the police
 - inform the Head of contact with the LA Prevent officer and police re suspicion of female genital mutilation, political indoctrination or radicalisation.
 - Liaise with parents, informing the Head (and if appropriate the LADO, children's social care unit or police) of all meetings and discussions
- Ensure records of all meetings are clear, comprehensive and dated
- Act as a source of advice and expertise to staff on matters of safety and safeguarding
- When deciding whether to make a referral always liaise with relevant agencies for advice

- Cooperate with the safeguarding Director in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly
 - Be continually aware of any changes in statutory requirements and alter school documentation accordingly, informing Directors and staff of any changes.
 - Ensure all school records re safeguarding are comprehensive, updated and accessible
 - Ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating
 - Understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child and reassessing concerns when situations do not improve
 - Monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the Directors' safeguarding representative
 - Act as a support to students and staff, follow up and document progress re all concerns regularly.
 - Ensure the records of any pupil who leaves the school and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file
 - Ensure child protection files are full, informative and contain all the information (duly dated) appertaining to the child in question, plus details of all communications with external agencies, parents and carers
 - Ensure that accurate safeguarding records are kept in a secure location, separate from students' academic files, and marked 'Strictly Confidential'
 - Submit reports to, and ensure the school's attendance at, child protection conferences or case reviews. Contribute to decision making and commit to the delivery of actions planned to safeguard the child at such conferences or case reviews.
 - Ensure any actions to be taken re children on the register are performed efficiently and the results monitored, recorded and evaluated
 - Maintain a continuous overview of safeguarding within the school, recording findings clearly
 - Ensure safeguarding maintains a high profile at staff meetings
 - Organise regular meetings of all involved in safeguarding within the school.
 - Ensure school policies such as the SMSC and IT policies incorporate the requirements of the Prevent Duty, enabling students to understand that terrorism is unacceptable and preventing any form of radicalisation in school.
 - Ensure staff **in regular contact with students** know how to identify changes in behaviour or other aspects of students' demeanours that may indicate radicalisation
- Ensure staff know how to report any suspicion of radicalisation
 - Ensure staff **in regular contact with students** receive regular training on how to identify radicalisation amongst students.

The work of the designated safeguarding lead will be reviewed annually by the safeguarding Director.

The role of the Deputy Designated Safeguarding lead (DDSL);

- The DDSL will be fully conversant with the role and expectations of the Designated Safeguarding Person.
- The DDSL will be available to support the designated safeguarding person in whatever capacity is required
- The DSSP will have the knowledge and skill to perform the duties of the DSP when requested
- The DDSL will assume the role of DSL whenever requested and when the DSL is not on the premises
- The DDSL will attend training in line with local authority requirements at least every two years, preferably the same training as the DSL.
- The DDSL will support the DSL in ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse
- The DSSP will assist the DSL in producing reports for senior managers and Directors
- The DSSP will understand the organisation and functioning of external agencies, including child protection cases and case conferences.
- The DDSL will support the DSL in attending child protection and case conferences
- In the absence of the DSL the DDSL will be responsible for dealing with all matters appertaining to safeguarding and will follow the school procedures accurately
- The DDSL will share information on all matters brought to his/her notice with the Head and, should matters involve child protection, with the Local Authority Designated Officer (LADO) immediately, for advice.
- If relevant, the DDSL will share any concerns that are reported and involve the Head with the Chair of the Board of Directors as well as the LADO.
- The DDSL will support staff at all levels in their implementation of the school's child protection procedures.
- The DDSL should be observant and a good communicator.

The Board of Directors

The Board as a whole has overall responsibility for ensuring that safeguarding policies and procedures meet legal and regulatory requirements and that students are suitably safeguarded at all times. The Directors monitor the discharge of all statutory responsibilities regularly and robustly.

Together with the DSL The Board of Directors will ensure that:

- An effective Child protection policy and procedures are in place and such arrangements are implemented fully in practice.
- The school follows safe recruitment procedures (see safe recruitment policy) and the single central register of staff is in order, ensuring provision meets statutory requirements and advice.
- School safeguarding and child protection policies are up to date and risks assessed at regular intervals. Areas requiring action are dealt with immediately and any deficiencies or weaknesses are remedied without delay.
- The DSL is of suitable 'status and authority' to take responsibility and carry out the role.
- The DSL has received higher level local authority training in the Prevent Duty procedures.
- Staff /volunteers attend relevant child protection training that is in line with local authority procedures, including training in line with Prevent Duty procedures
- Staff **in regular contact with students** know and understand how children can be radicalised, are aware of how to recognise changes in students' behaviour that could indicate such and know what to do if this happens.
- Staff **in regular contact with students** understand Female Genital Mutilation and know what to do if they suspect this may have taken place.
- Allegations are managed swiftly, correctly and safely.
- Any information required by the local authority regarding safeguarding is passed to them swiftly.
- A member of the Board of Directors is nominated to be responsible in the event of an allegation of abuse being made against the Head.
- Safeguarding matters are placed on Directors' agendas to ensure they are constantly informed of changes and concerns by the Head, the DSL and the nominated Director.
- The safeguarding Director meets regularly with the DSL and conducts an annual review of staff knowledge and the efficiency and implementation of safeguarding procedures. This review involves the scrutiny of the training records of staff, safeguarding issues dealt with over the year, how they have been handled and the contribution the school has made to multi-agency working. Board of Directors meeting minutes record the form and findings of the review fully.
- Staff follow requirements of the **Code of Conduct** and **Staff Behaviour Policy** – in the staff handbook.

Whilst the Directors delegate a member of the Board to be the Designated Safeguarding Lead it must be remembered that safeguarding duties remain the responsibility of the Board as a whole.

- Be familiar with Local authority and policy relating to Safeguarding and Child Protection and associated issues.
- Attend training for nominated Safeguarding and Child Protection Directors.
- Attend training for general safeguarding issues that are in line with local authority requirements at least annually.
- Ensure a correct record of all safeguarding training, including that of Directors' training is maintained by the DSP.
- Be familiar with the most recent DfE regulations regarding safeguarding, including safe recruitment of staff and the requirements re the central register of staff.
- Be aware that the school must report to the DBS any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used and who meets the DBS referral criteria. Ensure this is done promptly.
- Be aware of occasions when a referral to the Teacher Regulation Agency (TRA) is required when a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".
- Know that where a referral has been made to the DBS, it is unnecessary to contact TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an TRA referral
- Be aware of the requirements of the Prevent Duty guidance and ensure it is implemented effectively throughout the school.

When ensuring school provision meets requirements the DSL and the Safeguarding Director will;

- Ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.
- Monitor appropriate policies, including the safeguarding and all attached policies, ensuring the safeguarding policy contains at least the following and is in line with locally agreed inter-agency procedures;
- Ensure the school meets requirements advised by Keeping Children Safe in Education and the ISI regulations regarding safeguarding
- Regularly check the school's arrangements for handling allegations of abuse against members of staff, volunteers and the Head.

- Direct staff **in regular contact with students** on what to do if they have a concern about a child or where one child is abusing another child
- Ensure the school has up-to-date information on how to recognise abuse
- Monitor the school's staff code of conduct/behaviour policy and recruitment procedures
 - Review the management of safeguarding including the appointment of the designated person and the job description of the designated personnel.
 - Monitor the training of the designated person, staff, volunteers and the Head.
 - Make arrangements for reviewing the school's child protection policies and procedures annually.
- Check the school's arrangements to fulfil other safeguarding and welfare responsibilities.
- Ensure the Designated Safeguarding Lead who has responsibility for responding to and overseeing safeguarding issues is suitably qualified and trained.
- Ensure there is at least one Deputy DSL who has responsibility for responding to and overseeing safeguarding issues as delegated by the DSL, and who is also suitable qualified and trained.
- Ensure that the DSL supervises and supports the work, development and training of the Deputy DSL.
- Ensure that there are clear lines of accountability regarding safeguarding procedures.
- Ensure all staff know;
 - who are the Designated Safeguarding personnel
 - what the Child Protection policy contains
 - how to identify a child protection concern
 - what they do if they have any child protection concern
 - Ensure the system for recording, storing and reviewing child welfare concerns is robust and secure.
 - Liaise with the Head about general child protection and broader safeguarding issues within the school.

Meet regularly with the DSL in order to monitor the effectiveness of the implementation of the governing body's Safeguarding and Child Protection policy. It is recommended that this is at least a termly meeting.

- Provide reports to the governing body in respect of issues within the school to enable adequate oversight, understanding and development of solutions.
- Ensure that the training of all staff is up to date.
- Recommend Directors attend appropriate safeguarding training either arranged by the school or externally to include, for relevant Directors, training in respect of allegations against staff.
- Recommend at least one Director, who may be called to sit on the recruitment and selection panel for staff, has successfully completed accredited Safer Recruitment training or any future training that replaces this.

- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record (SCR), inspect it regularly and ensure it is up to date and maintained in line with guidance.
- Take account of how safe students feel when in school.
- Ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' are implemented across all their work and embedded into the school ethos
- Ensure the school maintains regular communication and good relationships with external agencies available to support children and families
- Monitor progress against any outstanding actions required that have been decided upon following any safeguarding audit
- Ensure the school implements its procedures to prevent radicalisation effectively

Following a full annual audit of provision, the safeguarding Director should ensure that the Board of Directors receives a report on the implementation of the school's safeguarding and child protection policy and procedures including:

- The date, time and manner in which the annual audit was completed
- The arrangements that are in place for ensuring that the school's safeguarding and child protection policy is communicated to, understood and implemented by, all staff and how effective they are in practice.
- Judgement upon the time and resources allocated by the school to the designated member of staff with lead responsibility for Child Protection
- Information on the training attended by the DSL and Deputy DSL over the year.
- Information on the training in safeguarding undertaken by all staff in regular contact with students, including lunch time staff, administrative staff, catering, maintenance, and medical staff over the year.
- Information on the effectiveness of the child protection procedures in the induction programme for all new people and volunteers in the school.
- Information on the effectiveness of the child protection procedures in the induction programme for all new staff in regular contact with students and for volunteers.
- The effectiveness of the arrangements for ensuring safe recruitment procedures and appropriate checks on new staff and volunteers are completed in the required time.
- The number of students currently on the Child Protection register
- How effectively any issues linked to Safeguarding and Child Protection have been dealt with.
- Information on how well child protection issues are addressed through the curriculum.
- The accuracy of the SCR with regard to the most recent regulation.

Other staff members should:

- Implement school policy and ensure that any concerns are passed on to the DSL without delay.
- Safeguard student's/pupil's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which students and students can learn.
- Identify students/students who may be in need of extra help or who are suffering, or likely to be in need or at risk of suffering significant harm and refer to the DSL without delay.
- Take appropriate action, working with other services as required.
- Support social workers to take decisions about individual students/students, in collaboration with the DSL.
- Attend annual staff training in Safeguarding and Child Protection organised by the DSL.
- Maintain an up to date knowledge of key documents including Keeping Children Safe in Education, DFE, September 2020.

Safer Recruitment Training

The School will operate safe recruitment procedures as outlined in the guidance *Safeguarding Children and KCSIE Sept 2020 Part 3*. It will check all staff, Directors, volunteers and others coming into regular contact with students, either in the school or boarding houses, to ensure their suitability. This includes checks on identity, qualifications, Disclosure and Barring Service (DBS) history, the right to work in the UK, references, employment history, medical fitness and overseas checks for those appointed. The School will also ensure that at least one member of each interview panel has completed the Safer Recruitment course.

No staff member will be allowed unsupervised access to students until a full enhanced DBS has been seen.

*For further details on all employment safeguards, please see the School's **Safer Recruitment Policy** on the website.*

Staff Safeguarding Training

Staff members in regular contact with students will be made aware of systems and policies within our school which support safeguarding during their inductions, annual training and regular updates.

The DSL and deputy DSL should undergo updated student/pupil protection training every two years.

The Head, all staff members and the Board of Directors will undergo student/pupil protection training annually, which is updated regularly, in line with LSCB advice.

All staff will be provided with updates when these occur through emails and staff meetings, etc.

The required staff will be provided with updates when these occur through emails and staff meetings, etc.

All staff will be trained to at least Level 1 safeguarding and child protection training.

Induction training will include:

- The school's Safeguarding Policy and Child Protection Procedures
- Risks of radicalisation and actions to be taken;
- The staff code of conduct and Pupil Behaviour Policy;
- Whistle-blowing procedures/policy;
- The identity of the DSL;
- Reading Part 1 of KCSiE and Annex A for those engaged in teaching
- The school's Anti-bullying and Online Safety Policies
- The school's Missing Children Policy
- Appropriate and inappropriate methods of communication e.g. banter

They will be expected to have completed:

- The online Level 1 Child Protection course
- The online 'Prevent' Course

Curriculum

Mount House acknowledges the important role that the curriculum can play maintaining welfare and safeguarding as well as the prevention of abuse and in the preparation of our students/students for the responsibilities of adult life and citizenship.

It is expected that all teachers will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of students/students. As appropriate, the curriculum will be used to build resilience, help students to keep safe and to know how to ask for help if their safety is threatened.

As part of developing a healthy, safer lifestyle, students will be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly.
- To judge what kinds of physical contact are acceptable and unacceptable.
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help.
- To use assertiveness techniques to resist unhelpful pressure.
- Emotional literacy.
- Online Safety.
- All computer equipment and internet access within the School will be subject to appropriate "parental controls" and Internet safety rules in line with our

Internet Usage policy. See *'Filtering'* below.

Early Intervention

All staff at Mount House are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All staff should be prepared to identify children who may benefit from early help. This means providing support as soon as a problem emerges at any point in a child's life.

In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

Reporting

- Staff members should immediately raise any concerns that they may have about a student/pupil, in person, with the school's DSL, including situations of abuse, which may involve other staff members.
- The DSL will contact child social care and make a referral as advised without delay, but any staff member can refer their concerns to child social care directly - following the approved legal threshold.
- The referrer shall press child social care for re-consideration if the decision was taken not to undergo an early help assessment and the student/pupil's situation does not improve. Allegations against anyone working for the school must be made to the LADO. If a crime may have been committed, the matter must be reported to the police. Allegations against the Head to the Chair of Directors who refers immediately to the LADO.
- Allegations against anyone working for the school, must be made to the LADO. If a crime may have been committed, the matter must be reported to the police.
- If the Head is the subject of the allegation, the case must be referred to the Chair of Directors, without informing the Head first, who will refer it to the BSCB.
- The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.
- An inter-agency assessment will be undertaken where a student/pupil and family could benefit from co-ordinated support from more than one agency. These assessments should identify what help the student/pupil and family require in preventing needs escalating to a point where intervention would be needed.
- A student/pupil will immediately be referred to children's social care if there is a risk of immediate serious harm to a student/pupil.

Forms and Signs of Abuse

All staff should be aware that ICT, and technology in all its forms, may be used to facilitate all types of offline abuse.

Child abuse is a term used to describe ways in which children are harmed, often by someone in a position of power. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. It is not the School's responsibility (nor must

All staff should be prepared to identify children who may benefit from early help. This means providing support as soon as a problem emerges at any point in a child's life.

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they) to investigate whether abuse is occurring, but we are required to act on any concerns and report them to the appropriate parties.

The health, safety and protection of the child must be paramount. It is important that school staff recognise that abuse may take part in a number of ways and that abusers can be of any age and either male or female. In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family.

Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the school is suspected of abuse or inappropriate activity.

Students with SEND may find it difficult to protect themselves from abusers. Other reasons why students with SEND can be more at risk include the following:

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

Child abuse can take many forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect, child sexual abuse and bullying. Domestic abuse can also be a form of child abuse, probably falling under emotional abuse. **The definition of Abuse also covers abuse by a child as well as an adult.**

Such abuse can translate itself into many forms – for example, the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.

Emotional abuse is the persistent ill treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It can include:

- Conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.
- Not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Placing inappropriate age-related expectations on children, including interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning. It may also include preventing the child participating in normal social interaction.
- Making a child feel frightened or in danger on a frequent basis or the exploitation or corruption of a child.
- A child seeing or hearing the ill-treatment of another.

- Serious bullying (including cyberbullying).

Signs of possible emotional abuse might include very low self-esteem, continual self-depreciation, fear of new situations, fear of new situations, inappropriate emotional responses to a painful situation, self-harm, compulsive stealing, drug abuse, neurotic behaviour, eating problems, abnormal attachment between child and parent, aggressive behaviour towards others, attention-seeking behaviour and being withdrawn and socially isolated – often known as ‘frozen watchfulness’. 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 can also include non-contact activities such as involving children in looking at, or 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).

Signs of possible sexual abuse might include explicit or frequent sexual preoccupation in talk and play, sexualised behaviour or sexually provocative behaviour with adults, self-harm and an anxious unwillingness to remove clothes for sports etc. Other possible signs might include scratches, abrasions or persistent infection in the anal passage, pregnancy, frequent (public) masturbation, attempts to teach others about sexual activity, withdrawal from friends and aggressiveness, anger, anxiety or tearfulness.

Physical abuse can include hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or causing any form of physical abuse 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.

Signs of possible physical abuse might include unexplained bruising or injury, including cigarette burns, bites, scalds and burns (especially to parts of the body where accidents are unlikely, such as thighs, back and abdomen). Signs of physical abuse can also be seen in behaviour and might include being sad, withdrawn or depressed, displaying untreated injuries or lingering illness, admission of punishment which seems excessive, shrinking from physical contact, having trouble sleeping, being aggressive or disruptive, showing fear of certain adults and fear of returning home or parents being contacted, fear of undressing or of medical help, over compliant behaviour, running away, deterioration in work, unexplained patterns of absence, having a lack of confidence or low self-esteem and use of drugs or alcohol.

Neglect is a form of abuse. It is the persistent failure to meet a child’s basic physical and/or psychological needs and can affect the child’s health and development. It might include failure to provide adequate food, shelter (including exclusion from home or abandonment) and clothing, failure to protect a child from physical or emotional harm or danger, failing to ensure adequate supervision or failure to ensure appropriate access to medical care and

treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs of neglect might include being unkempt, having an uncared-for appearance or having poor personal hygiene, being undernourished, underweight or constantly hungry, being poorly clothed for example with inadequate protection from the weather, having unexplained absence from or being frequently late to school, having untreated medical problems, being constantly tired and being regularly left alone, or in charge of younger brothers or sisters.

Of course, all of the above may be apparent for a reason not connected in any way to abuse but they are all symptoms of possible abuse.

Bullying is a form of child abuse. It can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical
- Verbal
- Emotional

All incidents of bullying must be reported to the Head or Deputy Heads and will be recorded in the bullying incident log held by the Deputy Heads. A more detailed guide can be found in the School's anti-bullying policy.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Abuse intended to radicalise students

The school will, in response to section 26 of the Counter-Terrorism and Security Act 2015, have due regard to the need to prevent students and staff from being drawn into terrorism. This is known, in brief, as the Prevent Duty. The school takes the following actions; staff **in regular contact with students** are required to do the Chanel online training course; there will also be assemblies, tutor meetings and Life Skills lessons on the topic.

At the beginning of every term the DSL, DDSL, Director responsible for safeguarding and senior managers, in partnership with LADO, assess the influences and risks to which students may be exposed within the school, the locality, the social media, the internet and their homes. The results of the risk assessment will be recorded by the DSL.

If any risks or influences are discovered the above team formulate strategies to eliminate them and inform all staff of such strategies and dangers immediately.

Staff **in regular contact with students** receive training in how to identify signs of radicalism in students through observing changes in behaviour etc. Staff are advised on actions to take should they identify such (reporting to DSL immediately)

The DSL and senior managers ensure the school SMSC policy and programme incorporates specific sections that assist the students to understand the dangers of extremist arguments.

The DSL and senior managers ensure the school IT and 'e' safety policies have safety procedures in place to block any possible route for students to be targeted online or through the internet where they may be susceptible to terrorist or extremist material.

The Head of IT is responsible for checking that no terrorist or 'grooming' organisations contact or are able to access students.

The Head ensures parents are continually warned of the dangers of their children being targeted through the internet on home computers.

If the DSL suspects a pupil is being radicalised they may discuss the matter with parents. If the DSL considers the child to be at risk of significant harm they may contact the LADO immediately without informing the parents, and then act accordingly.

Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation (CSE) involves exploitative situation, 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 or 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.

All staff in **regular contact with students need to be aware** of the issues and potential dangers around so-called 'honour based' violence and the possibility of forced marriage.

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.

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 Female Genital Mutilation (FGM) or having already suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. 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.

FGM has been classified by the World Health Organisation (WHO) into four types:

- Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris);
- Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina);
- Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris; and

- Type 4 – Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area.

Whenever a teacher or member of staff suspects this to have been carried out it is mandatory for them to report such to the police and DSL immediately who will involve children's social care

Children Missing from Education

If any pupil goes missing or is believed to have 'run away', the protocol in the School's **Missing Pupil Policy** should be followed.

Self-Harm

Whilst self-harm is not classed as child abuse it can be a sign that a child is being abused. If it comes to the attention of member of staff that a child is self-harming they should alert the DSL for child protection. Actions by the DSL might include:

- Contacting parents
- Contacting Child Adolescent Mental Health Service (CAMHS)
- Contacting Social Care if the child meets the referral criteria

County Lines

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

How does County Lines affect children?

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Signs of Involvement in County Lines

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs.

Any sudden changes in a young person's lifestyle should be discussed with them. Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of- area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There is an age appropriate guide to support children 12-17 year olds. The guides explain each step of the process and support and special measures that are available.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the

community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

Actions If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy).

Sexual violence and sexual harassment between children

Context Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

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

Staff should be aware of the importance of:

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

What is Sexual violence and sexual harassment?

Sexual violence

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 ie Rape or attempted rape; Sexual Assault:

Consent is about having the freedom and capacity to choose. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual harassment When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or

humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments,
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone,
- online sexual harassment.
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Procedures if a Member of Staff, or Any Other Adult is Concerned About a Pupil

The Barnet safeguarding children partnership (BSCP) sets out the local procedures for this area. A copy of the BSCP procedures is held in the school and can be obtained from Mr Kerr.

If staff prefer they can access the full procedures at the BSCP web-site, the address of which is [http:// www.barnet.gov.uk/safeguarding-student/students and students-board](http://www.barnet.gov.uk/safeguarding-student/students-and-students-board)

All members of staff, volunteers and Directors must know:

- The signs and symptoms of abuse.
- How to respond to a pupil who discloses abuse.
- What to do if they are concerned about a child.

A member of staff aware of (either by disclosure or otherwise) or suspecting abuse:

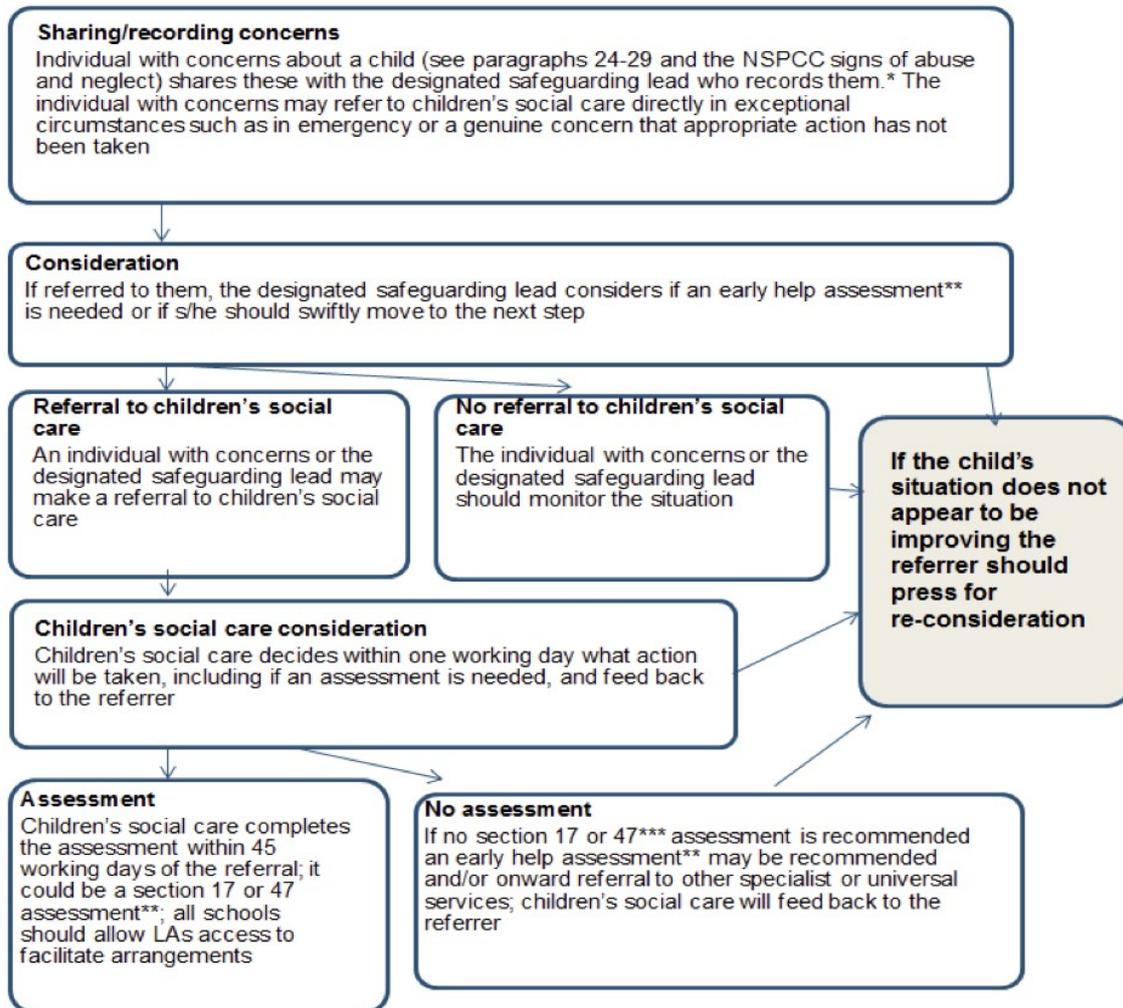
- a. must listen carefully to the child, be supportive and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- b. must respond in a calm and non-judgemental way, asking questions which are open-ended e.g. is there anything else you want to tell me? Yes? And?
- c. must not ask leading questions, that is, a question which suggests its own answer. Use words: 'Tell', 'Explain', 'Describe', never 'Why'. If at all possible the questions asked should be recorded. The member of staff should not lay blame or criticise either the child or the perpetrator.
- d. should observe any bruises but should not ask a child to remove or adjust their clothing to observe them
- e. must reassure the child, but never give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the DSL who will ensure that the correct action is taken.
- f. must keep a sufficient written record of the conversation. This should be done immediately. The recording must be a clear, precise, factual account of the observations. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. Include any observations on noticeable non-verbal behaviour and actual words used by the child. The record should be signed by the person making it and should use names, not initials.
- g. must hand the notes and record immediately to a DSL, the Head or the Chairman of the Board of Directors, as appropriate.
- h. must complete a body map (available from the DSL) for any injuries or bruises observed, which should be handed in with the notes of the concern/disclosure
- i. should speak to either of the DSL about any concern about a child – any concerns, either not meeting the threshold for a referral, or not being referred on the advice of the LADO, will be recorded in the 'confidential record of abuse', kept by the DSL.

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, and computers), must be securely preserved.

- The DSL will contact the LADO without delay. The DSL will then, under the guidance of the LADO or the Barnet safeguarding children partnership (BSCP), decide what action will be taken, including whether a formal referral should be made. Consultation in this way is done as a first action, as soon as practicable and certainly within 24 hours of the disclosure or suspicion of abuse.
- If it is decided to make a formal referral this will be done under advice from the LSCB and normally with prior discussion with the parents, unless to do so would place the child at further risk of harm.
- Children who have, or are likely to, suffer significant harm are reported to
- Children's Social Care team immediately.
- Children who are in need of additional support from one or more agencies will be reported to the LADO for inter-agency assessment using local processes, including use of The Common Assessment Framework and Team around the Child approaches (TAC). Whilst the decision to seek support for a pupil will normally involve consultation with parents, parental consent is not required if the school believes a pupil to be at risk of significant harm
- Staff should be aware that anyone can, in certain circumstances or in emergencies, make a referral if necessary
- The school acts to ensure children receive the right help at the right time to prevent issues escalating.
- Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan (formerly referred to as the Child Protection Register) and a written record will be kept

Any member of staff can make a referral to external agencies including the BSCP and the police. It is recommended, however, that staff take advice from the DSL who have experience and expertise in this area. Contact numbers for the Barnet safeguarding children partnership (BSCP) and the LADO are at the end of this policy.

Action when a child has suffered or is likely to suffer harm



Procedures for allegations against a member of staff

Whenever it is alleged that a member of staff/volunteer who has contact with a child in the personal, professional or community life may have;

- Behaved in a way that has harmed a child or may harm a child
 - Possibly committed a criminal offence against a child
 - Behaved in a way that indicates that they are unsuitable to work with children.
- Then;
- The person to whom the allegation is first reported must inform the Head and DSL immediately
 - If the Head and DSL are absent, the allegation should be passed to the Chair of The Board of Directors.
 - Chair of The Board of Directors is Dr Colin Diggory. He/she may be contacted via the School Office.
 - The Head/ DSL/ Chair of The Board of Directors will contact the LADO immediately and at the latest within one working day of allegations being reported.
 - In the most serious of circumstances the DSL/ Chair of The Board of Directors will contact the police
 - Discussions with the LADO will be recorded in writing.
 - The DSL and Head will not investigate the allegation itself, or take written or detailed statements, before consulting the LADO, to assess the situation and agree the next steps
 - The DSL and Head will, as soon as possible, and following briefing from the LADO, inform the subject of the allegation, providing as much information as possible at the time.
 - The recipient of the allegation must take the matter seriously and keep an open mind.
 - They must not investigate nor ask leading questions if seeking clarification
 - They must not make assumptions.
 - Confidentiality should not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only.
 - The recipient should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present.
 - The written record should be signed and dated and, in the case of an allegation against a member of staff, passed immediately to the DSL and the Head.
 - If the Head is absent, the written report should be passed to DSL and the Chair of The Board of Directors.
 - The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a disciplinary matter.

If the allegation made to a member of staff concerns the Head, the person receiving the allegation will immediately inform Ian Davies, the Designated Director for Child Protection, without notifying the Head first, who will consult the LADO as above also

without notifying the Head first. As above, any decision to suspend the

Head would be taken by the Chair of The Board of Directors, having sought the advice of the LADO.

The Head will always discuss with the LADO and agree the best course of action, including police involvement and potential suspension of the member of staff. The School will always consider carefully, in consultation with the LADO, whether the circumstances of a case warrant the suspension of a member of staff or whether alternative arrangements can be put in place until the allegation is resolved.

The school will take all care to ensure confidentiality during the process and will avoid publicity. Confidentiality will be maintained until the person involved is charged or the DfE/ TRA publish details about the investigations as part of disciplinary procedures.

In all allegations the school will decide upon whether the allegation is;

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

If it is decided that the allegation is unsubstantiated and does not meet the threshold for further referral, the DSL, Head and the LADO will consider the appropriate course of action e.g. a joint evaluation meeting or an internal investigation. The Head will as soon as possible, following briefing from the LADO, inform the subject of the allegation. The Chair of The Board of Directors will be kept informed at each stage.

In the case of the allegation being against the Head, the Chair of The Board of Directors, together with the LADO, will inform the Head of the allegation and of the actions to be taken, the time scales involved, and the persons involved.

If it is decided that the allegation is substantiated and meets the threshold for further action the Head must follow the guidance given by the LADO. In response to an allegation staff suspension will not be the default option. Staff against whom an allegation is made are not automatically suspended, except in the case of an immediate referral to the child protection agencies or police. However, the Head may, after discussion with the Chair of The Board of Directors, find it necessary to suspend the member of staff at any stage during an investigation until the matter has been investigated. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual. The School will follow, as appropriate, the Disciplinary & Dismissal Policy and Procedures.

Allegations found to be malicious will be removed from personnel records. Unsubstantiated, malicious and false allegations will not be referred to in employer references. Students found to have made malicious or false allegations may have breached the school's behaviour policy. The school will

consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or, indeed, referral to the police if there are grounds for believing a criminal offence has been committed.

If an allegation is found to be malicious or false, every effort will be made to restore the good name of the member of staff. Recognising that a false allegation may be a strong indicator of a pupil's problems elsewhere, further exploration may be required. If an allegation is determined to be unsubstantiated, false or malicious the safeguarding lead may, in liaison with the LADO, refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In extreme cases the Head, again in consultation with the Chair of The Board of Directors, may be required to take action in line with the School's Pupil Exclusion Policy.

The member of staff who is the subject of the allegation will be informed orally and in writing that no further action is necessary and will be offered support which may take the form of counselling and/or professional advice. The child's parents will be informed in writing of the false allegation and the outcome. Appropriate counselling and support will be considered for the child who has made the false allegation.

If there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

If the allegation is substantiated and the member of staff is dismissed, or the school no longer uses his/her services, then the Disclosure and Barring Service (DBS) and the Teacher Regulation Agency [TRA] must be informed. The school has a requirement to report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with children; the address for referrals is PO Box 181, Darlington DL1 9FA (tel: 01325 953 795).

Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in 'Teacher misconduct: the prohibition of teachers (July 2014)'. If a referral has already been made to the DBS the School may still make a referral to the TRA although information is shared between the two.

During the reporting and investigation of allegations the school will make every effort to maintain confidentiality and to guard against unwanted publicity. This will continue until the point where an accused person is charged with an offence or the DfE/TRA publishes information about an investigation or decision in a disciplinary case.

For all allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. Clear guidance is given in the DfE document on dealing with allegations.

<http://www.education.gov.uk/aboutdfe/statutory/g0076914/dealing-with-allegations-of-abuse-against-teachers-and-other-staff>

The school is under a duty to make a referral to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”.

Ceasing to use a person’s services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a pupil teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and the school may be removed from the register of independent schools. The relevant legislation is contained in The Education (Provision of Information by Independent Schools) (England) Regulations 2003. Compromise agreements cannot apply in this connection. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

Support for Staff

The school has a duty of care to its employees. The school hopes to create a caring environment where staff feel able to raise concerns and feel supported in doing so. If staff should experience a situation that is an emergency or extremely urgent they may make a direct referral to external agencies.

Being the subject of an allegation is traumatic for any member of staff, no matter how sensitively it is handled. Everyone who works with children is potentially at risk and must aim to minimise the risk. The school will act to minimise the stress inherent in allegations and disciplinary investigations and processes.

Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children’s social care services or the police. The individual may be advised to contact their trade union representative, if they have one, or a colleague for support. They may also be given access to welfare counselling or medical advice if considered appropriate.

Action by the DSL and DDSLs

Within 24 hours of receipt of information about abuse or suspected abuse, the DSL must report the matter to the Barnet Social Care Assessment Team or LADO, who will investigate the issue and advise on the action the school must take. A written record of any referral will be sent to the Assessment Team by the end of the working day the referral is made.

If there are concerns about a child, but there is no need to make an immediate referral (this will be on the advice of the Assessment Team or LADO), written records will still be kept (and placed in the Child Protection File). **If, at any time, there is risk of immediate serious harm to a child, a referral will be made to the Assessment Team or LADO immediately.**

Written records of all Child Protection concerns will be kept confidentially and securely (with access only to DSL or other staff who require access e.g. the Head) on the Child Protection File, separate from pupil records. There will be a note on pupil files that there is further record keeping if a pupil has a Child Protection file.

The parents and pupil will be informed in writing of the referral to the Barnet Social Care Assessment Team only after advice is given by the Social Care Assessment Team or the LADO.

The DSL will advise the Social Care Assessment Team of any allegation or suspicion of abuse against a pupil.

If an allegation of abuse is made against a pupil at the school, where the victim is also a pupil at the school and where there is reasonable cause to suspect that the victim is suffering, or is likely to suffer, significant harm, that pupil may be suspended from School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. Any such abuse will be referred to local agencies. It would be expected that, in the event of a disclosure of pupil on pupil abuse, that all children involved, whether perpetrator or victim, would be treated as being 'at risk'.

Advice for Staff Dealing with Students

Staff should aim to act as a reasonable parent would. Staff should be consistent, open and honest. Staff should be approachable and friendly but there are boundaries that staff should not cross; a list of some (not exhaustive) such boundaries is listed below: -

- Staff should avoid discussions of morally and emotionally charged issues with vulnerable students
- Staff should understand when to let go – when the pupil isn't responding to their efforts
- Staff will not swear at a pupil
- Staff will not engage in intimate relationships either romantic and/or sexual
- Staff should be careful when using intimate gestures eg hugs or hands upon shoulders
- Staff should not use their authority to potentially harm a pupil
- Allowing a pupil to violate a school rule
- Rewards or punishes a pupil based upon their relationship, popularity etc.
- Staff should not accept favours or gifts that might compromise their position e.g. holiday home use

- Staff should not give students lift in their car.
- Staff should not communicate with students on social media or share personal information.
- Staff should avoid proffering advice on personal matters
- Staff should not jeopardise their own health by getting too involved in a pupil's problems.

When speaking to students on a one to one basis staff should not use a room with the door closed (and windows in doors should always be kept clear). Depending on the circumstances it may be good practice to have another member of staff present or nearby. There should always be another member of staff within calling distance. Staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Staff should avoid inappropriate contact with students including social networking sites on the internet.

For further information please see the **Code of Conduct** in the Staff Handbook.

Physical Contact

It is understood that there may be times when physical contact may be necessary between pupil and teacher – for example a sports teacher may need to touch a pupil to demonstrate correct technique. There must be, however, no unnecessary physical contact.

A 'no touch' approach is sometimes impractical and may in some circumstances be inappropriate. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate. Staff should use their professional judgement at all times about the appropriateness of any physical contact.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be made clear to senior staff. Any member of staff making physical contact with a pupil should be prepared to explain their actions.

Teachers and staff must be wary of physical contact that might be misinterpreted by a pupil, especially in "one-to-one" situations or circumstances in which a pupil might have a physical aversion to being touched.

Staff who work in one-to-one situations with students can be more vulnerable to allegations. Teachers and peripatetic staff should recognise this possibility and plan and conduct such meetings accordingly. No member of staff should be in an enclosed room without a window and with the door closed at any time. Every attempt should be made to ensure the safety and security needs of both staff and students are met and school policy is followed.

Staff should avoid meeting with students in secluded areas of the school and always ensure there is visual access and/or an open door in one to one situations.

A teacher or member of staff must never touch a pupil below the waist unless there is a very good reason (such as attending to an injury). If touching a pupil is deemed necessary (for example, administering First Aid), it is good practice to ask permission first and/or to make sure that there is another person present.

No teacher or member of staff may ever strike, manhandle, or intimidate a pupil.

Use of Physical Restraint

The School follows DfE guidance relating to physical intervention, 'Use of Reasonable Force' A Guide for Head Teachers, Staff and Governing Bodies, 2013. See the School's **Restraint Policy** for more details.

A pupil must only be physically restrained to prevent danger to himself or others or very serious damage to property. Only reasonable and non-injurious means may be used and only for the minimum time necessary. Further assistance must be called at the earliest opportunity.

Any use of physical intervention must be reported to a Deputy Head, who will inform the Head, immediately and will be logged. There will be a regular review of the log.

Dealing with a Disclosure

Dealing with a disclosure can be difficult. It is important that the following steps are followed:

- Listen to the child
- Try not to show any shock you may feel
- Take what they say seriously
- Stay calm and reassure them that they have done the right thing in telling you
- Don't make promises about what might, or might not, happen next
- Do not promise confidentiality
- You might consider using phrases such as 'you've done the right thing', or 'you're not to blame', or 'I understand'
- Allow the child to talk but do not interrogate or ask leading questions – use questions such as 'do you have anything else to tell me?'
- Do not make judgements about the people the child refers to – they may be people they love
- Explain what will happen next and who you will need to talk to
- Keep all written notes and diagrams of observed bruising or marks

- Be objective in your recording

Dealing with Peer-to-Peer abuse ***one or more students against another pupil***

We recognise the gendered nature of Peer-on-Peer abuse (i.e. that is more likely that girls will be victims and boys perpetrators), but all Peer-on-peer abuse is unacceptable and will be taken seriously.

Procedures to Minimise the risk of Peer- to-Peer Abuse

Prevention:

In the broadest sense, it is hoped that the School's Pastoral, Academic and Co- Curricular Aims create and sustain an environment that helps to minimise the risk and occurrence of peer on peer abuse. The School also looks to take a proactive, preventive and educative approach to safeguarding issues with its staff and students.

Opportunities are sought to give teaching and learning opportunities to our students, within the context of PSHE. The possible avenues for such education to take place, including education about abusive behaviour, include the following:

- School year group assemblies
- House assemblies
- Pastoral discussion between students and Tutors
- Engagement between students and the wider pastoral team
- Year group PSHE presentations from external speakers
- Year group meetings with House Staff ☒
- Discussion Forums

Such lessons should be given in an emotionally safe environment; ground rules of confidentiality should be given and any vulnerable students identified and managed in line with our Safeguarding Policy.

Lessons should include what abuse is; who to tell; what to say; what to do; what not to do and where to get support from within and outside of the school; issues of consent, sexual violence and harassment.

The School recognises the challenge that young people face in talking about such issues and so learning opportunities should aim to develop confidence in our students so that they feel they can communicate about safeguarding issues, including asking questions and disclosing concerns.

The School believes that other underpinning preventive learning about issues, such as consent, healthy relationships, online safety, recognising abusive and coercive behaviour, covered in the avenues outlined above, may help to support learning about abuse.

Definition of Peer-to-Peer abuse

In the event that one pupil makes a disclosure about another pupil the general principles of listening and reporting to the DSL remain the same.

Peer-to-Peer abuse may take many forms, such as: Sexual violence and sexual harassment; Physical abuse; Sexting; Initiation/hazing type violence and rituals; upskirting.

Many factors could lead to one pupil abusing another. On occasion they themselves are being abused. Each disclosure will be treated purely on the facts. The procedures below must always be followed. The reporting arrangements for all forms of abuse include making contact with a welfare agency within 24 hours of a disclosure of abuse. 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.' Then the school's anti-bullying policy should be followed.

Actions to be taken:

If a child makes a disclosure of abuse, the member of staff / volunteer should:

- Make no contact with the parents.
- Listen to what is being said without displaying shock or disbelief
- Accept what is being said and allow the child to talk freely
- Reassure the child, but not make promises which might not be possible to keep
- Not promise confidentiality – one might need to refer to others who can help.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct, or leading, questions
- Allow the child to continue at her/his own pace.
- Ask questions for clarification only, avoid closed or leading questions
- When recording what was said, use the child's own words – noting the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Also record any noticeable non-verbal behaviour.
- Record statements and observations rather than interpretations or assumptions
- Draw a diagram to indicate the position of any bruising or other injury
- Do not criticise the alleged perpetrator
- Explain to the child what has to be done next and who has to be told
- All records should be passed to the DSL immediately No copies should be retained by the member of staff or volunteer. This includes the original notes as these constitute prima fascia evidence and may be needed by a court. Records should be kept by the DSL in a secure, designated file separate from the child's academic records.
- The advice of the LADO will be sought and considered when the DSL communicates with the individual involved and the parents involved.

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional team of DSL and child protection agencies, following a referral from the DSL.

Induction of Senior Students

Any students assuming responsibility for other students are given induction training on appropriate action to take should they receive any allegations of abuse. In boarding environments senior students work with duty staff who will advise them on appropriate interaction with junior students.

Social Care Meetings

At times staff will be called to participate to inter-agency working in accordance with the LCSB (e.g. co-ordinated offers of early help, MASH, TAC or CAF) and in meetings organised and chaired by social care.

These might be:

- Strategy discussions
- The child protection review conference
- Child protection conferences
- Family group conferences – for children in need, in a range of circumstances, where a plan is required for the child's future welfare
- Professionals 'meetings – in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of the next stages of involvement
- Core group meetings – a meeting in which a 'core' group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and plan reviews.
- As part of a CAF – the Common Assessment Framework.

At these meetings representatives from the school should be ready to report, providing information about:

- Attendance and punctuality
- Academic achievement
- The child's behaviour and attitude
- Relationships with peer group and social skills generally
- The child's appearance and readiness for school
- Contact with parents/carers
- Any specific incidents that need reporting

Prior to the meeting, class teachers and other adults working closely with the child should be asked for their comments. Following the meeting feedback should be given and staff brought up to date with any actions that are needed.

The Child Protection Plan

Children placed on a child protection plan will require additional support and monitoring. The social care department will inform a school receiving a child on a plan and accompanying records should follow from the child's previous school.

Where children are on a child protection plan and leave one school for another the DSL must inform the receiving school and the key worker at the social care

department. If the child leaves the school with no receiving school, details should be passed to the Head Emergency Social Worker.

Prevent

As of 1 July 2015, specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- As a school we are expected to assess the risk of students/students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting students/students and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Our procedures are set out in this existing safeguarding policy as well as our Prevent policy and also link to the policies and procedures of our LSCB.
- To ensure appropriate policies and procedures are put into action, the DSL will complete specialised Prevent training and staff within our school will also complete inset sessions on the Prevent duty.
- As a school we will ensure that our students and students are safe from terrorist and extremist material when accessing the internet through suitable filtering. Students and students will also be taught about online safety more generally.

Channel

Channel is a programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

Domestic Violence (including HBV)

This is defined by the Home Office (2013) 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 psychological, physical, sexual, financial or emotional abuse'.

Domestic violence is a major safeguarding risk for children and the Adoption and Children Act 2002 extended the definition of significant harm to include harm caused by witnessing or overhearing the ill treatment of another.

What staff should do if they have concerns about our safeguarding practises:

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in our **Whistleblowing Policy** should apply.

Online Safety

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Online safety relates directly to the following safeguarding issues:

- Radicalisation
- Child sexual exploitation (CSE) - the Internet predator
- Online bullying
- Sexting

Online safety or e-safety involves:

- Educating and empowering our students and students to enjoy the safe use of digital technologies.
- Raising the awareness of risks and issues amongst our staff and community so that they can talk to our students and students about these. This will include providing our staff with regular training and online safety related updates.
- Monitoring usage in school and utilising effective filtering.

Filtering

The school will work in partnership with parents, DfES and the Internet Service Provider to ensure systems to protect students/students. These are reviewed by SLT, minuted and improved regularly.

If staff, students or students discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the ICT co-ordinator.

Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.

Any material that the school believes is illegal must be referred to the Internet Watch Foundation.

Filtering strategies will be selected by the school, in discussion with the filtering provider where appropriate. The filtering strategy will be selected to suit the age and curriculum requirements of the student/pupil.

Use of mobile devices:

It is our school policy that no pupil or student should be using or carrying a mobile phone around school. If mobile phones are brought into school, they must be kept in a locked locker at all times. 6th Form students are permitted to use their phones within the designated 6th Form common room. The use of any other personal electronic device such as a computer or iPad is subject to a contractual agreement between the student, parents and our Head.

If a pupil or student is found to be using their phone, this will be confiscated immediately. In school we will support students or students who we feel are developing a fixation in relation to social media through a peer on peer social media self-help focus group.

Safety in School

- No internal doors to classrooms will be locked whilst students/students are present in these areas.
- Our site manager will ensure that necessary risk assessments are regularly carried out and that all areas of the school are safe with the support of other school staff.
- Entry to the school premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance.
- Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. Head or school office. Carelessness in closing any controlled entrance will be challenged.
- The presence of intruders and suspicious strangers seen loitering near the school or approaching students/students, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if police stops these individuals they can be spoken to about what they were doing and dealt with accordingly. Brief information about the incident will be sent to the Barnet safeguarding children partnership (BSCP) with a view to alerting other local schools in liaison with the police and through appropriate systems.
- Parents, guardians or relatives may only take still or video photographic images of students/students in school or on school-organised activities with the prior consent of the school and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents/guardians whose children may be captured on film. Without this consent the Data Protection legislation would be breached. If parents/guardians do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

Private Fostering and Children Staying with Host Families

Definition

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a guardian, for 28 days or more.

Where the student/pupil is under the age of 18 and the person who provides the care and accommodation is paid to provide that arrangement, or the arrangement is not made by the child's family, the private fostering arrangement could amount to regulated activity for the purposes of the Safeguarding Vulnerable Groups Act 2006 regardless of the duration of the arrangement.

In specific cases whereby we act as the regulated activity provider, during recruiting possible guardians our robust safer recruitment procedures will apply.

Similarly, in cases whereby we outsource this role to other agencies we will ensure that they also comply with our procedures and meet all relevant regulations.

Working in Partnership with Parents and Guardians

Guardians for the International Students are coordinated by Mrs. A Swynnerton on behalf of The Mount House School.

- It is our policy to work in partnership with parents or guardians to secure the best outcomes for our students/students. We will therefore communicate as clearly as possible about the aims of this school.
- We will use clear statements in our correspondence.
- We will liaise with agencies in the statutory, voluntary and community sectors and local teams that are active in supporting families.
- We will be alert to the needs of parents/guardians who do not have English as their first language.
- We will keep parents/guardians informed as and when appropriate.

