



# Hedgewood School

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## SAFEGUARDING/CHILD PROTECTION POLICY AND PROCEDURES

### Introduction:

This policy sets out how the Governing Body of Hedgewood School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002. It forms part of a wider group of policies around safeguarding children and puts the best interests of the child at the heart of a child centred and co-ordinated approach to safeguarding, ensuring inter-agency working and sharing of information is timely and effective.

Safeguarding and promoting the welfare of children is defined in guidance from Keeping Children Safe in Education (2016) as:

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

This policy applies to all staff (teaching and non teaching), governors and volunteers, temporary and supply/visiting staff working in the school. Promoting the welfare and safeguarding of children is everyone's responsibility. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted which inspects safeguarding policy arrangements as part of the school's Leadership and Management.

The governors and staff of Hedgewood are acutely aware of the extra vulnerability of our pupils and this practical concern is amplified further when a pupil goes into Child Protection or Child Looked After status. All school staff will have an awareness of looked after children and will receive appropriate training to deal with concerns. Detail of the role of the virtual school and use of pupil premium will be outlined to appropriate staff.

Safeguarding children with SEN and especially autism is more complex than for the mainstream population. At Hedgewood we are aware of these additional challenges. Our staff training, including regular workshops, questionnaires and online resources ensures ALL staff will have a current

working understanding of Safeguarding reporting, protocol and practice, including training on responsibilities of The Prevent Duty, Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE) and Children Missing in Education and have the confidence to use school protocols to keep children at Hedgewood safe. Staff receive regular safeguarding updates to provide them with relevant and current skills and knowledge to safeguard children effectively.

Staff at Hedgewood are made aware that some harmful behaviours from adults such as drug taking and alcohol abuse can put children in danger. Other specific safeguarding issues that staff are made aware of may include peer on peer abuse, bullying (including cyber bullying), and sexting.

**Key documentation:**

**Keeping Children Safe in Education September 2016 (including Early Help Assessment)**

**Working Together to Safeguard Children 2015**

**All London Child Protection Procedures**

**The Prevent Duty June 2015**

**Government and Multi Agency Guidance on FGM 2015**

**British Values 2015**

**Child Sexual Exploitation-Definition and Guide February 2017**

**Aims:**

- To ensure that all necessary internal and inter-agency child protection procedures are in place as required
- To be committed to identifying children and families who would benefit from early help. We use the Early Help Assessment to provide targeted early help services to address the needs of a child and their families and to significantly improve the outcomes for the child.
- To give full training, regular updates and guidance to staff to ensure best practice
- To demonstrate the links with other relevant policies to safeguard the general welfare of children
- To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific roles

**Principles:**

- This school recognises its responsibility to protect and safeguard the welfare of all of our children and young people who are entrusted to its care by establishing a safe environment in which children can learn and develop. The Governing Body and staff recognise that children with SEN face additional safeguarding challenges and recognise communication barriers and are committed to overcoming these. The policy applies to all children whose care and education comes within the remit of this school.

- The staff and Governing Body of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk and communicate, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, to ensure all pupils gain a sense of being respected and valued.
- At Hedgewood School we support our pupils to develop their self - awareness, self -knowledge, self -esteem and confidence. We encourage pupils to show respect and tolerance of others and develop understanding of right and wrong to fully promote fundamental British values, the rule of law and individual liberty. Understanding the social and communication needs of our pupils is paramount in supporting this through our adapted curriculum especially in PSHCE and through SMSC.
- We recognise that because of the day to day contact with children, staff in school are well placed to observe the signs of possible abuse and therefore need to be constantly vigilant. Our school culture is one where pupils and staff feel safe and are treated with respect rather than criticism. This will help our staff to feel confident in reporting concerns to line managers and Designated Safeguarding Leads.
- The school recognises its responsibility to discuss with Social Care/ Social Services any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse or neglect, possibility of radicalisation, sexual exploitation and reporting awareness of known Female Genital Mutilation or risk of FGM taking place in accordance with the Local Safeguarding Children Board child protection procedures. Hedgewood has robust systems to address a child missing from education and are alert to the potential risks that may be posed by prolonged or repeated pupil absence. The school realises its responsibilities to attend any child protection conferences, initial, review, and core group meetings and child in need conferences that may be called. All staff will receive appropriate training to ensure that correct procedures are followed.
- This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Child and Adolescent Mental Health Services, Education Welfare Service, Educational Psychology Service, Social care and other agencies/services coming into school to support individual pupils/groups of pupils. Effective assessment of the need for early help is used to identify what help a child and family may require to prevent needs escalating to a point where intervention would be needed via a statutory assessment. The Early Help Assessment will be undertaken by a lead professional who will provide support to the child and family, act as an advocate on their behalf and coordinate support services.

- This school will ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the information to parents. The school's child protection policy is made available to parents on request and published on the school website.
- The school will ensure it is well informed and up to date with local safeguarding issues through regular meetings with local safeguarding cluster for schools.

\*The principles embedded in this policy link into other policies relating to: Health and Safety, PSHE, RE, Bullying, Equality, Special Educational Needs, Confidentiality, Attendance, Racism, Educational visits, E- safety, SMSC, Personal and Intimate Care Policy, Behaviour and Safety [including e safety] Policy, Whistle Blowing Policy.

### **The Designated Safeguarding Lead/ Child Protection**

- The Designated Safeguarding Leads (DSL) are members of the Senior Management Leadership Team and in this school are:

**Lead Safeguarding Lead:** - Mr Goddard, Headteacher,

**Deputies:** - Diane Owens, Deputy Headteacher,  
Ayo Akinola, Family Support Lead.  
Bryony Smith, Assistant Headteacher

- The designated Governor for Safeguarding/Child Protection is the Chair of Governors Wayne King [the vice chair, Mr Robin Hill deputises in the event of his unavailability]
- The vice chair, Mr Robin Hill is the designated Looked After Children governor.
- The DSL lead will co-ordinate action on child protection within the school alongside safeguarding deputies. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the Designated Safeguarding Leads are and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the DSL. Also that they are aware of what happens once a concern has been raised. The DSL safeguarding team will meet on a regular basis to ensure updates and ongoing issues are identified.
- A member of the DSL Safeguarding Team will attend Local Authority cluster meetings to ensure all updates on best practice and training is utilised.

- Where appropriate the DSL will liaise with the DSL of the school(s) attended by the siblings of the child causing concern.
- The DSL will keep a written record of any actions taken as a result of concerns raised.
- The DSL will ensure that the school's child protection policy is put on the agenda of the Governing Body at least once a year for discussion, monitoring, review and renewal.
- The Governing Body authorises the DSL for Child Protection to carry out their responsibilities as outlined in 'Keeping Children Safe in Education', (September 2016).

### **The Prevent Duty**

The school recognises its duty to protect children from the risk of radicalisation and extremist views. Hedgewood follows the requirements in the Prevent guidance of the four general themes of risk assessment, working with local partners, staff training and IT policies and practice.

At Hedgewood we recognise the vulnerability of not just our pupils but the wider family unit and we are alert to changes of behaviour in our pupils and family dynamics. School Safeguarding procedures take into account local strategies and arrangements of the Local Safeguarding Children Board and governors and school leaders know when to refer to local Channel panels.

Prevent awareness training is included in Safeguarding training at induction for all new staff and governors and is refreshed at least annually and always when new advice or legislation is published. Appropriate filters on internet access and vigilance on pupil use and understanding of e-safety, protects exposure to extremist materials. Hedgewood is committed to working with parents to understand the risk of online safety and effective monitoring of their children's use of technologies. The school provides workshops for parents to enable suitable filters to be put in place for home internet use.

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

Female Genital Mutilation is against the law in the UK under Section 5B of the FGM Act 2003, whether performed here or abroad. Hedgewood School recognises that it is a teacher's mandatory duty to report to the police themselves where FGM appears to have taken place (October 2015). There are robust safeguarding procedures in place when there is suspicion that FGM may be about to take place. The school ensures ALL staff are trained within safeguarding training to recognise and act upon the wide range of risk factors and groups where there is potential for FGM to take place. If a potential risk of FGM has been identified, this information will be shared between professionals and agencies to ensure that there is ongoing awareness of this risk. The school is aware of all local safeguarding procedures and local and national protocols for liaison with police and children's health and social care.

## **Child Sexual Exploitation (CSE)**

At Hedgewood we acknowledge the importance of recognising that any child can be subject to sexual exploitation and that CSE can take many forms (social media exploitation, peer on peer abuse, sexting). Hedgewood is committed to responding to sexting through developing relationships with parents so that in cases where pupils are using mobile communication equipment, effective monitoring and guidance can be put in place. The school recognizes the need for effective multi –agency working in cases of CSE.

As part of safeguarding training within the school, staff are made fully aware to be alert to an imbalance of power in relationships that our pupils engage in. Children are not able to make informed choices about the appropriateness of relationships when there is coercion, manipulation or enticement.

Enabling our pupils to develop their understanding of what constitutes a healthy relationship and thus empowering them to keep themselves safe, is supported through delivery of our PSHE, Drama and wider curriculum.

Hedgewood recognises the vulnerability of many of our pupils when using technologies and are committed to supporting parents to monitor the internet and online access of their children. Many of our pupils, in particular our autistic community will spend many hours online and school delivers targeted taught sessions to develop our pupils understanding of safe internet usage.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. Staff are made aware that the indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. We are committed to working together to reduce the risk of immediate harm to children and the hidden nature of child exploitation and the complexities involved means we at Hedgewood are always alert to the issue and close observation of children and their behaviours is vital.

Practice for supporting young people at risk of or possibly subject to child exploitation is informed by an understanding of the complexities of child sexual exploitation. We recognise that it is important to avoid language or actions that may lead a young person to feel they are not deserving of support or are in some way to blame for their abuse.

## **Child Missing in Education**

Hedgewood has robust and clear procedures for monitoring attendance and responding to absence. Procedures respond to repeated unauthorised

absence and and school is alert to the risk of abuse or neglect and are committed to improving attendance and reducing potential for future risk.

The school will report poor attendance to the Local Authority Participation Team and will make reasonable enquiries jointly with the Local Authority when there are unexplained absences from school. The school follows statutory duty regulations when informing the Local Authority when a pupil's name is removed from the admissions register at times other than standard transition times in education.

The school responds to unexplained absences on a daily basis, contacting parents for explanation of reasons for absence. If pupils are absent for extended periods (due to ill health away from home, or other explained reasons) even when school has explanation, regular contact is made by school to ascertain recovery time and expected return to school.

## **Bullying**

A zero tolerance of any form of bullying sits alongside our strong safeguarding culture which is rooted in mutual respect and trust. Regular staff training in which new guidance, advice or safeguarding refresher is a priority in the school staff development and induction programme and this includes the Whistleblowing Policy.

We at Hedgewood foster an ethos of positive role models from adults to enable our pupils to interact and communicate with others in a caring and trusting manner. Undesirable behaviour is challenged and pupils are supported to develop positive engagement with others in an environment based on mutual respect and consideration.

## **Responding and Referring:**

- Any member of staff who has concerns about the safety or potential abuse of a child must report their concerns to the DSL without delay.
- In accordance with the Local Safeguarding Children Board procedures, the agreement of the family for an external referral should normally be sought where possible. **However**, if it is felt that seeking any such agreement would increase the level of significant risk of harm to the child, the matter should be discussed with Social Care/ Social Services and their advice sought. This must not contribute to a delay in making a referral.
- The school will ensure that the relevant social worker is notified [telephone; email] if there is an unexplained absence of a pupil who is currently subject to a child protection plan. When discussing concerns in respect of a child who is Looked After by the Local Authority the child's named social worker must be informed or in their absence the Duty SW.

**Contact details for a referral:**

**LA named person and LADO: Debbie Weissang**  
**Telephone Number: 01895 556633 (Hillingdon MASH team)**  
**Email: [lbhmash@hillington.gov.uk](mailto:lbhmash@hillington.gov.uk)**

**Triage Team contact: Telephone Number: 01895 556644**  
**Hillingdon MASH team**

**CP Advisor for Education (LSCB): Megan Brown**  
**Email: [mbrown3@hillington.gov.uk](mailto:mbrown3@hillington.gov.uk)**

**Concerns relating to a member of the school staff or other person in a Position of Trust:**

- If the suspicions in any way involve a member of staff, the matter needs to be brought to the attention of the Headteacher immediately who will act in accordance with procedures issued to all schools by the Local Authority Designated Officer (LADO) and are detailed in schools Whistleblowing Policy. If the suspicion involves the Headteacher, advice needs to be sought from the LADO and the Chair of the Governing Body is to be informed immediately.
- The Headteacher or designated assistant Headteacher will attend any Position of Trust/Strategy Meetings relating to allegations against staff.
- The Sexual Offences (Amendment) Act 2000 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.
- The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age. Grooming' a child or young person under 18 with a view to a future sexual relationship may also be an offence in this context.
- The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

**Use of physical intervention:**

- It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs

instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.) it may be necessary for some physical contact to take place.

- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from :
  - a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil ) ;
  - b. causing personal injury to , or damage to the property of, any person (including the pupil); or
  - c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

## **E-safety**

- Young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies: ASD pupils are particularly vulnerable in this respect as they are very literal and often have good facility with ICT. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.
- As a school we have a major responsibility to educate our pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. The school ensures that taught sessions to develop our pupils understanding of safe internet usage, including adapted visual supports are included in curriculum content and reinforced at timely and appropriate intervals. It is also important to include parents as much as possible in this process given that children often have access to computers at home.
- It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life **using school equipment** providing we have permission to do so from the parents. Staff **must not** however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.
- Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but must seek permission to use official email and networking sites sanctioned by the school eg. In order to support the learning of a chronically sick pupil. Staff should be extremely circumspect in their personal use of social networking sites and must not discuss school business or any issues relating to pupils, staff, parents or governors in any specific or general way. Guidance is provided in the applicable school policies.

## **Record keeping:**

- Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. **Children will not be asked to make written a statement themselves or to sign any records.**
- All records of a child protection nature (handwritten or typed) will be given to the DSL for safekeeping. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis. All records must be securely held, separate from the main pupil file, and in a secure place.
- When a child who has had a child protection plan leaves the school and/or transfers to another school, the DSL will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.
- When pupils who have been the subject of some concern in school transfer from primary to secondary school and/or move school part way through an academic year, any current concerns that are being monitored need to be passed on to the DSL of the receiving school. Any other historic information that is not part of either an ongoing child protection case or an active monitoring situation should be shredded.

## **Supporting the Pupil:**

- The school will support pupils in accordance with his/her agreed child protection plan as required
- The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team
- We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

## The curriculum:

- Through the curriculum, in lessons, assemblies and at playtimes, we aim to raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others as far as possible, recognising that pupils need opportunities to over-learn to develop the skills they need to stay safe.
- Development of self awareness and keeping oneself safe is embedded in our PSHCE and Individualised Learning Programmes to support our pupils at the appropriate stage of their development.

## Training:

- This school is committed to supporting and training all staff in matters of safeguarding and child protection.
- All staff are trained on their responsibilities to safeguard and promote the welfare of children using current legislation outlined in *'Keeping Children Safe in Education'* 2016, including The Prevent Strategy (and local Channel arrangements), Female Genital Mutilation and Child Sexual Exploitation (Definition and Guide update February 2017). School uses other key documentation in its training to include statutory guidance from *'Working Together to Safeguard Children'* 2015; use of Early Help assessment to provide targeted support from services to improve outcomes for young people. Hedgewood also uses guidance from *'Safer working practice for those working with children and young people in education settings'* (Safer Recruitment Consortium 2015)
- The Governing Body will ensure that all staff and Governors receives appropriate induction and on-going training to equip them to carry out their responsibilities for child protection effectively as prescribed in government guidance (Section 175 Education Act 2002) and in accordance with the standards set by the Local Safeguarding Children Board. Hedgewood refresh full safeguarding and child protection training annually and engage in regular workshops and training activities to ensure staff have current information to safeguard children effectively. Those staff that join the school throughout the year will receive full safeguarding training, including awareness of all child protection policies and procedures as part of their induction. The induction training is carried out by one of the Designated Safeguarding Leads.
- Staff also receive ongoing safeguarding training through regular staff meeting and online materials.
- The Governing Body will ensure that the Designated Safeguarding Leads for Child Protection attends appropriate multi agency Safeguarding training.

- The school will ensure that all interview panels have at least one panel member trained in safer recruitment. Two GB members have been trained in Safer Recruitment as have most managers/teachers.

**Safer Recruitment of staff and volunteers and maintaining appropriate Disclosure and Barring checks:**

- We follow good practice and statutory guidance as outlined in 'Keeping Children Safe in Education (September 2016) and by the Human Resources Cooperative in respect of creating a safe working environment in school.
- The school will ensure that safer recruitment practices are in place and followed in checking the suitability of all staff and volunteers to work with children, including relevant members of the Governing Body. Evidence of these checks (the Single Central Record) will be maintained as required by the current Guidance.
- All teaching assistants work is carried out 'under the direction and supervision of a qualified teacher or other person nominated by the Headteacher'. As part of Hedgewood's commitment to safer recruitment procedures, all teaching assistants will be subject to a Prohibition Check.