

Bowden House School

SAFEGUARDING and the PROTECTION of CHILDREN POLICY & PROCEDURES

Bowden House School takes a careful and responsible approach to their safeguarding arrangements.

Standard 11.1 requires the school to ensure that:

- **arrangements are made to safeguard and promote the welfare of students at the school and**
- **such arrangements have regard to any guidance issued by the Secretary of State** * (Residential Special Schools, National Minimum Standards 2015).

This Policy has been developed in accordance with the principles established by The Children Act 1989/2004; in line with Government publications, 'Working Together to Safeguard Children' 2018; the Human Rights Act 1998; the *DfE Guidance 'Keeping Children Safe in Education, September 2018; the Education Act 2011 and complies with the Disqualification under the Childcare Act 2018 which requires school staff to declare, on their application form, that they do/do not hold a conviction which prohibits them from working with vulnerable children. This is recorded on the Single Central Record. All staff have signed to confirm that they have read Part One and Annex A of KCSIE, 2018.

Section 175 of the Education Act 2002 'places a duty upon the Governing Body of all schools to ensure that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of its students'. The school complies with the DfE Guidance Keeping Children Safe in Education, September 2018 with its Safeguarding & the Protection of Children Policy and its Safer Recruitment Selection Policy & Procedures. The Governing Body's responsibilities include:

- ensuring that the school complies with the DfE Guidance, Keeping Children Safe in Education, September 2018 and maintains a Safeguarding & the Protection of Children Policy; a Safer Recruitment Selection Policy & Procedures to prevent unsuitable people from working with the students in this school (see separate Policy) and have signed the staff Code of Conduct
- ensuring that **all** staff understand their responsibilities in being alert to the signs of abuse; of the need to safeguard the students (including on-line safety) and ensure that they are aware of and take the appropriate action to, identify and protect any student who is at risk of significant harm (Safeguarding & the Protection of Children Flowchart – page 9 of this Policy)
- recognising the role of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads and inclusion of this role on their Job Descriptions

- ensuring all staff receive regular training on the Safeguarding and Protection of Children through the school's Induction Programme and attendance on external training courses
- ensuring that there is a comprehensive system for children missing in education
- review this Policy on an annual basis to ensure that Safeguarding remains a priority in this school

In addition, the school will:

- support the students' development in ways that will foster security, confidence and independence
- provide an environment where the students feel confident and know how to approach adults if they are in difficulties and believe that they will be listened to
- act in accordance with a range of Safeguarding Policies and Departmental Guidance agreed by the school's Governing Body and listed at the end of this Policy document
- provide students with the skills to keep themselves safe (PSHE and the wider curriculum)
- ensure that there are effective procedures in place when children are missing education. The school is supported by the Attendance & Welfare Service when students are absent from school and has in place 'SAM Learning' for any student unable/unwilling to attend school. The school maintains a supportive, working relationship with parents/carers and Social Workers in all cases of absence from school
- implement robust arrangements for all visitors to the school site ensuring that they report to the school's Main Office; record their details in the school's Visitors' Book and that they remain supervised by a member of the school staff at all times in compliance with the school's Visitors Policy
- provide a structured procedure within the school which is accessible to and followed by all members of staff in cases of suspected abuse – Safeguarding & the Protection of Children Flowchart (see page 9 of this Policy)
- ensure that all staff are aware of the Designated Safeguarding Lead (Headteacher) and the Deputy Designated Safeguarding Leads - (Student & Family Co-ordinator and the Heads of Care) and the role of the 'Three Safeguarding Partners' – LA/Police/Clinical Commissioning Groups. KCSIE, 2018 says that schools must be fully engaged with the Local Safeguarding Partnerships
- ensure that if anyone other than the Designated Safeguarding Lead makes the referral to the Local Safeguarding Partners, that the Designated Safeguarding Lead is informed as soon as possible
- ensure that the school has a nominated Governor responsible for safeguarding (Chair of Governors)
- produce Risk Assessments which are read/understood by all staff and used to good effect in promoting safety. All Risk Assessments are reviewed on at least an annual basis or when circumstances change

- make provision within the Safeguarding & Child Protection Policy to respond to allegations made against staff by following the 'LBTH Procedures for Managing Allegations of Abuse against staff working in Children's, Schools and Family Settings, September 2017' and the 'LBTH Child Protection Procedures for staff working in children's, school and family settings, September 2017'

'Significant Harm' was a concept introduced by The Children Act 1989 as the threshold for intervention in family life for the protection of children. Significant Harm is a measure of the severity of ill-treatment and can be used as the criteria in determining whether a situation is a Child Protection issue. There is no absolute criteria on judging what constitutes significant harm but generally harm means 'ill-treatment or the impairment of health and development'. Development means physical, intellectual, emotional, social or behavioural development – ill-treatment includes sexual abuse and forms which are not physical.

All children have a right to be protected from abuse (including on-line abuse) which includes neglect, physical injury, emotional and sexual abuse. It can involve children of all ages, from all cultures, religions and social classes.

The concern of all employees and the Governing Body of Bowden House School, will be the interests and safety of the students in the school. If abuse is witnessed, suspected it has or might happen, it will be reported to the school's Designated Safeguarding Lead or in his absence, one of the Deputy Designated Safeguarding Leads.

This Policy offers guidance on the following:

Points to remember when incidents of abuse are witnessed, suspected or reported

- a description of the types of abuse that could be witnessed, suspected or reported and how to minimise further risk
- signs and symptoms of abuse
- what actions to take in the event of abuse being witnessed, suspected or reported
- responding to a student disclosing abuse
- Safeguarding & the Protection of Children flowchart
- actions to minimise further risk
- children Living Away from Home
- protection of staff
- the students' Special Educational Needs (SEND)
- the student's possible status as a Child Looked After (CLA)

Points to remember

- Child Protection encompasses a wide area. It includes identifying and reporting abuse from a disclosure or third party but is primarily about keeping children safe (including on-line safety)
- Safeguarding and the Protection of Children challenges all staff to be fully aware of their responsibilities in keeping our students safe

- **All** staff have a duty to safeguard the students of Bowden House School and any concerns regarding their well-being must be reported (KCSIE, September 2018)
- When concerns are reported to the appropriate agencies, a decision will be reached as to whether an investigation will take place. This investigation will involve Safeguarding & Child Protection practitioners 'working together' with other parties in the voluntary, private and statutory sectors (if necessary)
- The role of **everyone** working in the school is to keep the students safe and to recognise and report concerns of abuse with sensitivity. It is not to diagnose or apportion blame

Types of abuse

Neglect – the persistent failure to meet a child's physical and or psychological needs likely to result in the serious impairment of their health or development. Neglect might include a failure to provide:

- a child's need for security, love, praise and recognition
- the basic needs such as food, drink and warmth including exclusion from home and abandonment
- adequate protection from physical, sexual or emotional harm
- adequate supervision placing the child at significant risk or harm
- access to appropriate medical care or treatment

Physical Abuse – actual risk of injury or failure to prevent physical injury or suffering. This might include:

- poisoning, suffocation, hitting, shaking, throwing, burning or scalding, drowning or otherwise causing physical harm to a child
- self-destructive behaviours
- Fabricated or Induced Illness (FII) where a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child
- breast ironing or breast flattening usually inflicted by a girl's mother. Whilst there is no specific law in the UK, breast ironing is considered to be physical abuse

Sexual Abuse – actual or risk of sexual abuse or exploitation of a child or young person. This might include:

- forcing or enticing a child or young person to participate in sexual activities
- prostitution whether the child or young person is aware of what is happening or not
- rape, buggery, oral sex or non-penetrative acts
- non-contact activities such as looking at or in the production of, sexual on-line images
- watching sexual activities

- encouraging children to behave in sexually inappropriate ways.

Emotional Abuse – persistent emotional ill-treatment or rejection which is likely to cause severe, adverse effects on the child’s emotional development. This might include:

- conveying to a child that they are worthless, unloved, inadequate or not valued insofar as they meet the needs of another person
- the imposition of age or developmentally inappropriate expectations
- interactions that are beyond the child’s developmental capability as well as over-protection and limitation of exploration and learning
- preventing a child participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying causing the child to feel frightened or in danger of the exploitation or corruption of children

Some level of emotional abuse is involved in all types of ill- treatment although it may occur alone.

The duty to safeguard children is also extended to the following:

All forms of Honour Based Violence (HBV) are crimes and are abuse regardless of the motivation. HBV includes Female Genital Mutilation (FGM); Breast Ironing and forced marriage. Whilst Bowden House is an all-boys school, staff should be aware that within the students’ families/carers/communities, HBV and FGM may be happening or has happened and they may disclose such information. The same duty to follow the school’s safeguarding procedures applies in all cases of suspected HBV and FGM. In addition, the Police must be contacted ‘if a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18’ (KCSIE, 2018). In the case of Bowden House School, this will be all staff

Signs and Symptoms of Abuse (further examples in KCSIE, 2018)

Neglect – a neglected child is likely to have difficulties with:

- basic trust
- managing his behaviour
- developmental delay
- poor educational performance
- language delay
- school attendance

Other possible signs might include:

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing

- untreated medical conditions
- low self-esteem
- destructive behaviours

Physical Abuse – a child who has suffered, is suffering or likely to suffer from incidents of physical abuse, could display the following signs:

- unexplained recurrent injuries or burns
- improbable excuses or refusal to explain injuries
- wearing clothes to cover injuries, even in hot weather
- self-destructive behaviours
- aggression towards others
- fear of parents being contacted
- fear of returning home
- poor school attendance

Sexual Abuse – possible signs of sexual abuse could include:

- being overly affectionate or knowledgeable in a sexual way inappropriate to the student's age
- other extreme reactions such as depression, self-harm, overdoses, running away
- regressing to younger behaviour patterns such as thumb sucking
- sudden loss of appetite or compulsive eating
- being isolated or withdrawn
- medical problems such as chronic itching, pain in the genital/anal areas
- problems with sleeping, nightmares and or bedwetting
- suddenly drawing sexually explicit pictures
- being withdrawn, isolated or excessively worried
- having unexplained amounts of money
- using drugs or alcohol to excess
- poor school attendance

Emotional Abuse – could be an act of abuse in isolation or incorporate the above. Symptoms could include:

- physical, mental and emotional developmental delay
- extreme fear of new situations
- sudden speech disorders
- continual self-deprecation, e.g. feeling worthless
- self-harm.

As they grow older, children who have been abused might feel:

- unloved and appear unloving
- a severe lack of self-esteem
- isolated from peers and adults
- drug/alcohol/solvent abuse

Our procedures ensure that there is an effective response for dealing with concerns about students in this school. These concerns could include:

- a student might tell about their own or another's abuse

- someone else might report that a student has told them or that they strongly believe that a student has or is being abused
- a student might show signs of physical injury for which there appears to be no satisfactory explanation
- a student's behaviour may indicate that it is likely that he is being abused
- something in the behaviour of one of the staff team or another student or in the way they relate to them, makes the student feel uncomfortable
- observing one student abusing another (peer on peer abuse)

Actions

If any member of staff has concerns or a colleague has raised concerns about a student or the behaviour of someone in the school, it is important that the matter is taken seriously. It is important that:

- the school's Designated Safeguarding Lead or in his absence, one of the Deputy Designated Leads and/or the 'on-call' Senior Manager are informed. They will, in accordance with the DfE and the London Borough of Tower Hamlets LSCP guidance, contact the LBTH Child Protection Advice Line (020 7364 3444) which offers support and advice in relation to safeguarding, including on-line safety, and allegations against staff. Other external agencies (Local Safeguarding Partners – LA/Police & Clinical Commissioning Groups) in East Sussex and the student's home authority if it is outside LBTH will also be contacted and jointly they will determine whether an investigation should be undertaken
- support and advice in relation to matters relating to allegations against staff are reported to the LBTH Local Authority Designated Officer (LADO) on 020 7364 3506 and also referred to the East Sussex LADO on 01323 466606 or 07825782793 who will advise on whether an investigation will be undertaken. The LADO will liaise with other relevant LADOs and/or agencies
- staff refer to and follow the Procedures for Managing Allegations of Abuse Against Staff Working in Children's, School and Family Settings, September 2017; Child Protection Procedures for Staff Working in Children's, School and Family Settings, September 2017
- in the event there is an allegation made by a student against another student this should be reported to SPoA – Single Point of Advice on 01323 464222 (Monday - Thursday only)
- should a staff member be concerned about the conduct of a colleague that they follow the advice/guidance in the school's Whistleblowing Policy. All Policies are located in the Policies & Procedures folders in the Staff workroom; the Care Staff Office; the Domestic staff room and on the Staff Shared Drive

Responding to a student disclosing abuse. The five Rs

If a student is telling you something themselves. It is important that you:

- 1. Receive** the information without shock, disgust or disbelief and accept what is said. To communicate 'I believe you' is vital. It

may be that it is not true but it is not for the listener to decide. Give plenty of time and allow for plenty of silence. Listen carefully to what is being said.

Do not ask questions which may be considered to suggest what might have happened or who has perpetrated the abuse.

- 2. Reassure** the student that they have done the right thing in telling you. Explain that the information will need to be shared with others – do not promise to keep secrets. Try to reassure the student that he will be supported by staff – children often feel afraid of repercussions for “telling” or “grassing”
- 3. React** by asking questions for clarification only – do not ask ‘leading’ questions as this may invalidate any future legal proceedings or ‘accusing’ questions such as, “Why didn’t you tell someone earlier?” Ask open-ended questions only such as “How did that happen?”; “What was happening at the time?” or “Is there anything else you want to tell me?”. Do not ask the student to repeat what they have told you to another member of staff and do not criticise the perpetrator
- 4. Record** in the Safeguarding & the Protection of Children Book as soon as possible including the Information Record which requires details of who was contacted; what information was shared and how it was shared. The date and time must be recorded. When completing the Significant Conversation Form, do not record assumptions and interpretations – just what was heard/seen or reported. Draw a diagram or use the skin map if bruising/other injury is apparent and give exact location
- 5. Refer** all disclosures or concerns to the school’s Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads or if it is ‘out of hours’, the on-call person. Whilst confidentiality is an important principle, no member of staff in the school can maintain absolute confidentiality. The Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads (detailed in the flowchart) will contact the relevant agencies. Information with others will always be discussed on a need to know basis but the school will always undertake to share its intentions to make a referral with the student’s parents or carers consent unless to do so might put the student at greater risk of harm or impede a criminal investigation.

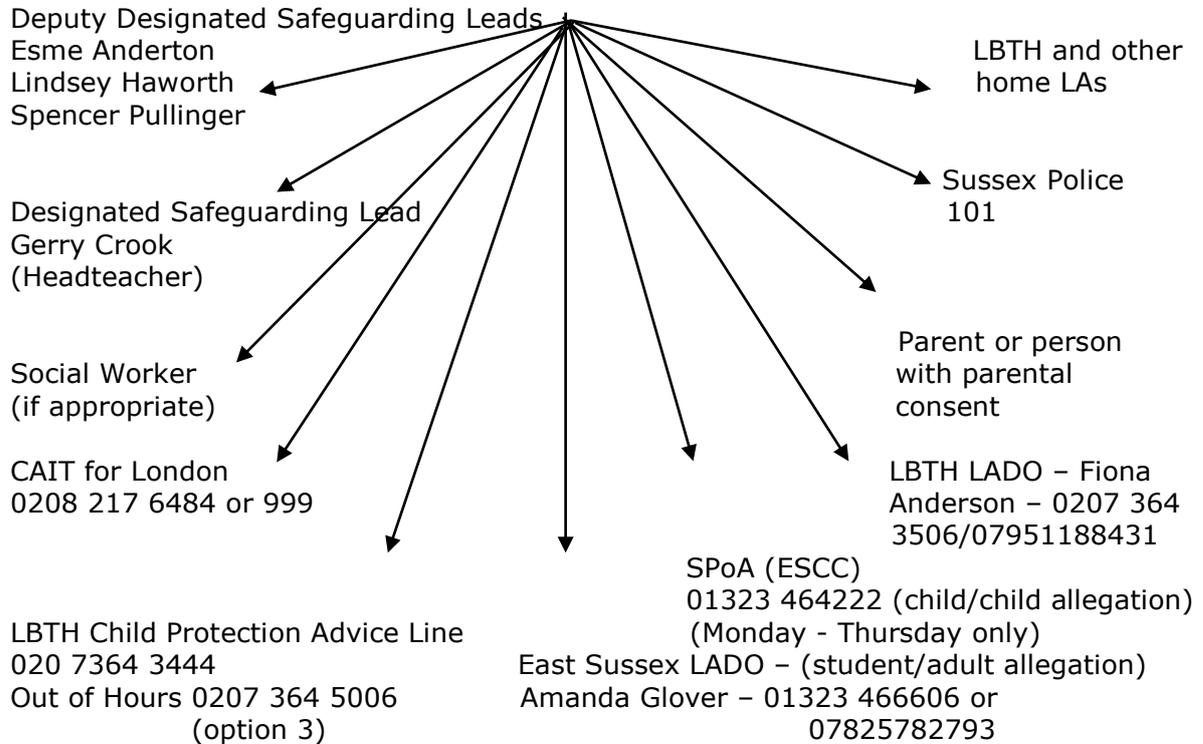
Information Sharing

GDPR & the Data Protection Act, 2018 make clear reference to the fact that ‘neither documents prevent or limit the sharing of information to keep children safe. Paragraph 77 sets out the ‘Special Category Personal Data’ which allows sharing of information even without consent, i.e. if it is not possible to gain consent

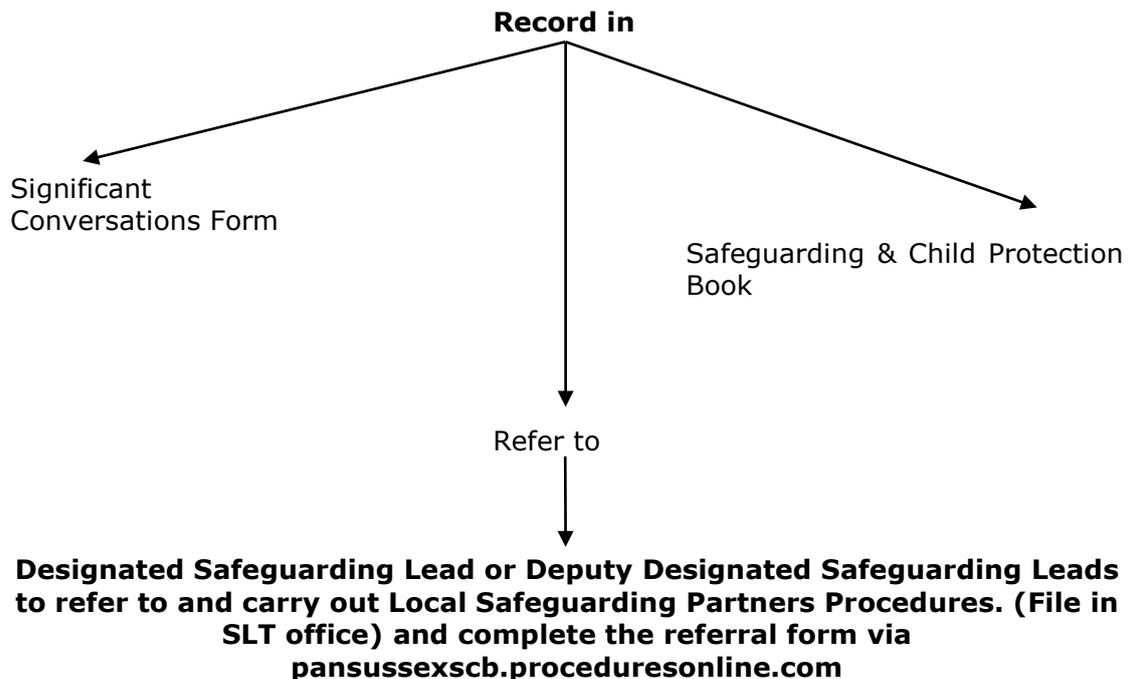
Safeguarding and the Protection of Children Flow Chart

Child Protection Issue

(depending upon the nature of the concern, some or all of these contacts should be alerted)



pansussexscb.proceduresonline.com covers Brighton & Hove; East & West Sussex



Ofsted do not need to be contacted in relation to a Child Protection issue (unless it results in the death of a child) but upon Inspection, need to see evidence that the correct procedures have been followed

Actions to minimise further risk:

- ensure that you are familiar with the information regarding all students that would be presented prior to admission. These reports will be found in the student's file.
- keep Individual Learning Plans; Positive Handling Plans and Risk Assessments current
- be responsible for attending all staff meetings and ensure that you read all messages and information recorded about the students so that you are aware of any changes in behaviour or where concerns are expressed
- attend the Safeguarding and Protection of Children Training Course which will provide additional information on identifying and appropriate responses to incidents of abuse. It is important that staff receive regular training on Child Protection to ensure their practice is up-to-date and that they are familiar with any changes in legislation or procedures
- remember that one student may abuse another (peer on peer abuse) – staff should look for signs of this and any consequent 'bullying' including cyberbullying; sexual violence; sexual harassment; physical harm; sexting and initiating hazing type violence and rituals. Allegations of peer on peer abuse will be recorded, investigated and dealt with in the same manner as any other form of abuse. The view that "abuse is abuse should never be tolerated or passed off as 'banter'; just having a laugh or part of growing up"

A supportive school ethos can encourage students to feel safe and to talk about their feelings. It can:

- reduce isolation in the emotions they experience
- relieve tension by enabling students to talk and be listened to
- provide an opportunity to develop an appropriate vocabulary making violence a less likely way of an expression of need
- explore the nature of trust
- identify 'okay' adults
- increase self-esteem
- help students feel protected by a culture which actively promotes a 'listening' environment.

All students need to know what to do if someone tries to harm them. Knowing that the vast majority of children are abused by someone they know, teaching them to avoid dangerous situations and to recognise inappropriate touching can encourage them to trust their own judgment and to feel safer, more aware and confident.

Children living away from home

Essential safeguards should be observed in all settings where children live away from home – this includes special, residential schools. These safeguards should ensure that:

- students feel valued and respected and their self-esteem is promoted
- there is access to the wider community including contact with families/carers
- staff receive training in all aspects of safeguarding children (including on-line safety) and are aware of student's vulnerabilities; risks of harm and are knowledgeable about how to implement safeguarding children procedures
- students living away from home are listened to and their views/concerns are responded to
- students have access to a trusted adult outside of the school and are aware of the help they could receive from external agencies such as Ofsted, Childline and the Children's Commissioner for England
- staff recognise the importance of ascertaining the wishes and feelings of the students and understand how individual students communicate by verbal or non-verbal means
- there are clear procedures for referring safeguarding concerns to relevant authorities
- complaints procedures are clear, effective, user-friendly and readily accessible to the students of this school
- bullying is effectively addressed
- recruitment and selection procedures are rigorous
- there is respect for diversity and sensitivity to race, culture, religion, gender, sexuality and disability
- all staff are alert to the risks of harm to children in the external environment from people prepared to exploit the additional vulnerability of children living away from home or who have Special Educational Needs (SEND) and/or are Looked After

Protecting students from Radicalisation and Extremist Ideology

Bowden House School has adopted the LBTH Guidance on Prevent Issues (Prevent Duty, 2015) by ensuring that all staff are aware of the potential that exists for our students to become involved in radicalisation and extremism and know the Safeguarding referral route if they are concerned a student could be exposed to radicalisation or violent extremism. The majority of our students live either within the London Borough of Tower Hamlets or its neighbouring authorities. The school has the advantage of a high staff:student ratio which allows for all staff members to know the students well. They are able to respond quickly to changes in behaviour; dress; views and language and with the close and regular contact maintained with their parents/carers/Social Workers, are able to monitor potential risks. All staff have received training in Prevent and students will receive support on this issue through the curriculum. This Safeguarding Policy should be read together with the LBTH Guidance on Protecting students from Radicalisation and Extremism up-dated August 2015.

Protection of Staff

The Education Act 2011 includes guidance on Dealing with Allegations of Abuse and action in respect of unfounded or malicious allegations. In the event an allegation is made against a member of staff, the school will follow this guidance but this Policy also includes how staff can help to keep themselves safe. See also LBTH Procedures for Managing Allegations of Abuse against Staff working in Children's, School and Family Settings, September 2017.

To protect staff from situations of personal risk or possible allegations, they should not:

- disclose their landline/mobile telephone numbers or e-mail addresses to the students of this school or communicate with them using such devices
- take students to their home or those of their friends/relatives
- act in any way so as to disclose their home address or those of their colleagues
- act in a manner that poses a risk to the safety of any student including inappropriate physical contact and any form of 'play-fighting' whilst maintaining a caring, friendly but professional relationship at all times.
- place themselves in positions of risk of an allegation, i.e. in the bedroom of a student with the door closed or without informing a colleague of their whereabouts.

See also the school's Code of Conduct & Confidentiality Agreement

If an allegation is made against a member of staff, the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads, will follow the statutory guidance in 'Keeping Children Safe in Education, September 2018' and the LBTH Procedures for Managing Allegations of Abuse Against Staff Working in Children's, School and Family Settings, September 2017 but in the first instance will contact the East Sussex & LBTH Local Authority Designated Officers (LADOs) for support and advice. The Local Authority Designated Officers (LADOs) for Child Protection should:

- ensure a fair and thorough investigation in an effort to resolve cases as quickly as possible
- involve the Police and Children's Services Department in cases where it is suspected that a member of staff has caused significant harm or a criminal offence may have been committed
- where this is not considered necessary, discussion with the Governing Body and the Headteacher as to possible options which could range from – no further action; summary dismissal or a decision not to use the staff member's services in the future.

If the allegation is made against the Headteacher, the Governing Body and the Local Authority Designated Officer for Child Protection will decide on the most appropriate course of action. The procedures outlined in the

'Working Together to Safeguard Children, 2018' and 'Keeping Children Safe in Education, September 2018' should be followed when such allegations are made.

As the school is situated in East Sussex, the Single Point of Advice (SPoA) should be contacted in the event an allegation is made by a student against another student (peer on peer abuse).

Bowden House School has also adopted the LBTH Child Protection Procedures for staff working in Children's, School and Family Settings and Procedures for Managing Allegations of Abuse against staff working in Children's, School and Family Settings, September 2017.

Safeguarding and promoting the welfare of children – in particular protecting them from significant harm – depends upon effective joint working between agencies and practitioners that have different roles and expertise. Individual children, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need co-ordinated help from a wide range of services. Bowden House School will pay due regard to the guidance detailed in 'Working Together to Safeguard Children, 2018' and will cooperate with other agencies where there is a need for early help assessments or intervention.

Other Safeguarding Policies/procedures:

- Behaviour
- Behaviour Management/Positive Handling
- Students' Anti-bullying
- Safer Recruitment & Selection Policy & Procedure
- Procedures for Managing Allegations of Abuse Against Staff Working in Children's, School and Family Settings, September 2017
- Child Protection Procedures for Staff Working in Children's, School and Family Settings, September 2017
- Policy Statement on the Recruitment of ex-offenders
- Disclosure & Barring Service/checks
- Absconding Procedures including RMFHC protocols and procedures
- Safe, Acceptable & Effective Use of the Internet for staff & students
- Acceptable Use Agreement : staff
- Code of Conduct
- Complaints (students)
- Complaints (others)
- Equality & Diversity Statement
- Bullying & Harassment in the Workplace
- Whistle-blowing
- Privacy & Confidentiality
- Confidentiality Agreement
- Physical Activity
- Drug Education
- Sex & Relationships
- Health & Safety
- Fire Safety and Evacuation
- First Aid & Medicine Administration
- Risk Assessments
- Compatibility Assessment

- Barred Teachers' List
- Single Central Record
- Disaster Plan
- Data Protection
- Data Retention

The Governing Body of Bowden House School will ensure that this Policy is reviewed annually; monitored and evaluated to ensure its effectiveness and be satisfied that all staff are familiar with and comply with, the internal and legislative requirements detailed in this Policy to protect the safety of the students and staff members of this school.

Summer Term 2012 Up-dated July 2014; November 2014; September 2015; September 2016; January 2017; September 2017; January 2018; October 2018

School: Bowden House

Policy: Safeguarding & the
Protection of Children

Agreed: Autumn Term 2018

Responsibility: Governors

Review Date: Autumn Term 2019

Signed by: _____

Chair of Governors

Date: 02 October 2018