

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

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#### **Rationale and Policy Statement:**

More House School is a charitable company for the benefit of educating boys with specific learning difficulties. Its core aim is the operation of environment in which all pupils are educated so that they realise success in public examinations, and develop self-confidence and social skills to enable them to participate fully in society and keep themselves safe. The safety and well being of all our pupils is of paramount importance to us, here at More House School.

This policy is developed in line with guidance set out in Keeping children safe in education: Statutory guidance for schools and colleges (Department for Education, September 2016), Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, March 2015), What to do if you're worried a child is being abused; Advice for practitioners (HM Government, March 2015), the Surrey Safeguarding Children Board (SSCB) Procedures, and the SSCB Model Child Protection and Safeguarding Policy 2015 (October 2015).

In accordance with section 17(5) of the Children Act 1989, sections 157 and 175 of the Education Act 2002, and section 11 of the Children Act 2004, the School recognises its responsibility to exercise its functions with a view to safeguarding and promoting the welfare of children who are pupils at the School and, in conjunction with our policy on 'Recruitment and Selection', follows the Government's recommendations for the safer recruitment and employment of staff who work with children. It also recognises that good child protection policies and procedures are of benefit to everyone involved with the School's work; this includes all members of staff, as it can help protect them from erroneous or malicious allegations. Copies of this policy relating to issues of child protection can be obtained from our website and we encourage parents and guardians to communicate any concerns or queries that they may have with the School. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. We believe that open communications are essential.

#### **Purpose:**

The School is committed to practices which protect children from harm. For the purpose of this policy, the School's staff includes not only its full-time and part-time employees but also includes governors, volunteer-helpers, contractors working regularly during term-time, contract catering staff and any other adult members of the families of staff who live on site. The development of this policy has been informed by close reference to legislation and guidance published by the Department for Education. A list of the relevant legislation and published documents is found in Appendix A to this policy. This policy is written to inform the approach that More House School has adopted to maintain and sustain child protection for all of its pupils. This policy therefore defines the School's objectives regarding:

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

---

---

1. the effective management, procedures and monitoring of its safeguarding and child protection responsibilities;
2. promoting the welfare of its pupils;
3. a code of conduct for its governors, staff, volunteers and visiting teachers;
4. the provision of designated senior members of staff for coordinating child-protection and safeguarding activities;
5. the induction and training processes;
6. raising awareness of the issues;
7. ensuring equal treatment for its pupils;
8. promoting anti-bullying;
9. reporting concerns and investigating complaints;
10. whistle-blowing processes and support;
11. safer-recruitment/employment practices.

#### **Broad Guidelines:**

It is the School's policy that all staff working on behalf of the school accept responsibility for the welfare of the boys who come in contact with the school in connection with its tasks and functions and that they will report any concerns about a boy or somebody else's behaviour, using the procedures adopted by the School.

#### **The School's Responsibilities**

In order to fulfil its duty under sections 157 and 175 of the Education Act 2002, the School has in place the arrangements set out in Keeping children safe in education; Statutory guidance for schools and colleges (September 2016) and described in paragraph 4, chapter 2 of the government guidance Working Together to Safeguard Children; A guide to inter-agency working to safeguard and promote the welfare of children (March 2015); namely:

- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB); the Surrey Safeguarding Children Board (SSCB);
- a designated professional lead for safeguarding; the Designated Safeguarding Lead (DSL);
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check through the Disclosure and Barring Service;

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

---

- appropriate supervision and support for staff, including undertaking safeguarding awareness and practice training;
- clear policies in line with those from the SSCB for dealing with allegations against people who work with children.

#### **Raising Awareness**

Child Protection appears as an item on the agenda of every meeting of the full Board of Governors, with day to day issues being delegated to the designated senior members of staff with responsibility for leading on Child Protection and Safeguarding. These Designated Persons for Child Protection are the Deputy Head (Head of Wellbeing), Ruth Hammond (DSL), the Principal Deputy Head, Andrew Williamson (DDSL), the Deputy Head (Head of Boarding; Head of Care), Fred Pennell (DDSL), the Director of Personal Development Education, Hannah Stiff (DDSL) and the Lead School Nurse, Rebekah Weaver (DDSL). The DSL and DDSLs meet weekly to review and update cases being monitored and actioned by the school. This group of Designated Persons meet once every half-term with the three governors specifically responsible for Safeguarding and Child Protection. Along with the Board of Governors and especially the governors specifically responsible for Safeguarding and Child Protection, the duties of the Safeguarding Lead include:

1. the proper fulfilment of all school procedures for Safeguarding and Child protection, including ensuring the appropriate training of all members of staff;
2. the review of the procedures for Safeguarding and Child Protection, and the efficiency with which the associated duties have been discharged;
3. ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
4. approving amendments to child protection arrangements in the light of changing legislation, government guidance (including local authority procedures) and recommended best practice.

#### **Monitoring and Evaluation**

The School's policy will be reviewed annually or when legislation/guidance that affects this document is published and when advice is offered by external agencies following inspection or audit. Governors have a responsibility to monitor and evaluate the school work on Child Protection and will do so through half-termly meetings between governors with particular responsibility for Safeguarding, unannounced inspection six times a year by an independent representative of the governors in accordance with standard 20 of the National Minimum Standards for Residential Special Schools (April 2015), and reporting to full governing body.

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

---

---

#### **Equal Treatment**

More House School is committed to equal treatment for all as defined by our 'Equal Opportunities' policy, regardless of an individual's race, ethnicity, religion, sexual orientation, educational needs or social background. We aim to create a friendly, caring and perceptive environment in which every individual is valued, and endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each student.

#### **Anti-Bullying**

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all of our pupils and their parents fairly and with consideration, and we expect them to reciprocate towards one another, the staff and the School. Any kind of bullying is unacceptable and will be dealt with as detailed in our 'Anti-bullying' policy and its associated 'Anti-Bullying Strategy'. The School Council has also produced its own pupil-friendly posters explaining the School's approach to bullying behaviour.

#### **Promotion of Welfare**

The ethos of More House School is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. A culture of mutual respect between children and those who represent the School in all its activities will be encouraged, with adults modelling good practice in this context, in accordance with the Code of Conduct for adults working in the School, contained within the School Regulations. All of our pupils take part in a large number of charitable activities and many of our older pupils help in many of the School's activities with younger pupils and in the local community. We see this as making an important contribution towards the development of the whole person, who grows up to value society and to expect to make a personal contribution towards the good of all.

#### **Designated Safeguarding Lead/Deputies(DSL/DSD)**

More House School has appointed designated persons who are responsible for dealing with any concerns about the protection of children. It is their role to take action following any expression of concern, and the lines of responsibility in respect of child protection and safeguarding are clear.

These persons are the Deputy Head (Head of Wellbeing), Ruth Hammond (DSL), the Principal Deputy Head, Andrew Williamson (DSD), the Deputy Head (Head of Boarding; Head of Care), Fred Pennell (DSD), the Director of Personal Development Education, Hannah Stiff (DSD) and the Lead School Nurse, Rebekah Weaver (DSD). These designated persons are contactable in School by telephone, e-mail or in person.

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

---

---

The Designated Safeguarding Lead and his deputies will be appropriately trained in accordance with the requirements and published best-practice of the SSCB, undertaking Surrey Modules 1,2 & 3 and DSL updates every two years. These designated staff will also attend any additional training when appropriate. The Headmaster is also trained by the SSCB to the level of Designated Safeguarding Lead.

The role of the DSL and her deputies is to:

1. know which outside child protection agency to contact in the event of a child protection concern coming to their notice;
2. provide information and advice on child protection within the school, including the organisation of training for staff and other adults as appropriate;
3. ensure that the appropriate information is available at the time of referral;
4. liaise with local social services and other agencies as appropriate;
5. keep relevant people within the school informed about any action taken and further action required;
6. ensure that a proper record is kept of any referral and action taken and that this is kept safely and in confidence;
7. advise the School of child protection needs, reviewing provision and ensuring that procedures are working and comply with current practice;
8. work closely with the headmaster, and with the governors responsible for Child Protection and Safeguarding.

#### **Reporting Concerns**

It is part of the School's acceptance of its responsibility of a duty of care towards children that anybody who encounters child protection concerns in the context of their work on behalf of the School will be supported when they report their concerns in good faith. Staff could have their suspicion or concern raised in a number of ways, the most likely of which are:

1. the conduct of a member of the school's staff or other adult in contact with children;
2. a child disclosing abuse;
3. bruising or evidence of physical hurt; which may or may not be accompanied by;
4. unusual behaviour by a child, or other sign of possible abuse.

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

---

---

The NSPCC defines that '*Child abuse is the term used when an adult harms a child or a young person under the age of 18*'. Child abuse, according to the NSPCC '*can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.*' The School also recognises the potential for children to be abused by other children.

According to the NSPCC a child may be experiencing abuse if he or she is:

- ◆ frequently dirty, hungry or inadequately dressed,
- ◆ left in unsafe situations, or without medical attention,
- ◆ constantly 'put down', insulted, sworn at or humiliated,
- ◆ seems afraid of parents or carers,
- ◆ severely bruised or injured,
- ◆ displays sexual behaviour which doesn't seem appropriate for their age,
- ◆ growing up in a home where there is domestic violence,
- ◆ living with parents or carers involved in serious drug or alcohol abuse.

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused such as:

- ◆ repeated minor injuries,
- ◆ children who are dirty, smelly, poorly clothed or who appear underfed,
- ◆ children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums,
- ◆ an air of 'detachment' or 'don't care' attitude,
- ◆ overly compliant behaviour,
- ◆ a 'watchful attitude',
- ◆ sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play,
- ◆ a child who is reluctant to go home, or is kept away from school for no apparent reason,
- ◆ does not trust adults, particularly those who are close,
- ◆ 'tummy pains' with no medical reason,
- ◆ eating problems, including over-eating, loss of appetite,
- ◆ disturbed sleep, nightmares, bed wetting,
- ◆ running away from home, suicide attempts,

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

---

- ◆ self-inflicted wounds,
- ◆ reverting to younger behaviour,
- ◆ depression, withdrawal,
- ◆ relationships between child and adults which are secretive and exclude others,
- ◆ pregnancy,
- ◆ becomes secretive and reluctant to share information,
- ◆ reluctant to go home after school,
- ◆ unable to bring friends home or reluctant for professionals to visit the family home,
- ◆ poor school attendance and punctuality, or late being picked up,
- ◆ parents show little interest in child's performance and behaviour at school,
- ◆ parents are dismissive and non-responsive to professional concerns,
- ◆ is reluctant to get changed for sports, etc., wets or soils the bed,
- ◆ drinks alcohol regularly from an early age,
- ◆ is concerned for younger siblings without explaining why,
- ◆ talks of running away,
- ◆ shows challenging/disruptive behaviour at school.

These signs, according to the NSPCC are not evidence themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

- ◆ If a member of staff has such concerns they should be reported to one of the DSL/DSDs. Concerns about a specific child should be reported immediately to the DSL/DSD and confirmed in writing within 24 hours. Delay could prejudice the welfare of the child. If there is concern for a child's immediate safety, the member of staff or concerned adult must speak directly to a DSL/DSD in person or by telephone and should not use e-mail or leave a voice-mail message. In exceptional circumstances, where it is not possible to communicate with a DSL/DSD, any adult may also report the concern directly to children's social care using the SSCB Multi-Agency Safeguarding Hub telephone number, 0300 470 9100, or the Emergency Duty Team 01483 517898 (5pm – 9am Weekdays and 24 hours a day weekends and bank holidays) or directly to the police by telephoning 999. Wherever possible, adults are encouraged to report their concerns to one of the designated Safeguarding persons who have received training in the effective

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

---

referral of concerns to children's social care. If making the referral themselves, adults are then expected to inform the school's DSL or a DSD at the earliest opportunity.

- ◆ If the concerns relate to the conduct of a member of staff these should be reported directly to the Headmaster at the earliest opportunity (further details about reporting concerns about a member of staff or adult within the School may be found below, and within the School's 'Managing Allegations' policy.
- ◆ The DSL/DSD, or Headmaster in consultation with the DSL, will consider the report and either refer this immediately to the authorities or, where the thresholds for Children's Social Care involvement or interest are not met, decide not to refer the concerns to the authorities but keep an open file with a record of the concerns. In such circumstances it is likely that the DSL or his deputies will consider the provision of additional support for the child.
- ◆ The NSPCC has launched a government funded **Whistleblowing Advice Line**. This will take calls from professionals from any sector who are worried about the way their, or another, organisation is dealing with child protection issues. Employees who do not feel able to escalate these issues internally can contact the service, as well as those who have been unsuccessful in doing so. It can be reached free on **0800 028 0285**, and can be contacted anonymously. [Source: NSPCC website 13th February 2016.]

#### **Responding to a Child Making an Allegation of Abuse**

Information relating to any allegation or disclosure will be clearly recorded as soon as possible, and there is a procedure set out to record information and the time-scale for passing it on. The Children Act 1989 states that the "welfare of the child is paramount". This means that considerations of confidentiality which might apply to other situations should not be allowed to override the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.

To respond effectively the following guidance must be followed:

- ◆ Stay calm; listen carefully to what is said.
- ◆ Tell the child that the matter will only be disclosed to those who need to know. Do not promise to keep anything secret.
- ◆ Allow the child to continue at their own pace.
- ◆ Ask questions for clarification only and at all times avoid asking questions that suggest a particular answer. The role of School's staff is not to interview but to determine whether or not there is justifiable concern in order to refer the matter to the designated persons for child protection.
- ◆ Reassure the child that they have done the right thing in telling you.
- ◆ Tell them what you will do next and with whom the information will be shared.
- ◆ As soon as possible record in writing what is said using the child's own words; note the date, time, any names mentioned, to whom the information was given, and ensure that

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

---

the record is signed and dated by the adult composing the record. Never ask a child to sign a statement as this might jeopardise their ability to provide effective evidence in law.

- ◆ It is important to remember that the person who first encounters a case of alleged or suspected abuse is not responsible for determining whether or not abuse has occurred. That is a task for the professional bodies, and so any concerns must be passed onto the DSL/DSD in the manner described above.
- ◆ Pass all information to the designated person.

#### Definitions of Abuse

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

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

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

**Sexual Abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

---

---

penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Child Sexual Exploitation:** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Further information is provided in **Appendix A** to this policy document.

**'Honour –Based' Violence:** so-called 'honour-based' violence (HBV) encompasses 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, members of the staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

**Female Genital Mutilation (FGM):** More House School is aware of the impact FMG can have on families and individual children. FMG forms an important aspect of the Child Protection training received by all members of the staff, who recognise that they may have the power to protect a child who is a relative or acquaintance of a More House School pupil. Professionals

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

---

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in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in Working Together to Safeguard Children; A guide to inter-agency working to safeguard and promote the welfare of children – March 2015 (HM Government guidance). Staff should activate the SSCB or other relevant local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a **statutory duty upon teachers** along with regulated health and social care professionals in England and Wales, **to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.**

**Forced Marriage:** More House recognises the vulnerability, especially of those with specific learning difficulties, of children to be subjects of forced marriage. A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they are bringing shame on their family). Financial abuse (taking a partner's or spouse's wages or not giving a partner or spouse any money) can also be a factor.

Pupils at More House School are made aware of this issue and associated problems as part of the delivery of a comprehensive PSHEE (Physical, Social, Health and Economic Education) curriculum designed to teach all pupils the tenants of British Values and to teach pupils how to keep themselves safe. The School provides the following links, published by Her Majesty's government and the Forced Marriage Unit (FMU), to help staff who may require further information or help:

- Telephone: +44 (0) 20 7008 0151
- Email: [fmufco.gov.uk](mailto:fmufco.gov.uk)
- Email for outreach work: [fmuoutreach@fco.gov.uk](mailto:fmuoutreach@fco.gov.uk)

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

---

- Facebook: [Forced Marriage page](#)
- Twitter: [@FMUnit](#)

**Cyber Bullying:** often means there can be no safe haven for the victim, who can be targeted at any time or place. Cyber bullying is any form of bullying that involves the use of mobile telephones, the internet or other forms of digital media. Examples include, sending offensive text messages and emails, circulating offensive images on the internet, or impersonating someone on social networking sites such as Facebook.

**Fabricated or Induced Illness:** is a rare, potentially lethal form of abuse. It has previously been referred to as Fabricated illness by proxy; Factitious illness by proxy; Munchausen Syndrome by proxy; and Illness Induction Syndrome. It is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause.

There are three main ways of the carer fabricating or inducing illness in a child: fabrication of signs and symptoms, including fabrication of past medical history; fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents, and specimens of bodily fluids; induction of illness by a variety of means. The above three methods are not mutually exclusive. Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.

Reported symptoms and signs found on examination may not explained by any medical condition from which the child may be suffering, or physical examination, and results of investigations may not explain reported symptoms and signs. There may be an inexplicably poor response to prescribed medication and treatment, or new symptoms may be reported on resolution of previous ones. Reported symptoms and found signs may not be observed in the absence of the carer, or the child's normal, daily life activities may be being curtailed beyond that which might be expected from any known medical disorder from which the child is known to suffer. Over time the child may be repeatedly presented with a range of signs and symptoms. A history of unexplained illness or deaths, or multiple surgery, in parents or siblings of the family may be presented. Once the perpetrator's access to the child is restricted, signs and symptoms may fade and eventually disappear. Exaggerated catastrophes or fabricated bereavements and other extended family problems may be reported. There may be significant incongruity between the seriousness of the story and the actions of the parents. Erroneous or misleading information may be provided by a parent. There may well be unexplained or frequent absence from School.

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

---

---

**Abuse perpetrated by a child:** It is important to recognise the potential for children to be the perpetrators of abuse of other children. The School considers this an important consideration within its Child Protection and Safeguarding practices and identifies a need to provide support for both the victim of abuse, and the perpetrator, in association with the LSCB and relevant supporting agencies.

**Through its Safeguarding arrangements, including the training of all staff working within the School and the education of pupils, the School recognises the following child-protection and safeguarding risks.**

**Involvement in Gang-Related Activity:** the School recognises the risks posed to children by involvement in, or contact with, gangs. If any adult or child has concern that a child may have links with, or be influenced by, a gang, they are required to communicate their concerns immediately to the DSL/DSD in the same manner that any child protection concern is reported.

**Preventing Radicalisation:** More House School acknowledges recent legislation (The Counter-Terrorism and Security Act 2015) and has due regard for the need to prevent people from being drawn into terrorism; “the Prevent duty”. Regular monitoring of the School’s internet/email systems takes place, and pupils and staff are provided with appropriate awareness training and ongoing education. The School assesses the risks of radicalisation within its pupil and staff population, and adopts measures to mitigate such risks. The School’s policy Preventing Radicalisation and Extremism provides further detail. Educating pupils and adults to raise awareness of the problem, and training members of the staff so that they can respond effectively to general or specific concerns are important aspects of the School’s approach. Initial concerns will be made to the Surrey Children’s Services Referral Hub, which will notify the Surrey Prevent Lead. More House School will then follow advice from these sources. **Anti-terrorism hotline: 0800 789 321.**

#### **Teaching Pupils to Keep Themselves Safe**

The School considers the teaching of all pupils how to protect themselves and how to keep themselves safe, to be central objectives within its educational provision. The School employs a wide variety of methods to raise pupils’ awareness and understanding of the wide-range of issues associated with Safeguarding, and supports all members of the teaching and academic support staff in delivering appropriate teaching and learning opportunities across the curriculum for developing pupils’ ability to keep themselves safe. Such education includes British Values and the prevention of radicalisation (the Prevent duty).

Such learning opportunities include, but are not limited to, visiting speakers, flexi-Friday topics, assemblies, classroom-based learning, specific personal development sessions, and discussion sessions. The School also provides training for pupils’ parents and for the School’s governors.

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

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#### **Allegations Against a Member of Staff or Other Adult**

The school's policies 'Managing Allegations of Abuse' and 'Whistleblowing' describe in detail the responsibilities of all adults and the procedures to be followed regarding any allegation of abuse made against a member of staff or other adult in a position which brings them into contact with pupils at More House School.

Any concerns regarding a member of staff, including the designated safeguarding staff, must be reported to the Headmaster immediately. It is the responsibility of all adults to report concerns. If the concern is regarding the Headmaster, the Chair of Governors must be contacted via the details held in the main office. The Headmaster and a governor have attended SSCB's Managing Allegations against Staff training module.

#### **Allegations Against a Child**

Any such allegations of abuse perpetrated by a child will always be taken seriously and will be dealt with using sensitivity and care. The same principles for dealing with any disclosure apply to such cases. The Surrey Safeguarding Board child protection procedures are followed.

#### **Code of Conduct**

All adults working in the School are required to read, sign and adhere to the School's Code of Conduct in relation to their role and contact with children. The Code of Conduct is shared with all adults working in the School, and is contained within the School Regulations. More House School expects that all members of the staff, which for these purposes includes anyone in paid or unpaid work on its behalf, will be aware of this Code of Conduct and adhere to its principles in their approach to children. The following points summarise important elements of the School's Code of Conduct, but adults are directed towards the full Code.

1. Physical contact with children must be appropriate to the professional duty being discharged and members of staff must be careful not to compromise their position. Any physical contact between a member of staff and a child should be justifiable within the terms of professional duty.
2. If a member of the staff has occasion to speak to a boy alone, they should try to ensure that they do not place themselves in a position whereby they can be accused of improper behaviour.
3. Any visitors to the School must be required to sign in and out of the school site in the main school reception, wear a badge distinguishing them as a recognised visitor to the site, and be the responsibility of a named member of the staff who will

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

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provide instruction on expectations and restrictions, how to access immediate staff support, and who will carry out checks on the visitor at irregular intervals where visitors are not under constant direct supervision.

4. The exception to this procedure is visiting education, therapy or academic professionals who visit the school by prior arrangement with a member of the Senior Management Team for the purpose of assessing one or more pupils or conducting research with pupils. This type of activity often necessitates one-to-one communication with pupils in order to realise accurate assessment and research data. Such professionals must report to the main school reception immediately on their arrival and must sign-in and wear, at all times, a visitor's badge. However, where informed parental consent for unsupervised contact with a specific pupil has been received by the school in advance of the visit, such professionals may be permitted access to specified pupils which, although closely monitored, may not be directly supervised and may include one-to-one contact. Such visitors will be the responsibility of a designated senior member of staff at all times whilst on-site or in contact with pupils. The responsible senior member of the staff will approve the visiting professionals' planned activities and make sure that the parents of any pupil involved have provided informed consent which includes consent to the professional having unsupervised contact with their son.
5. Any visit from an adult outside the school to a pupil during school or residential time must be recorded using the 'Record of Adult Visiting Child in School' form, accessible from the shared I.T. drive (S:\Public-Staff\School Administration\POLICIES MANUALS AND FORMS\FORMS), and the record kept in the pupil's records.
6. Members of the staff must not make suggestive or inappropriate remarks to or about a child, even in jest, as this could be misinterpreted.
7. Communication between pupils and Responsible Adults [as defined by the Code of Conduct, and including all adults working in the school who are not visitors], by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile-telephones, text-messaging, e-mails, digital-cameras, videos, web-cams, websites, social-networking sites, online gaming and blogs. Adults should not share any personal information with a pupil. They should not request, or respond to, any personal information from the student, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny. The school's *Communications Policy*, accessible from the shared staff I. T. drive, provides relevant information.
8. The school provides equipment for still and moving image recording, available to be used by Responsible Adults for the purposes of photographing or recording pupils participating in school activities. Other than in exceptional circumstances, Responsible Adults must use equipment provided by the school for such purposes,

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

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and should not record images of pupils on personal equipment. Responsible Adults are directed towards the school's policy Taking, Storing and Using Images of Children (Images of Children Policy), accessible from the shared staff I. T. drive.

9. It is important not to deter children from making a disclosure of abuse through fear of not being believed, and to listen to what they have to say. Guidance on handling a disclosure is set out above. If this gives rise to a child protection concern it is important to follow the School's procedure for reporting such concerns and not to attempt to investigate the concern yourself.
10. Members of the staff must remember that those who abuse children can be of any age (including other children), gender, ethnic background, profession, level of responsibility or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
11. Good practice includes valuing and respecting children as individuals, and adults modelling appropriate conduct; this will always exclude bullying, prolonged shouting, racism, sectarianism, sexism or extremism.

#### **Recruitment and Selection Procedures**

Appropriate recruitment and selection procedures for staff in the context of child protection have been adopted by the School. The School's policy on its duty of care to children will be referred to or included in recruitment, training and policy material where appropriate and the policies are openly and widely available to staff, and actively promoted within the School. All staff and anyone in paid or unpaid work on behalf of the school with unsupervised access to children will be checked appropriately. The broad guidelines of our 'Recruitment and Selection' policy include:

1. A clear definition of the advertised role so that the most suitable appointee can be identified and appointed.
2. The publication, at the time of advertising a position of employment, of a statement demonstrating the importance with which the School's responsibilities to safeguarding and pupil welfare are held.
3. Identification of key selection criteria.
4. A wide circulation of the vacancy to ensure equal opportunities.
5. Confirmation of the identity of the applicant including personal details obtained either through using an application form where appropriate or through other means.
6. Requirement of a declaration of previous convictions and submission to a formal check, together with the issue of the Child Protection Policy for those candidates whose work will bring them in contact with children or who will have a

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

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management responsibility in relation to those whose work does bring them into such contact.

7. A clear guarantee that disclosed information will be treated in confidence and not used against applicants unfairly, including adherence to the Disclosure and Barring Service code of practice.
8. Documentary evidence of qualifications.
9. Use of several selection techniques to maximise the chance of safe recruitment, e.g. interview, references, checks.
10. At least one representative from the school, trained in Safer Recruitment practices as promoted by the government, meeting personally with every applicant, and an exploration of candidates' attitudes towards working with children. Such an exploration will also give consideration to the possibility that a candidate may hold extremist views and the risk that, if appointed, would impress such views upon children.
11. Written references obtained direct from referees, followed by telephone confirmation of each written reference. No confirmation of an offer of employment is made without the School's receipt and confirmation of satisfactory written references.

#### **Induction and Training Process**

Every new member of staff, including part-timers, temporary, visiting and contract staff working in school, receives basic training regarding their responsibilities in being alert to the signs of abuse and bullying, and on the procedures for recording and referring any concerns to the DSL/DSD or Headmaster. Child protection training is also given to new governors and volunteers. Everyone attends refresher training at least every three years.

All members of the staff are provided with a copy of the school's handbook on Safeguarding and Child Protection arrangements: 'Everybody's Business; Child Protection & Safeguarding at More House School'. More detail is set out in our policy 'Child Protection; Induction and Training'. A support network is offered to those members of staff involved in child protection issues.

#### **Conclusion:**

The implementation of clear, stringent procedures is designed to ensure that any child protection issues that may arise are dealt with in an effective, sympathetic, sensitive and professional manner in which the safety and welfare of the child is the priority.

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

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#### References:

#### **(A) Reference list of relevant government legislation and guidance informing the development of this policy:**

- Children Act 1989 (especially section 17)
- Education Act 2002 (especially sections 157 and 175)
- Children Act 2004 (especially sections 11 and 53)
- Dealing with allegations of abuse against teachers and other staff (DfE guidance)
- Information sharing (DfE guidance)
- Keeping children safe in education; Statutory guidance for schools and colleges – September 2016 (DfE)
- Recruiting safely: Safer recruitment guidance helping to keep children and young people safe (DfE guidance)
- Safeguarding children and safer recruitment in education – December 2006 (DfE guidance; replaced by Keeping children safe in education – latest version: September 2016)
- Safeguarding children and young people from sexual exploitation (DfE guidance)
- Safeguarding children and young people who may have been affected by gang activity (DfE guidance)
- Safeguarding children from abuse linked to faith or belief (DfE guidance)
- Safeguarding children in whom illness is fabricated or induced (DfE guidance)
- Safeguarding children who may have been trafficked (DfE guidance)
- Safeguarding Disabled Children: Practice guidance (DfE guidance)
- The Prevent Duty; Departmental advice for schools and childcare providers – June 2015
- What to do if you're worried a child is being abused 2015 (HM Government guidance)
- Working Together to Safeguard Children; A guide to inter-agency working to safeguard and promote the welfare of children - March 2015 (HM Government guidance)

#### **(B) The following School policies and documents form important continuations of this policy:**

- [Age-regulated Audio and Visual Digital Media, Including Independent Access to the Internet Policy](#)
- [Anti-Bullying Policy](#)
- [Anti-Bullying Strategy](#)
- [Attendance and Absence Policy](#)

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

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- [Child Protection; Induction and Training Policy](#)
- [Code of Conduct for Governors, Staff, Volunteers and Visiting Teachers](#)
- [E-Safety - Cyber-Bullying, Use of Mobile Phones and ICT Policy](#)
- [Disability Policy](#)
- [Equal Opportunities Policy](#)
- [Handling Pupils' Concerns Policy](#)
- [Images of Children Policy](#)
- [Managing Allegations of Abuse Policy](#)
- [Preventing Radicalisation and Extremism Policy](#)
- [Record of Adult Visiting a Child in School Form](#)
- [Recruitment and Selection Policy](#)
- [Recruitment of Ex-Offenders Policy](#)
- [Whistle Blowing; Safeguarding Policy](#)

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

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#### Appendix A

##### **Additional information regarding Child Sexual Exploitation:**

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress

# **MORE HOUSE SCHOOL**

## **POLICY**

### **SAFEGUARDING INCORPORATING CHILD PROTECTION.**

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- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

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#### Appendix B

##### **Additional information regarding Radicalisation, Extremism and the Prevent Strategy:**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - seek to provoke others to terrorist acts;
  - encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends;

# MORE HOUSE SCHOOL

## POLICY

### SAFEGUARDING INCORPORATING CHILD PROTECTION.

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they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- being in contact with extremist recruiters;
  - accessing violent extremist websites, especially those with a social networking element;
  - possessing or accessing violent extremist literature;
  - using extremist narratives and a global ideology to explain personal disadvantage;
  - justifying the use of violence to solve societal issues;
  - joining or seeking to join extremist organisations;
  - significant changes to appearance and / or behaviour; and
  - experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.