



Ashton House School

Safeguarding Policy

(Including the EYFS setting)

2.4

Policy Title:	Safeguarding Policy
Version:	2.4
Policy Summary:	This Policy refers to the whole school including the EYFS setting. Ashton House School and EYFS setting recognizes the importance of creating and promoting a safe, caring and secure environment in which every child can flourish, develop and succeed. The school understands that safeguarding is everyone's responsibility and that all members of the school community play an important role in implementing this policy and procedure. Ashton House School and EYFS setting has a commitment to safeguarding and aims to create a culture of vigilance in this respect.
Policy Owner:	Designated Safeguarding Lead
Relevant to:	All staff, volunteers, contractors and service providers, parents and guardians
Date introduced:	January 2019
Next review date:	August 2021
Related School Documents:	<ul style="list-style-type: none"> • Whistleblowing Policy • Online Safety and ICT Acceptable Use Policy • Allegations Against Staff Policy • Staff Code of Conduct • Behaviour Policy • Policy for Missing Children • Anti-bullying Policy
Date(s) modified/reviewed:	<p>Modifications made to the previous version of this policy are indicated with a line in the left hand margin. This policy is compliant with KCSIE Sept 2019. Of particular note, is the introduction of references to 'up-skirting'.</p> <p>31.8.2020 – Revisions and additions made in line with KCSIE 2020 indicated in Red Type.</p>

SAFEGUARDING POLICY AND PROCEDURES

Introduction

Ashton House School and EYFS setting recognises the importance of creating and promoting a safe, caring and secure environment in which every child can flourish, develop and succeed. The school understands that **safeguarding is everyone's responsibility** and that all members of the school community play an important role in implementing this policy and procedure. The school will achieve this by pursuing the following principles.

- Ensuring that at all times, the child's best interests are at the forefront of all decisions and actions taken to safeguard their health, care and welfare.
- Raising awareness of the causes, indicators and impact of abuse on children through high quality teaching and pastoral support.
- Ensuring an ethos of openness and challenge, which embraces differences and diversity and respects the rights of all members of the school community.
- Ensuring that members of the school community are provided with the relevant information, training and professional development to enable them to fulfill their role and responsibilities under this policy.
- Ensuring a culture of vigilance is created and maintained 'it could happen here.'
- Maintaining highly effective relationships with external agencies to share expertise, knowledge and practice that supports the implementation of this policy.

The School Proprietor and Senior team approve this policy on an annual basis and it is reviewed as part of the School's Annual Safeguarding Review. Changes may be made to policy between reviews to take account of changes to legislation, guidance and school policies and procedures.

A copy of this policy is available via the school website and a printed copy is available on request in a range of formats from the school reception.

This policy applies to all staff, volunteers, contractors, service providers and visitors and community and external agencies. It also applies whether children are on school and EYFS premises or on school and EYFS initiated outings/visits.

Reference to Legislation and Guidance

The following legislation and guidance has been used to inform this policy.

- The Education (Independent School Standards) Regulations 2014
- Keeping children safe in Education (2020)
- Working Together to Safeguard Children (2018)
- Children Missing Education: Statutory Guidance for Local Authorities (2016)
- Prevent Duty Guidance (2015)
- Information Sharing: advice for practitioners providing safeguarding services (2015)
- London Child Protection Procedures: 5th Edition (2017)

Management of Safeguarding

If you have concern about a child's welfare you should contact one or more of the following people. Alternatively, if you believe a child is at risk of immediate harm you should dial 999 and ask to speak to the Police.

School Contacts		
Name	Role	Contact Details
Angela Stewart	Designated Safeguarding Lead	Office Number: 0208 560 3902 ext 209 Email: astewart@ashtonhouse.com
Jasmin Deol	Deputy Designated Safeguarding Lead	Office Number: 0208 560 3902 ext 201 Email: jdeol@ashtonhouse.com

Out of hours/ out of term time the contact is safeguarding@ashtonhouse.com

Should you need to record your concerns, use the Safeguarding Concern Record, found in Annex A of this policy.

External Contacts	
Hounslow Early Help (Hounslow Safeguarding Children Board)	Mon-Fri (9am-5pm) 020 8583 3200 / 6600 and choose Option 1 Out of hours and weekends - Emergency Duty Team: 020 8583 2222 earlyhelp@hounslow.gov.uk CSLL-socialcare-GCSX@hounslow.gcsx.gov.uk
Designated Officer (previously called LADO)	New Referrals SAAM (Safeguarding Advice and Allegations Management) Duty Team: 0208 583 5730 email: lado@hounslow.gov.uk for referrals and LADO advice Hounslow Social Services – Matilde Enriquez 020 8583 2565
NSPCC	0808 800 5000
Childline	0800 1111
Emergency Services	999

A full and detailed list of external agencies is provided in Annex B of this policy.

Roles and Responsibilities

The school promotes the belief that **safeguarding is everyone's responsibility** and that all members of the school community play an important role in implementing this policy and procedure. This policy applies to every member of staff whether paid or voluntary, contractors, service providers and visitors.

The Proprietor is responsible for:

- Ensuring that he/she has the relevant training, knowledge and understanding of safeguarding to ensure that he/she can fulfill their responsibilities effectively.
- Ensuring that this policy is fully implemented through rigorous monitoring and evaluation of the school's approach to safeguarding.
- **Ensure children are taught about safeguarding, including online safety and relationships education**
- **Ensure all staff receive regular safeguarding training, including online safety, on induction, at regular intervals, by means of updates, staff meetings, e bulletins to provide relevant skills and knowledge.**
- Undertaking a review of this policy at least once per academic year and more frequently, should changes in legislation or guidance occur or any significant changes to the school occur.
- Managing the process of investigating any allegations made against the Headteacher or the Designated Safeguarding Lead.

The Proprietor is Mr Simon Turner. Mr Turner's contact details are principal@ashtonhouse.com. He may be contacted on 0208 5603902 during the day or out of hours on 07713 327 757.

The Headteacher is responsible for:

- Ensuring that this policy is implemented fully and effectively throughout the school and the EYFS setting.
- Undertaking an annual review of this and related policies at least once per academic year and more frequently, should changes in legislation or guidance occur or any significant changes to the school occur
- Ensuring that the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead have adequate time, support, resources and training to fulfill their role and responsibilities.
- Ensuring that all staff, volunteers, contractors, service providers and visitors have access to this policy and other relevant policies and information.
- Supporting the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead to facilitate the development of an ethos of openness and challenge, which embraces differences and diversity and respects the rights of all members of the school community.
- Ensuring that all staff, volunteers, contractors and service providers undergo regular safeguarding training appropriate to their role.
- Ensuring the school's recruitment and selection policies are followed and that staff (employed or agency), volunteers, contractors and service providers are subject to the prescribed vetting procedures and that records of these procedures are maintained.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are responsible for:

- Ensuring that all staff, volunteers, contractors and service providers know who the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are and how they can be contacted.
- Ensuring that all staff, volunteers, contractors, service providers and visitors understand their responsibilities under the Safeguarding Policy.
- Ensuring that all staff, volunteers, contractors, service providers and visitors know how to raise a safeguarding concern and are confident with the process of reporting a concern.
- Rigorously investigating all safeguarding concerns and ensuring that records of all concerns, investigations, outcomes and any resulting actions are recorded, maintained and reported onward as appropriate.
- To refer concerns where appropriate to the local children's services and/or social care teams.
- **To liaise with the three safeguarding partners. In Hounslow, these agencies, including education have formed the Hounslow Safeguarding Partnership Executive. The executive members are Hounslow Council Chief Executive, Borough Commander for the West Area BCU and Chief Accountable Officer of NW London Collaboration of CCG's, and their nominated advisors.**

- To co-ordinate Early Help inter-agency assessments and actions.
- Facilitating an ethos of openness and challenge, which embraces differences and diversity and respects the rights of all members of the school community.
- Establishing and maintaining effective working relationships with a range of appropriate external agencies.
- Working with teaching staff to ensure that the appropriate safeguarding curriculum content and pastoral support is delivered throughout the school.
- Maintaining their position as the school's expert safeguarding practitioner and the first contact point for all safeguarding matters.
- Undertaking an annual review of safeguarding and presenting this with recommendations for improvement to the Proprietor.

Staff members (employed or agency), volunteers, contractors and service providers are responsible for:

- Maintaining a 'it could happen here' attitude.
- Always acting with the best interests of the child at the forefront of their decision-making.
- Reporting immediately any safeguarding concern to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, Proprietor or an external agency.
- Ensuring that they know who the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are and how they can be contacted.
- Ensuring that they understand their responsibilities under the Safeguarding Policy.
- Understand their duties and responsibilities under the School's Staff Code of Conduct/Staff Behaviour Policy.
- Ensuring that they know how to raise a safeguarding concern and are confident with the process of reporting a concern.
- Willingly participating in training and development.
- **Protecting children from maltreatment**
- **Preventing impairment of children's mental and physical health or development**
- **Ensuring children grow up in circumstances consistent with the provision of safe and effective care and**
- **Taking action to enable all children to have the best outcomes**

All staff including volunteers have a statutory obligation to report to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead if there is suspicion of abuse of a child or if a child discloses abuse or allegations of abuse.

This is an inescapable, personal and professional responsibility on all staff for the protection of children from harm. All staff need to have read and understood and be able to discharge their roles and responsibilities as set out in this policy and Part 1 and Annex A of Keeping Children Safe in Education (2018)

Safeguarding Procedures

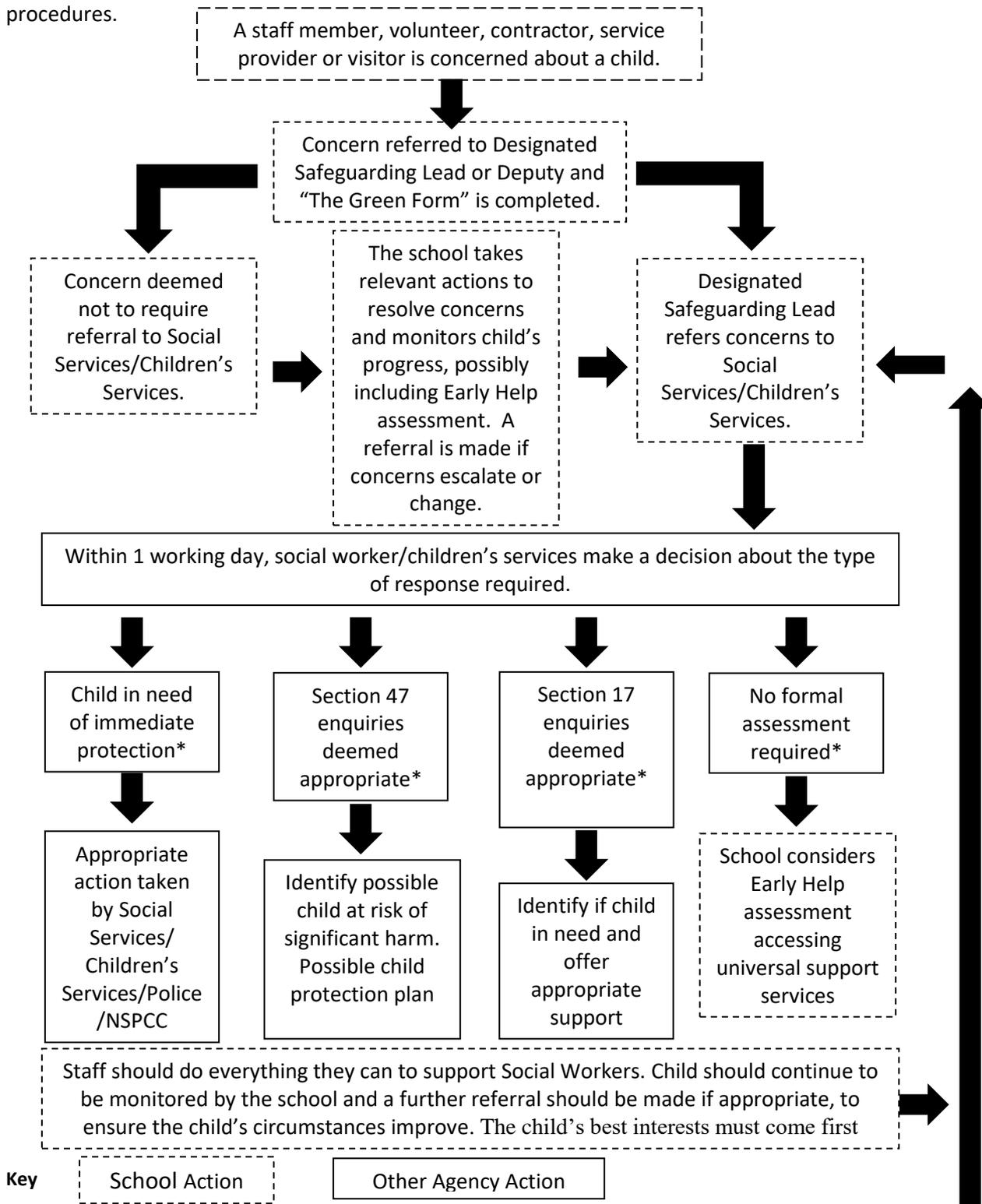
Early Help

Early Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Early Help, an Early Help inter-agency assessment should be arranged as soon as possible. Chapter one of Working Together to Safeguard Children provides detailed guidance on the Early Help process.

The School will work with local social services and children's services, parents, guardians and other external agencies to co-ordinate Early Help when it is deemed to be appropriate. The Designated Safeguarding lead will represent the child and the school throughout this process.

Taking Action When There Are Concerns

The school cannot act in isolation with any safeguarding concern. External agencies, such as the local authority children’s services board /Safeguarding Partnerships must be involved at the earliest stages to support safeguarding procedures.



*Referrer informed Source: Keeping Children Safe in Education, Department for Education (2019)

Procedures to Follow With any Form of Disclosure

All staff, volunteers, contractors, service providers and visitors have an important role in detecting and responding to safeguarding concerns. If an individual develops a reasonable belief that abuse may be taking place, an individual may at risk of harm or receives a disclosure from another individual, they should follow the guidance set out in the following section.

Receive

- **Listen** with an open mind.
- Find a safe and quiet location and keep the situation **calm**.
- Do not lead the individual, allow them **to talk** and to **share** all the information they have.
- Never promise confidentiality, **only discretion**. Take time to explain that you cannot keep a disclosure confidential as you are duty-bound to share information that indicates actual or potential harm to themselves or others and that certain actions must be pursued.

Respond

- Where necessary **clarify** what has been disclosed.
- Ensure you are in possession of **facts** and take time to confirm with the individual that the information that you hold is correct.
- When the individual has finished, make sure they understand **what will happen next**, including the potential of referral on to other agencies.
- Make sure that they feel **safe and secure**.
- If you are concerned that the individual may be in immediate danger, take **immediate action**.

Reassure

- Make sure that the individual understands that the information shared will be taken **seriously**.
- Do not make promises that you cannot keep, but reassure that **you will act** upon the information that has been shared.

Record

- Record as much of the information shared on the Safeguarding Concern Record immediately, using the individual's **own words** wherever possible.
- Complete **all sections** of the Safeguarding Concern Record.

Report

- Pass the Safeguarding Concern Record to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead immediately. **Do not delay**.
- **Do not share** the disclosure or any other information with anyone else, including parents or guardians, unless specifically instructed to do so by the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

You have now fulfilled your responsibilities and do not need to take any further action unless directed to do so by the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Important note: anybody who has a concern about the welfare of a child can make a referral. If a referral is made to a statutory agency/agencies parental consent is not required.

Allegations Made by One or More Children Against Another Child (Peer Abuse)

The school recognizes that children are capable of abusing and causing harm to their peers, this includes sexual abuse of children by children. The school understands that the behaviour of children can affect the experience of other children and will be managed through the application of the School's Behaviour Policy.

There may be occasions when the allegations made indicate that they require investigation under the School's Safeguarding Policy and in these occasions the procedure for handling disclosures should be followed.

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyber bullying); sexual violence and sexual harassment; upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; physical abuse such as hitting, kicking, shaking , biting, hair pulling , or otherwise causing physical harm; sexting, (also known as youth produced sexual imagery) initiation/hazing type violence and rituals.

Abuse is abuse whether perpetrated by a child or adult. It should never be tolerated or passed off as 'banter.'

Staff, volunteers, contractors, service providers and visitors should be aware that peer abuse can manifest itself in many ways, including those set out in this policy. Concerns about a child's potential well-being should be recorded and referred to the Safeguarding Team.

The DSL & DDSL review the bullying and behaviour logs in conjunction with incident forms and safeguarding forms to look for incidents and patterns of incidents.

The UK Council for Child Internet Safety (UKCCIS) Education Group provides further detailed advice on sexting.

Contextual Safeguarding

Contextual Safeguarding is when all staff but especially the DSL and DDSL considering context within which such incidents and behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments also consider such factors so it is important that schools provide as much information as possible as part of the referral process. This allows any assessment to consider all the available evidence and the full context of any abuse.

The victim and perpetrator will require support from the school community and in particular pastoral support.

Appropriate approach and response

Ashton House School adopts a zero-tolerance policy towards all forms of peer-on-peer abuse, and ensures that no form of any such abuse (no matter how 'low level' it may appear) is ever dismissed as a joke or banter. It is our priority to identify and handle cases sensitively, appropriately, and promptly. We will maintain effective policies, procedures and practices in place to prevent, identify, and appropriately respond to cases of peer-on-peer abuse. Ashton House School believes that robust safeguarding policies and procedures which are effectively implemented, training for staff on identifying and managing cases (see further below), and providing resources to staff to assist in the consistent identification and recognition of abuse, are key.

In order to provide an appropriate response to peer-on-peer abuse, Ashton House School will:

- consider gender and other equality issues such as ethnicity, disability, sexuality and religious affiliation
- take a safeguarding approach to all children in our care who are involved in concerns about, and/or allegations of, peer-on-peer abuse, including those who have allegedly experienced such abuse, and those who have allegedly been responsible for it, in addition to any sanctioning work that may also be required for the latter. Therefore, it may be helpful to see individuals involved as children first – who may have been victimised and/or displayed harmful behaviours, rather than using the term ‘victim’ and/or ‘perpetrator’
- although the starting point is that a school’s response to peer-on-peer abuse should be the same for all students, regardless of age, there may be some different considerations in relation to age.
- be alert to and monitoring changes in student behaviour. Maintaining and monitoring behaviour incident logs provides one route to a summary assessment of any behavioural trends that may be emerging across a cohort of students, at a particular time of day or in a specific location. It is important that the language used to describe alleged student behaviour is clear and avoids using euphemisms which can prevent potential patterns from being identified. Behaviour incident logs can also provide a summary account of the nature of the actions that staff take to address such behaviours – particularly those on the inappropriate and problematic end of the behaviours spectrum.
- focus on enabling and empowering pupils, staff and parents to navigate the online world in a safe, responsible and positive way via relevant, accurate and engaging training and education.

This can be done gradually by, for example, weaving age-appropriate discussions into their curriculum, and encouraging safe and positive use of social media.

Any such discussions will:

- reinforce (as appropriate) that most social media platforms require users to be at least 13 years of age before they sign up (and some sites have recently raised this age limit to 16),
- explain these age limits (as appropriate) to children, the reasons for them, and the consequences of breaching them. Although not illegal, under-age use of social media constitutes a breach of the platform’s terms and conditions. It can also mean that these children are exposed to material that is not appropriate for their age, and to safeguarding risks. Where a child provides a false age of 18 or over, it can mean that they access sites without the additional protections that some sites provide to users under the age of 18. It also means that any liability for harm from the service provider can be waived, because the user has invalidated terms and conditions. If discovered, it can also lead to the child’s profile, and any content that they shared, being deleted,
- celebrate difference. Not all children want to be on social media and children should never feel pressured into making choices that are not right for them,
- always encourage children to share any concerns they may have from using the online environment, including social media – even if they are accessing a site that they should not and, where possible, provide reassurance to them that they will not be punished for doing so, and
- provide children with advice on how to share their concerns with staff in school, report inappropriate or harmful online content to a platform provider or an independent agency and seek support and advice if they are worried, either from the school or from an external body.

Ashton House School has a comprehensive and age appropriate plan to address social media use, including:

- developing online and/or social media charters or agreements with students and parents, used to (i) encourage kind, safe, and responsible internet use; and (ii) provide a useful reference point for students, parents, and staff if any concerns or allegations should subsequently arise by enabling the school to revisit what was previously agreed.
- holding in-class discussions about the social media sites and applications that children like and why.
- educating, training and empowering staff and parents, so that they are equipped to help students to take full advantage of the opportunities provided by the internet, and to navigate the online world safely.

Examples of support and intervention services can be found in Appendix E, and in Annex A to the DfE's Advice

Allegations Made Against a Member of Staff, Volunteers, Contractors, Service Providers and Visitors

A separate school policy provides more detailed guidance on handling allegations made against a member of school staff, **supply staff**, volunteers, contractors, service providers and visitors.

It is important that a distinction is drawn between complaints and allegations of abuse against staff, volunteers, contractors, service providers and visitors. A separate complaints policy exists to manage concerns around misconduct or unprofessionalism. The Allegations against Staff Policy applies when a safeguarding concern is raised.

It is always important that safeguarding concerns are managed with the utmost urgency and this is particularly the case when an allegation is made against a member of staff, volunteer, contractor, service provider or visitor. It is the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead's responsibility to refer the allegation immediately to the Local Authority Designated Officer or children's services team immediately, who will lead the investigation.

If an allegation is made against the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead, or the Headteacher the Proprietor must refer the allegation immediately to the Local Authority Designated Officer or children's services team who will lead the investigation.

Allegations Made Against the Headteacher or Proprietor

If an allegation is made against the school's headteacher or the proprietor, it is the Designated Safeguarding Lead's responsibility to refer the allegation to the Local Authority Designated Officer or children's services team immediately, who will lead the investigation. If the allegation is against the head who is one of the Designated Safeguarding Leads then the referral can be made to the other DSL or the deputies without the head being informed.

The School's policy for Allegations against Staff must be applied when handling concerns against the headteacher or proprietor.

If the allegation against a staff member is proven or substantiated it will be necessary to inform the Disclosure and Barring Service (DBS) and the Teaching Regulation Authority (TRA)

The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead's Response to Allegations or Concerns

Following a disclosure, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will take the following steps.

- Assess whether the child is in need of medical attention and arrange for this to be provided.
- Assess whether the child is at risk of immediate or significant harm that requires the intervention of the Police.
- Consider whether to make an immediate referral to the local authority designated officer or children's services because a child is suffering or is likely to suffer significant harm
- Assess the need for and initiate an inter-agency Early Help assessment or whether further monitoring of the child is necessary. If concerns warrant it the DSL will report to children's social care or police if a crime has been committed, immediately or within 24 hours/one working day.
- Decide if it is appropriate to inform parents or guardians of the allegation, unless to do so could place a child at risk of significant harm, compromise any criminal investigation and/or place the member of staff or others at risk.
- Provide support to individuals involved in the disclosure.
- Where appropriate, inform the headteacher and/or proprietor of the allegation and the actions being pursued.

The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will ensure that a full record of the concern is retained, including accounts from the child or others, all concerns, discussions, summaries of meetings, decisions, actions taken (dated, timed and signed) and specific arrangements for further monitoring/review.

All safeguarding documents will be kept securely in a welfare file, separate from the child's main file. This will at all times be kept in a secure location and will only be accessible to the Headteacher, the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead.

Types of Abuse and Neglect

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. These issues can include, but are not limited to the following.

All staff should be aware that safeguarding incidents and or behaviours can be associated with factors outside the school and can occur between children outside of these environments. All staff, but especially the DSL and DDSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra – familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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.

Honour-Based Abuse: So-called 'honour-based abuse' (HBA) 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 HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead.

The charity, the Halo Project provides more detailed advice on Honour-Based Violence
<http://www.haloproject.org.uk/honour-based-violence-W21page-3->

Criminal Exploitation of Children: This can include modern slavery, gang culture and "county lines" exploitation.

CEE is a form of abuse and occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and /or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children and adults. It can be a one off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and or enticement based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and can take place online.

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.

Radicalisation: Protecting children from the risk of radicalisation should be seen as part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be

at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Further guidance can be sought from the Department of Education's publication The Prevent Duty: For Schools And Childcare Providers <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Sexual Abuse: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Female Genital Mutilation (FGM): Comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. 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. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school Designated Safeguarding Lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence). In these cases, teachers should follow school safeguarding procedures.

The NSPCC provides further guidance on Female Genital Mutilation <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/>

Child Sexual Exploitation (CSE): Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Further guidance can be sought from the Department of Education's publication Safeguarding Children And Young People From Sexual Exploitation <https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

The Department for Education's publication What To Do If You Suspect A Child Is Being Sexually Exploited is also a valuable source of guidance <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

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.

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. The school can play an important role in safeguarding children from forced marriage.

Gender-based Abuse: This includes children at risk of bullying or harm because of their gender or because they are subject to a gender identity disorder such as gender dysphoria.

Upskirting: which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

Mental Health

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

Staff should be aware through day to day observation that certain behaviours may suggest a mental health problem or the risk of developing one, though only appropriately trained professionals can make a diagnosis of a mental health problem.

It is key that staff are aware that abuse, neglect or other potentially traumatic adverse childhood experiences can have a lasting impact on a child's mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or DDSL.

Useful guidance and advice can be found in Preventing and Tackling Bullying and Mental Health and Behaviour in Schools.

Child Missing from Education: All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education. A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.

Ashton House School and EYFS setting staff follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. That is, in the case of a child being absent from school with no contact/information received from a parent, a phone call is made that morning for more information and an explanation. Ashton House School requests that parents provide at least 3 emergency contact names and telephone numbers. Where a pupil does not have more than two contact numbers and contact cannot be made with the named persons within a timely manner then the police and/or Children Missing Education Officer – Inclusion at London Borough of Hounslow.

Regular poor attendance/unauthorized absence should be noted by the class teacher, who will inform school administrators and the Head Teacher/DSL. The Head Teacher/DSL will phone/email the parents to discuss. Parents may be called into school for a meeting to address the issue. If the situation does not improve advice will be sought from CME at London Borough of Hounslow.

Ashton House School adheres to the legal thresholds advised by HSCB and The London Continuum.

Further advice can be gained from the Department of Education's publication Child Abuse Concerns: Guide For Practitioners <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Indicators of abuse and neglect

Keeping Children Safe in Education 2019 outlines that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another, Ashton House School recognizes the wider environmental factors when considering Contextual Safeguarding.

Abuse: is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adults or adults or by another child or children.

Physical abuse: symptoms include:

Bruises, broken or fractured bones, burns or scalds and bite marks. It can also include other injuries and health problems, such as: scarring, the effects of poisoning, such as vomiting, drowsiness or seizures, breathing problems from drowning, suffocation or poisoning.

Children might display:

anxiety, behaviour issues, criminal behaviour, depression, drug and alcohol problems, eating disorders, issues at school, obesity, risky sexual behaviour, suicidal thoughts and/or attempts.

Emotional abuse: symptoms include:

Seeming unconfident or lacking self-assurance, struggling to control their emotions, having difficulty making or maintaining relationships, acting in a way that's inappropriate for their age.

Children might:

Use language you wouldn't expect them to know for their age, act in a way or know about things you wouldn't expect them to know for their age, struggle to control their emotions, have extreme outbursts, have few or no friends.

Sexual abuse: Emotional and behavioural symptoms include:

Avoiding being alone with or frightened of people or a person they know, displaying language or sexual behaviour you wouldn't expect them to know, having nightmares or bed wetting, alcohol or drug misuse, self harm, changes to eating habits or developing an eating problem.

Physical symptoms include:

Bruising, bleeding, discharge, pains or soreness in their genital or anal area, sexually transmitted infections, pregnancy.

If a child is being or has been sexually abused online, they might:

Spend a lot more or a lot less time than usual online, texting, gaming or using social media, seem distant, upset or angry after using the internet or texting, be secretive about who they're talking to and what they're doing online or on their mobile phone, have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet.

Neglect: can take the form of Physical neglect (basic needs are not met), Educational neglect (parent doesn't ensure the child is given education), Emotional neglect (child doesn't get the nurture and stimulation they need, through ignoring, humiliating, intimidating or isolating them or Medical neglect (child not given adequate health care)

Neglect can be difficult to spot. Having one of the signs doesn't necessarily mean a child is being neglected, long lasting multiple signs might show there is a serious problem.

Poor appearance and hygiene: being smelly or dirty, being hungry, having unwashed clothes, having the wrong clothing e.g. no warm clothes in winter.

Medical conditions: anaemia, body issues, dental issues, child given incorrect medicines, poor language or social skills, regular illness or infections, repeated accidental injuries, skin issues, tummy issues, tiredness, untreated injuries, weight or growth issues.

Housing and family issues: unsuitable home environment, being left alone for long periods, taking on the role of carer for family members.

Changes in behaviour: becoming clingy, aggressive, or withdrawn depressed or anxious, changes in eating habits, displaying obsessive behaviour, finding it hard to concentrate or take part in activities, missing school, showing signs of self harm, drug or alcohol abuse.

Additional School Policies, Procedures and Practice

Prevention

We recognise that high self esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. The school and EYFS setting will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are always listened to.
- Ensure children know that there are adults in the school and EYFS setting whom they can approach if they are worried or in difficulty. This sees the school and EYFS setting having a diffused approach to hearing children and everyone can act as a mentor.
- Include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help – preventive strategies and linked to character development initiatives within the Student Care policy.
- Include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life in the United Kingdom including the portrayal of positive British community values, particularly with regard to personal behaviour, child care and parenting skills – to some extent this is represented in the Intergenerational project that the school is undertaking where senior citizens are included in achieving curriculum goals (especially History and Citizenship). It is also represented in efforts by the school and EYFS setting to generate the leadership capacity in girls.
- The school and EYFS setting promotes the welfare of children through its Character development initiatives especially through its Friday Character assemblies and PSHE lessons. Safeguarding is one of the topics covered and students are given information about how to avoid situations, who to report to, and that what may be promoted by trusted adults may not be correct (eg. FGM)
- PSHE lessons (and Current Affairs discussions) cover cyberbully, bullying, protective behaviours, mental health, girls' leadership, radicalisation and extremism (including current affairs topics). In our Citizenship Programme Fundamental British Values are actively promoted as an antidote to extremism. The promotion of democracy, freedom of speech and religious tolerance celebrate the diversity of traditional and modern cultural practices in our country and are regularly discussed in whole school assemblies, which are referenced in classroom discussions.

Supporting Pupils at Risk

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and struggle to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame. This school and EYFS setting may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. The school and EYFS setting will endeavour to support the pupil through:

- The content of the curriculum to encourage self esteem and self motivation.
- The school and EYFS setting ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued.
- Consult with the child regarding a staff member with whom they may wish to liaise with as a mentor at least for the duration of any investigation and who can report to the Designated Safeguarding Lead regarding issues of short term student safety or any changes to the risk that first caused the investigation to commence.
- The school and EYFS setting's positive behaviour policy should support vulnerable pupils in the school and EYFS setting. All staff will agree on a consistent approach which focuses on the child's behaviour, but does not damage the pupil's sense of self worth. The school and EYFS setting will endeavour to ensure that the child knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies who support the child such as Children's Services, Child and Adolescent Mental Health Services, and the Borough of Hounslow Early Intervention Services.
- Retaining records and notifying the Early Intervention Service as soon as there is a recurrence of a concern.

When a child who is subject to a safeguarding concern leaves the school, we will transfer information to the new school or EYFS setting immediately and inform Hounslow's Lead Officer for Safeguarding Children. This is done with the use of a school Transfer Note.

Children Missing Education

The following procedure is followed when a pupil is absent from school.

- 1) On arrival in the morning the School Administrator is to check emails and voice messages for messages from parents regarding absent children.
- 2) School Administrator will inform class teacher of any absentees.
- 3) Class Registration takes place at 8.50am and the register is closed at 9am.
- 4) From 9.30am onwards, the School Administrator checks the Register and contacts the parents of children with unexplained absences by phone in the first instance. Parents are contacted in order of 1st contact, 2nd contact, 3rd contact, etc. (as listed on the pupil's Engage contact profile).
- 5) If the SA cannot get through to the first contact then a message on the voicemail will be left explaining she is calling from school and why she is calling. Also on the voicemail it should be stated that as she cannot get through she will now call the next contact number.
- 6) If neither contact responds, an email should be sent to both contacts.
- 7) Steps 4 and 5 should be repeated until contact is made with someone.
- 8) If no contact can be made with the family by the end of the school day then the police will be informed and advice sought from Children Missing Education Officer at London Borough of Hounslow.
- 9) Any child signed in the late book by a parent should be entered on the register by the SA with a late code.
- 10) The Fire List is printed from the Engage System and class lists placed on clipboards.

Bullying

We recognize that peer on peer abuse can take the form of face to face encounters, physical, verbal or exclusion, not excluding 'banter' and/or online activity.

Our policy on bullying is set out in our Anti Bullying Policy.

Children with SEND including children with SEND Statements

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. Maintaining their hope and developing resilient characters is an important aspect of the Character Development Programme that is run at Ashton House School. There is also positive reinforcement in IEPs as students achieve learning and other targets.

More information can be found in our Special Educational Needs Policy

Training and Information Sharing

The school is committed to ensuring that all staff, volunteers, contractors and service providers receive the appropriate training to enable them to fulfill their role and responsibilities under the safeguarding policy.

A training plan for the school is reviewed annually and a record of training undertaken is retained by the school.

- Staff who are newly appointed receive training in Safeguarding Children and Prevent as part of their induction. If the school is unable to provide Prevent training at Ashton House, staff members will be sent to another venue following advice on venues from the Borough of Hounslow.

- All staff members, volunteers, contractors and service providers are issued with a copy of Part 1 and Annex A of Keeping Children Safe in Education at induction and are asked to confirm they have read and understood their responsibilities under the guidance.
- All staff members, volunteers, contractors and service providers are inducted through the school and EYFS setting's policy on Duty of Care, Accountability, Whistleblowing, Student Care and their responsibilities under the Safer Employment policy and other policies that impact upon the welfare and wellbeing of children. Staff are trained to manage a report of child on child sexual violence and sexual harassment.
- All staff members, volunteers, contractors and service providers receive safeguarding training at the start of each academic year to ensure that everyone is aware of the safeguarding policy and procedures and current best practice.
- All staff members, volunteers, contractors and service providers receive ongoing training and are provided with the latest guidance, advice and informal updates via regular staff meetings.
- All staff members are regularly reminded that they can refer any concerns to the HSCB.
- All staff members are provided with the Children Missing Education (CME) and the Online Safety Policies.
- At the first staff meeting of the new academic year, committees are formed on crisis management (CIC) and the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are identified to all staff members, expertise of active staff is drawn upon to shape safe-guarding arrangements and policies for the coming year.
- Training on radicalization is conducted every two years by the local authority officer with responsibility for this area.
- Training for the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead takes place every two years and is delivered through the local authority.
- Areas covered in training for the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead include:
 - the way in which agencies work together, Multi Agency Safeguarding Hub (MASH at the Borough of Hounslow)
 - participation in case conferences
 - how to support children who are in need
 - identifying signs of children at risk including those who are risk of being radicalized
 - keeping efficient records
 - promoting the culture of the school and EYFS setting to listen and to make Ashton House a TELLING school.

Safer Recruitment

The school and EYFS setting employs 'safe' people, who have been awarded a position on merit and who have been subject to rigorous pre-employment checks in order to be employed to work with children. The school and EYFS setting employs staff members with a high level of expertise who meet the ethical and cultural features of the school and will work to achieve the mission of the school.

Further information and detailed guidance is available from the School's Safe Employment Policy.

The school operates its recruitment and selection policy under the guidance defined in the Department for Education's publication Keeping Children Safe in Education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

E-Safety/Online Safety/Mobile Technology

Further information and detailed guidance is available from the School's E-Safety Policy.

Protecting young people online means thinking beyond the school environment. With the advance of Internet technologies and connectivity, pupils increasingly will have access to personal devices not covered by School networks and therefore the emphasis should be on educating all users as to the risks involved and their obligation to act responsibly whilst online. As abuse can take place wholly online and technology may be used to facilitate offline abuse.

Teaching Online Safety in School:

Ashton House School follows the new guidance which covers fundamental knowledge and behaviours for pupils, including how to evaluate what they see online, how to identify risks, and how and when to seek support. This does not create additional content or teaching requirements; topics are to be incorporated into other curriculum areas including PSHCE.

Parents and Guardians

This includes working with parents and guardians to support them in protecting their children when they are online and outside of the school.

Parents are not permitted to use mobile phones and other mobile technology in the EYFS setting.

Safeguarding pupils in both the real and virtual world is the responsibility of all staff. Staff must be familiar with the guidance provided via the School's E-Safety Policy and understand how to respond to e-safety incidents. Staff need to be vigilant for threats of radicalisation on line as well as cyber bullying or any other safety issues.

Pupils will be taught through the curriculum and other pastoral support systems how to behave and build resilience in dealing with such matters. The school will utilize a range of mechanisms to monitor online activity and protect children, staff members, volunteers, contractors and service providers from exposure to inappropriate or illegal materials.

Visitors

The school welcomes and encourages visitors to make a contribution to the life of school. Visitors are defined as individuals or groups of individuals who are not employed or contracted by the school, who visit the school on an irregular or infrequent pattern and typically stay within the school for a pre-determined period of time.

Visitors can include:

- Parents or guardians or the parents or guardians of prospective or past pupils.
- Contributors to classes.
- Individuals making deliveries or collecting items.
- Friends and or family members of school staff, contractors or service providers.

The school has a duty to make suitable arrangements for the management of visitors. In particular the school will put in place the following measures.

- Ensure that all visitors are supervised effectively within the school.
- Protect the security of pupils and staff when visitors are present.
- Apply controls to uninvited, unwelcome, abusive or aggressive visitors.

When arranging for a visitor to come to the school, the following general guidance should be followed.

- Prior to the arrival of the visitor, the person making arrangements on behalf of the school should confirm:
 - The name of the visitor(s).
 - The name of any organisation they represent.
 - Contact details of the visitor.
 - The expected arrival time for the visitor.
 - The expected length of the visit.

This information must be shared with the school reception staff prior to the arrival of the visitor.

- On arrival at the school, the reception staff should ensure that the visitor complies with the following:
 - The visitor signs in to the visitor's book using the details previously supplied by the person arranging the visit.
 - The visitor's identity is checked through use of an id card or other means of official identification.
 - The visitor is issued with a visitor's badge and displays this prominently about their person at all times whilst they are in the school.
 - The visitor is provided with information on how to respond to an evacuation or emergency situation and a guide to how they must behave whilst in the school.
 - The visitor waits in the school reception area until such times as they are collected by the relevant staff member.
 - Reception staff will contact the member of school staff who made the arrangements for the visitor to attend and will not release the visitor from the reception area until the staff member arrives.
- **All visitors must be accompanied at all times throughout their visit to the school and must not be left unattended at any point.**
- At the end of the visit, the visitor must be returned to the school reception area where they must sign-out of the visitor's book and return their visitor's badge.

Protecting Individuals from Allegations

Professionals working with children can be victims of malicious allegations from time-to-time. To protect from such allegations, it is important to:

- Avoid touching children in either a friendly or threatening manner.
- If children touch you, tell them not to in a courteous manner.
- Take reasonable steps to ensure that you are not alone with a child.

There will be exceptions where young children or those with significant special needs need comforting or even intimate care because of continence problems and or when children need to be physically restrained for the safety and well-being of others. There are separate guidelines on this which should be referred to.

Whistleblowing

Whistleblowing is exposing organisational misconduct, dishonesty, illegal or unethical activity. If a member of staff, volunteer, contractor or service provider has a genuine belief that school staff, leaders or the proprietor are not acting appropriately, the individual is obliged to raise this at the most appropriate level.

The school provides further guidance on whistleblowing in a separate Whistleblowing Policy.



Annex A

Ashton House School

SAFEGUARDING FORM

'The Green Form'

Pupil Name	Date of Birth	Year Group
Name and position of person completing form (please print)		
Date of incident /concern:		
Incident / concern (who what where time) If a child has raised a concern, write down exactly what they said.*		
Any other relevant information (witnesses, immediate action taken)*		
Action taken*		
Signature	Date form completed	

*Continue on a separate sheet if necessary



Ashton House School

Safeguarding and recording Frequently asked questions

Why is recording important?

We have a statutory duty to promote the well-being and safety of every child who attends our school. This is a whole school task. Since staff have differing roles in school we observe children in a range of settings and activities throughout the school day. Children may show or tell us that something is wrong in a variety of ways. We all have an important role to play in helping to identify welfare concerns for children and possible indicators of abuse or neglect at an early stage. For some children a “one off” serious incident or concern will come to your attention and you will have no doubt that this you must immediately record and report this. Most often however it is the accumulation of a number of small incidents, events or observations – “the jigsaw” - that provide the evidence that a child is being harmed. It is vital therefore that any concern you have for a child’s welfare *however small* is recorded and passed to the DSL.

What is a “welfare concern”?

As a general rule anything that you consider unusual or out of the ordinary for the child constitutes a concern. Mostly these will arise in one or more of the following areas:

- The child’s behaviour changes or a particular behaviour is observed
- The child has a physical injury
- The child tells you something has happened to them
- The child’s physical presentation
- You receive information from or observe unusual behaviour in a parent

Why can’t I just pass on my concern verbally?

It is important that the person who has the concern gives a firsthand account of this so that there is a clear and accurate record of what has been seen, heard etc. A record written by you will ensure that there is no misinterpretation of your concern or that it can be overlooked or forgotten.

How and what do I record?

Our school’s Safeguarding Concern Form is a green A4 sheet that can be found in the back of Class Safeguarding Diaries or in the school office.

What happens to the record once I’ve written it?

One of the main purposes of recording is to make sure that the school’s Designated Safeguarding Lead is able to respond properly to concerns for children. The DSL will decide what action is necessary in response to your concern. Actions they take will of course depend on how serious and urgent the concern is. These can range however from a decision to keep a close eye on the child in school to referring the child to Specialist Children’s Services so that they can undertake an assessment of the child’s safety. The concern form you have completed will be kept by the DSL in a confidential file.

Who will see this? Will parents see my record?

Information relating to children’s welfare will be shared on a strict “need to know” basis and in line with Hounslow Safeguarding Children’s Board (HSCB) Procedure that we have a duty to work within.

Neither the parent nor the pupil has an automatic right of access to child protection records and in most cases, the actual record will not be shared with parents. However we ask you to write this in a way that if we were asked to release school records perhaps by a Court, the record is a fair and factual account of an incident or event. One of the most common responses by the DSL to concerns raised by staff for children will be to share these with parents with the purpose of working with them to understand and address the issue of concern. The details of your record therefore may be presented verbally to parents. Sometimes your concern will be one of many. If the DSL is worried that talking to parents might create a risk to any staff member’s safety they will not do this but seek the advice of colleagues in Education and Specialist Children’s Services.

Will the record be destroyed once the issue is addressed or the child leaves school?

No. Past concerns for children and what happened in response to these can be very important information for staff who may have concerns for the child at a later time. The DFE guide us in the retention and transfer of safeguarding records. The DSL is responsible for passing these on under confidential cover to the DSL in the child’s new school when the child leaves us. For secondary schools, the records are kept until the child is 25 years old.

Annex B

External Agencies

Early Help Hounslow (EHH) is the initial point of contact for all professionals and members of the public requesting services or support needed including education, health, family support and safeguarding concerns.

Early Help Hounslow is the front door for all Early Intervention Services. Please contact them to discuss any concerns or seek clarification regarding thresholds and appropriate pathways to services.

020 8583 3544
earlyhelp@hounslow.gov.uk

Early Help Hounslow (EHH) is a gatekeeper or front door agency that should be contacted if there is no clarity in this contact list –

Early Help Hounslow Team

88 Lampton Road
HOUNSLOW
TW3 4DW
020 8583 6600 early.intervention@hounslow.gov.uk

For matters requiring interagency support, the EHH will involve Multi-agency Safeguarding Hub (MASH)

Agencies Providing Support, Advice and Guidance on Safeguarding

SAFEGUARDING ISSUE	AGENCY	EMAIL (if different to the Early Help address)	PHONE NUMBER
Family relationships	Hounslow Family Information Service (FIS) Family Support Practitioners Police Community Safety Unit Hounslow Social Services	Fis@hounslow.gov.uk	0800 783 1696 020 8583 6600 020 8247 6583 020 8583 3300 or 020 8583 2222 (out of hours)
Domestic violence	Hounslow Domestic Violence Outreach Learning to Respect team	Pattie.friend@hounslow.gov.uk	020 8247 6466 OR 0808 2000 247 020 8583 6600
Non-attendance	Children Missing Education (CME)	cme@hounslow.gov.uk	020 8583 2768
Safeguarding children issues (child abuse, child protection) If the child/ren are open to Children's Services and have an allocated Social Worker If you are worried about a child and want to report your concerns	Hounslow Safeguarding Children Partnership	childrensocialcare@hounslow.gov.uk	020 8583 6600 (option 2 followed by option 1) 020 8583 6600 (option 2 followed by option 3)

Out of hours (after 5pm weekdays or weekends)			020 8583 2222 and ask to speak to the duty social worker
Allegations against Professional Staff and Volunteers who work with children	Safeguarding Advice and Allegation Management SAAM Interim Safeguarding Advisor covering LADO duties	lado@hounslow.gov.uk Matilde Enriquez matildeenriquez@hounslow.gov.uk	New allegations (SAAM Duty Team) 8583 5730
Criminal activity (inc sexual abuse, physical abuse, FMG, offences committed by children)	Hounslow Police		101 (you will be put through to an appropriate officer if non-urgent) 999 (if urgent) 0300 123 1212 or 0300 8577 1212
Extremism (radicalisation)		Counter-extremism@education.qsi.gov.uk Joan Conlon (Hounslow contact officer)	020 7340 7264 020 8583 2197 020 583 2573 (duty office)
Support for families who require advice for supporting students who require extra support	Early Help Assessment (EHA)		020 8583 2741/2
	Hounslow Children's Services		020 8583 3400
Staff member checks prior to employment, advice regarding conviction of a staff member of a crime	Disclosure & Barring Service (DBS)	Postal Address: PO Box 181 Darlington DL1 9FA	01325 953 795
Children's concerns	Childline		0800 1111
Anti-terrorist hotline			0800 789 321

Annex C

Other features of the Safeguarding Policy (an abstract if located in other policies)

Health/Medicines:

There is a separate policy for the administration of medicines and First Aid. Every staff member attends a training every three years.

Food/Drink:

There are fresh water drinking fountains located around the school and EYFS setting. Moreover, only water is permitted in the lunch room and children are allowed to bring water to school and EYFS setting in a suitable container (plastic bottle/flask)

The dining room is run by people who have received the Basic Hygiene (Level 2) certificate (from the Borough). Other staff members assist with supervision but do not handle food apart from in an emergency.

Accident/Injury:

Any head wound will be referred to a parent for the child to be taken home (and to a doctor). Bumps to the head or a mark of the face will result in a phone call to the parent. The pupil will also be given an 'Ouch! I bumped my head' leaflet to take home. Any injury is reported to the Office and parents are contacted if it is severe enough and is recorded in the Accident Book (which is located on the School Officer's desk or in the Accident Book in the EYFS setting)

The First Aid equipment (and personal medical therapies) is located in a locked cabinet in the First Aid room or in the EYFS department. The First Aid Leads are the School Administrator and EYFS leader who are in charge of Medical Equipment and the management of injuries and conditions.

Managing Behaviour:

Staff members expect a high standard of behavior from pupils. Appropriate behaviour is modelled by staff members.

Developing sound professional and friendly relationships between staff members and students is considered to be essential if the child is to be happy at school and EYFS setting and trusting of their environment.

Staff members are dissuaded from engaging in physical contact with students in order to apply discipline and should only do so if they or another person is at reasonable risk of injury by the continuation of the pupils behaviour. Any physical touching in this regard must be noted and referred to the Designated Safeguarding Lead as soon as possible after the event.

No student is left unsupervised such as being sent outside and away from the direct line of sight. The use of 'buddy rooms' for misbehaving students is considered to be a better alternative.

Behaviour that is referred to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead is recorded and the record is kept secure. Parents are usually contacted and a home-school intervention is commenced (such as an Behaviour Plan).

Corporal punishment is never used or threatened.

Safety & Suitability of premises:

Class sizes peak at around 20 students in Years 1-6 and 16-20 in Foundation stage. This is because the rooms cannot reasonably accommodate larger groups.

Classes are spacious for the number of students and are comfortable, well-lit and airy.

Students in Year 5 must use outside stairs but these have been coated with a non-slip paint to assist students to use them safely. Non-slip paint has also used to coat the outside stairs leading to the music room and the second entrance to Year 6. All other year groups access their classrooms via internal staircases.

Students are reminded often to hold onto the guard rail when using stairs and they are supervised by adults when using the stairs, especially students in the Foundation stage.

Fire drills and evacuation practices are held once per term and a record is kept to assist in subsequent policy review.

Fire services are checked by Chubb to ensure that extinguishes are current and the fire alarm is also checked and tested every six months.

There is a strict no-smoking rule in the school and EYFS setting (grounds and buildings)

A master plan exists for the improvement of the school and EYFS setting buildings and grounds over the next five years.

Premises are cleaned every night and after the lunch service.

There are adequate toilet facilities and wash basins available for children. Taps turn on by themselves and hand driers replace the need to paper towels.

Children do not normally sleep while at school nor in the EYFS setting except some children who are in the First Aid room and are waiting to be collected by a parent. Those children are closely monitored by a First Aid Lead or a member of staff to whom responsibility for the pupil's care has been delegated.

Risk assessment:

There is a risk assessment policy as well as a common law requirement that adults employed by the school and EYFS setting do not expose children to any risk in the conduct of the day.

School journeys and trips must be risk-managed through Learning Outside the Classroom Policy procedures and approved by the Headteacher before the event takes place.

Students are not insured for certain events such as parachuting and abseiling, so any risk must comply with the details of insurance policies.

Teacher-student ratios are carefully managed through the Learning outside the Classroom Policy and these ratios are further adjusted if the event takes place near water. Students who are in water will need an appropriately qualified officer to be part of the supervising team.

SEND:

The school and EYFS setting has an identified SENCO – Mrs Stewart.

The School and EYFS setting has an Accessibility Plan and a Special Education Need policy to assist with the induction of students into the school and EYFS setting and to assist them to achieve their best.

The school and EYFS setting SENCO assists parents to access appropriate external support and is a 'gatekeeper' for parents to use.

The school and EYFS setting has forensic internal and external assessment processes which govern the monitoring of students who are governed by SEN or otherwise require an IEP.

Information & Records:

Records are kept confidentially and in lockable cupboards and filing cabinets.

No information about specific students is given out and courts may only access information through a subpoena.

Approved officers may access records according to the nature of the investigation they are conducting (eg Section 47)

Student medical records are kept until the child turns 25 years. Attendance registers are kept for ten (10) years.

Information is forwarded to the child's new school and EYFS setting once a Transfer Note has been received from the new school and EYFS setting.

The school and EYFS setting cooperates with appropriate authorities in the release of information such as in Section 47 inquiries made by the Social Services

Information about the child:

Our Engage database has full details about each child (full name, date of birth, name and address of parents/carers, contact adults in case of an emergency, details of whom the child normally lives)

The central personal file of each pupil contains information about enrolment, medical forms and other relevant details

Information for parents/Carers:

The school and EYFS setting publishes a range of booklets: annual Parent Handbook, newsletters, Headteacher's Updates, Transition documents for children starting Nursery, Year One and Year Three, details of policies, timetables, homework support, and how parents can access more information

There are three parent-teacher interviews each year, welcoming events early in the academic year, individual parent meetings, informal conversations as the child arrives at school and EYFS setting (a member of school staff monitors the front gate every morning and many afternoons), and PTA events (including general meetings)

Complaints:

There is a separate Complaints Policy which outlines the three-stage process by which a complaint from a parent or other person is handled.

Stage One (informal complaint) most complaints and concerns can be dealt with at the informal stage with dialogue in the form of a phone call, email or meeting. If the complainant is not satisfied by the outcome of the informal stage the matter proceeds to the next stage.

Stage Two (formal written complaint) must be resolved in five working days (Term time only)

Stage Three (formal panel hearing level) must be resolved within ten working days (Term time only).

Records of the complaints are kept in the Headteacher's office along with how they were resolved.

The Complaints Management process is on the Ashton House website. This includes the right of parents to seek external support in mediation or arbitration.

Transporting children:

The school and EYFS setting runs a bus in the morning and afternoon. Qualified drivers run the bus and they collect students from the door and drop them off again at their door. Parents can notify the School Officer if there is a change to bus use.

Dismissing children:

Pupils from Years 1 -6 are dismissed at the end of the day from one exit point and a separate point is used for pupils in the Early Years Foundation Stage.

Teachers transfer duty of care to a caregiver who is recognised by the school and EYFS setting as an appropriate person. Children are not released if the door teacher does not know the adult unless the parents have previously informed the school and shared an agreed password.

Children are not permitted to leave the premises and go to an adult who is sitting in a car and are not permitted to cross Eversley Crescent by themselves.

Students in Years 5 & 6 may be permitted to go home alone as long as their parents have provided written permission and the door teacher thinks that it is safe to do so.

Students who are not collected by 3.45pm are sent to the After School care facility to wait for their parents/carers.

Photography/Images:

A separate policy exists on this matter. Images of children will only be used, with parental consent, when the use meets the description laid down in the policy such as for use on student records, portfolios, and the school and EYFS setting year book. Extraordinary use however will only be permitted once parent approval has been received.

Cyber Safety:

Mobile phones, including phones with cameras and personal tablets must not be used during teaching time within the school and EYFS setting and no staff should access devices during contact time with pupils or in public places within the school and EYFS setting.

Lessons in cyber safety are conducted in IT classes and through PSHE lessons.

There is a safe Internet Use agreement that students must sign before having access to the internet at school.

Parents are reminded about the correct use of the Internet at home and there is contact with the home if breaches of internet protocols are discovered (even if they take place at home)

EYFS –

Additional Requirements

The safeguarding policy which applies to the rest of the school also applies to the EYFS and details our procedures for safeguarding in the EYFS. We will inform Ofsted immediately (same day) or as soon as is practicably possible of any allegations of serious harm or abuse by any person whether committed on the premises or elsewhere.

Missing Child Procedures:

A separate policy exists on this matter.

A child who goes missing from school and EYFS setting may be an indicator of possible abuse. There is a strict time constrained process in searching for a missing child. This includes localised and then wider searches, notifying parents and the police, documenting the matter, and possibly implementing a Crisis Management process (see policy).

A follow-up review takes place in order to minimise the risk of a reoccurrence of the incident.

Secure premises:

The school and EYFS setting is surrounded by fences, walls and secure gates to minimise unauthorized access to the grounds.

Closed circuit monitoring is also in place to monitor the front gates and front doors.

Preventing radicalism:

The Counter-Terrorism and Security Act (2015) places a duty on school and EYFS settings to have due regard for the need to prevent people from being drawn into terrorism.

The school and EYFS setting's Safeguarding Policy addresses that requirement and the need to reduce the exposure of children to harm and abuse that comes from this feature.

The DSL is the lead officer in Prevent and the school and EYFS setting has undergone training in this area through staff meetings and on-line.

The school and EYFS setting addresses extremist views through current affairs, Philosophy, PSHE and other relevant learning areas.

Staff are alert to statements and behaviour that may lead to radicalisation and the school may refer a child to the Channel programme.

Annex D (i)

Safeguarding Policy

I confirm that I have received and read the Safeguarding Policy. I understand my responsibilities as described in this policy. Should I have any questions about the policy, I understand that I can discuss these with the School's Designated Safeguarding Lead or their Deputy.

Signature:.....

Name:.....

Position:.....

Date:.....

Please return this document to the school office to retained.

Annex D (ii)

Keeping Children Safe in Education Part 1 and Annex A

I confirm that I have received and read Keeping Children Safe in Education Part 1 and Annex A. I understand my responsibilities as described in this guidance. Should I have any questions about the guidance, I understand that I can discuss these with the School's Designated Safeguarding Lead or their Deputy.

Signature:.....

Name:.....

Position:.....

Date:.....

Please return this document to the school office to retained.

Annex E

Safeguarding Team

	<p>Designated Safeguarding Lead</p> <p>Mrs Angela Stewart Head Teacher astewart@ashtonhouse.com Internal Extension #: 209</p> <p>Training: Levels 1, 2 & 3 in Safeguarding Children</p>
	<p>Deputy Designated Safeguarding Lead</p> <p>Mrs Jasmin Deol EYFS Teaching Assistant ideol@ashtonhouse.com Internal Extension #: 216</p> <p>Training: Levels 1, 2 & 3 in Safeguarding Children</p>

The Safeguarding Team can be contacted out of term time at: safeguarding@ashtonhouse.com

Annex F

Job description for the Designated Safeguarding Lead (DSL and DDSLs)	
The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	
Summary of the role	<ul style="list-style-type: none"> • To take lead responsibility for all child protection matters (including online safety) occurring at the school and to support all other staff in dealing with any child protection concerns that arise. • To have the status and authority within the school to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of pupils. • Whilst the activities of DSL can be delegated to appropriately trained deputies (DDSLs), the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated. • To promote and safeguard the welfare of pupils in the school.
Main duties and responsibilities	Further specifics:
Managing referrals	<p>You are expected to:</p> <ul style="list-style-type: none"> • refer all cases of suspected abuse of any pupil at the school to the local authority children's social care; • support staff who make referrals to local authority children's care; • refer cases to the Channel programme where there is a radicalisation concern; • support staff who make referrals to the Channel programme; • refer cases where a person is dismissed or left due to risk/harm to a child to Disclosure and Barring Service (DBS); and • refer cases where a crime has been committed to the Police.
Work with others	<p>You are expected to:</p> <ul style="list-style-type: none"> • act as a point of contact with the Local Safeguarding Children Board/safeguarding partners; • liaise with the Principal to inform him of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; • as required, liaise with the "case manager" (as per Part 4 of KCSIE) and the designated officer (LADO) at the local authority for child protection concerns in cases which concern a staff member; • liaise with staff (especially pastoral support staff, IT staff, First Aiders, and the named persons with oversight for SEND) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and • to act as a source of support, advice and expertise for all staff.

<p>Training</p>	<p>You are expected to ensure your child protection training and that of the DDSLs is sufficient and appropriate to provide the knowledge and skills required to carry out this role. This training must be updated every two years. All members of the DSL team should also undertake Prevent awareness training.</p> <p>In addition to the formal training, the knowledge and skills of members of the DSL team should be supplemented and refreshed at least on an annual basis to allow them to understand and keep up with any developments relevant to their role in order to:</p> <ul style="list-style-type: none"> • understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements; • have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so; • ensure each member of staff has access to, and understands, the school or school’s child protection policy and procedures, especially new and part-time staff; • be alert to the specific needs of children in need, those with special educational needs and young carers; • understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; • understand the importance of information sharing, both within the school, and with the LSCB, other agencies, organisations and practitioners; • be able to keep detailed, accurate, secure written records of concerns and referrals; • understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation; • be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school; • be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online; • obtain access to resources and attend any relevant or refresher training courses; and • encourage a culture of listening to pupils and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
<p>Raising awareness</p>	<p>You are expected to:</p> <ul style="list-style-type: none"> • ensure that the school's child protection policies are known, understood and used appropriately; • ensure the school’s safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Proprietor regarding this,

	<ul style="list-style-type: none"> • ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and • link with the LSCB/Safeguarding Partnerships arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
Child protection files	<p>You are expected to:</p> <ul style="list-style-type: none"> • ensure that when a pupil leaves the school their child protection file is transferred to the new school or college as soon as possible; • ensure child protection files are transferred separately from the pupil's main file in a secure manner and confirmation of receipt is received from the destination school or college; • consider whether it is appropriate to share any information with the new school or college in advance of pupil leaving
Availability	<p>You are expected to:</p> <ul style="list-style-type: none"> • ensure during term time either the Designated Safeguarding Lead (or a deputy) will always be available during school hours (9 am – 6 pm) to discuss any safeguarding concerns; and • Arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Annex G

Designated Safeguarding Lead & Deputy

<p>All education settings must have a Designated Safeguarding Lead (DSL) & one or more Designated Safeguarding Deputies (DDSL).</p> <p>The DSL/DDSL role has lead responsibility for all child protection matters (including online safety) occurring at the school and to support all other staff in dealing with any child protection concerns that arise.</p> <p>The DSL must be a senior member of the leadership team with the appropriate status, authority, time, funding, training, resources and support for the role.</p> <p>All DSD's should be trained to the same standard as the DSL, work with the DSL or act in their absence.</p> <p>Staff in both roles must have the designated safeguarding role explicitly stated in their job description.</p>	<p>Raising awareness to ensure that:</p> <ul style="list-style-type: none"> • Parents are aware that referrals about suspected abuse or neglect may be made and understand the role of the setting in this • The setting liaises with the HSCB about training & local safeguarding policies <p>Undertaking Training:</p> <p>Attend relevant & refresher courses at least every 2 years & receive & understand updates of the knowledge & skills for the role, including:</p> <ul style="list-style-type: none"> • Assessment process for early help & intervention including local authority criteria • Child protection case conferences • Safeguarding policy and procedures • Children in need, those with special educational needs & young carers • Keeping detailed, accurate, secure written records of concerns and referrals • The Prevent duty & radicalization • Unique risks associated with online safety • Encourage a culture where staff take the wishes & feelings of children seriously • Providing regular staff updates about safeguarding issues <p>Maintaining a Safeguarding file:</p> <p>When children leave the setting, the DSL/DDSL must ensure their file is securely transferred to their new setting, separately from the main pupil file, as soon as possible & that receipt is confirmed.</p> <p>Being Available:</p> <p>During term time hours the DSL/DDSL should be available in person (or exceptionally by phone) to discuss safeguarding concerns</p> <p>For the DSL/DDSL role for out of hours or holiday activities involving children email: safeguarding@ashtonhouse.com</p>
<p>The DSL/D role includes:</p> <p>Referring or support other staff to refer:</p> <ul style="list-style-type: none"> • Suspected abuse to Children's Social Care • Concerns about radicalisation to the Channel Programme • Persons dismissed/left due to risk or harm to a child to the Disclosure and Barring Service • Cases where a crime may have been committed to the Police as required. <p>Liaising with:</p> <ul style="list-style-type: none"> • The Head or Proprietor about e.g. ongoing section 47 enquiries and police investigations • The "case manager" and Designated Officer (DO) formerly Local Authority Designated Officer (LADO) about any child protection concerns relating to a staff member • Staff and provide support, advice and expertise about safety, safeguarding and referrals • All appropriate agencies & the local authority, including attendance at strategy discussions & multi-agency meetings, to contributing to the assessment of children <p>Ensuring Ashton House safeguarding policies are:</p> <ul style="list-style-type: none"> • Known, understood and used appropriately by all • Reviewed annually with your governing bodies or proprietors • Available publicly 	<p>If you need safeguarding advice, phone the:</p> <p>Early Help Hounslow Mon-Fri, 9am – 5pm 020 8583 6600</p>

Hounslow Safeguarding Children's Board

Hounslow Civic Centre, Lampton Road, Hounslow TW3 4DN Tel: 020 856 6600 email: lscb@hounslow.gov.uk