



# PEMBROKE HOUSE



## **SAFEGUARDING & CHILD PROTECTION POLICY**

**A whole-school policy including the EYFS**



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### SAFEGUARDING STATEMENT

Pembroke House School recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

#### **Key Personnel**

**The Designated Safeguarding Lead is:** Evonne Wheeler (Housemistress of Scholes House)

Contact details: email: [evonne@pembrokehouse.sc.ke](mailto:evonne@pembrokehouse.sc.ke), Telephone: 0721924020

**The Designated Safeguarding Lead for EYFS is:** Celina Ritchie (Head of Pre-Prep)

Contact details: email [celinaritchie@pembrokehouse.sc.ke](mailto:celinaritchie@pembrokehouse.sc.ke), Telephone: 0704260400

**The Deputy Designated Safeguarding Lead:** Paul Odera (Deputy Head - Pastoral)

Contact details: email: [paulodera@pembrokehouse.sc.ke](mailto:paulodera@pembrokehouse.sc.ke), Telephone: 0722313277

**The Head is:** Deborah Boyd - Moss

Contact details: email: [headmistress@pembrokehouse.sc.ke](mailto:headmistress@pembrokehouse.sc.ke), Telephone: 0720602483

**The nominated Safeguarding member of council is:** Ann Gatonya

Contact details: email: [councilsafeguardinglead@pembrokehouse.sc.ke](mailto:councilsafeguardinglead@pembrokehouse.sc.ke), Telephone: 0737 630600

**The Chair of Council is:** Richard Vigne

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#### **Staff Training:**

All staff will undergo safeguarding and child protection training at induction. All staff will be trained at least once a year and regularly updated as required.

#### **Safer Recruitment:**

Safeguarding is embedded throughout the recruitment process following our Safer Recruitment policy to ensure all children are safeguarded from harm.



### Terminology:

**Safeguarding** and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that 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.

**Child protection** is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Staff** refers to all those working on behalf of the school, full or part-time, temporary or permanent, in either paid or unpaid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parents** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

### AN INTRODUCTION TO THE SAFEGUARDING & CHILD PROTECTION POLICY

The Council (Governing Body) and staff of Pembroke House School take seriously our responsibilities under the latest Education Act to safeguard and promote the welfare of all children including those within the Early Years Foundation Stage, and to work together with other agencies to ensure adequate arrangements are in place within the school to identify, assess and support those children who are suffering harm.

This policy has been developed in accordance with the principles established by the latest Children Acts and related guidance. This includes 'Keeping Children Safe in Education', 'Working Together to Safeguard Children', 'The Prevent Duty, 'What to do if you're worried a child is being abused' and 'Safety Standards Manual for Schools in Kenya'. The UN Convention on the Rights of the Child sets out key principles which are enshrined within these acts and the statutory guidance.



### As part of the ethos of the school we are committed to:

- Maintaining children's welfare as our paramount concern, in line with 'Every Child Matters'
- Providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to
- Providing an environment where the child's wishes and feelings are taken into account
- Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are having difficulties
- Using the curriculum to provide opportunities for increasing self awareness, self esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Ensuring all staff receive up to date training and support and are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- Monitoring children who have been identified as "in need", including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive liaison with other agencies

### POLICY PRINCIPLES

- The welfare of the child is paramount
- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. Pupils and staff involved in child protection issues will receive appropriate support.

### POLICY AIMS

- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.



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- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is kept for audit.
- To ensure that the school does not knowingly employ people to work in childcare or allow them to be directly concerned in its management, if they or others who live or work in their households are 'disqualified' from working with children under the age of 8 under the Childcare Act 2006. This applies not only to 'staff' but also others such as volunteers and supply/agency staff.

### VALUES

#### Supporting Children

- We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm and that Pembroke House is often seen as a child's 'safe place'.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- Our school will support all children by:
  - Encouraging self-esteem and self-assertiveness, through the curriculum (particularly but not solely through Personal, Social, Health and Economics Education lessons) as well as our relationships, whilst not condoning aggression or bullying.
  - Promoting a caring, safe and positive environment within the school.
  - Responding sympathetically to any requests for time out to deal with distress and anxiety.
  - Offering counselling or other avenues of external support.



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- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying external agencies, where appropriate, as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Children are taught to understand Safeguarding and to manage risk through our personal, social, health and economic education (PSHEE) and Relationship and Sex Education and through all aspects of school life. This includes online safety.
- Children throughout the school including EYFS are taught the importance of keeping safe. The School aims to teach pupils to understand what is acceptable behaviour and to speak up if they believe they or others are not being treated appropriately.

### **Prevention / Protection**

- We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- The school community will therefore:
  - Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
  - Include regular consultation with children e.g. through weekly Tutor time and Form time.
  - Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty, usually the Tutor in the first instance, with the Head of Seniors, Middles and Juniors and School Counselor also available.
  - Include safeguarding (including online safety) across the curriculum, including PSHEE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
  - Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

### **Safe School / Safe Staff**

- We will ensure that;
  - All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy, safeguarding & child protection policy, the role and names of the Designated Safeguarding Lead and their deputy(ies), and Keeping Children Safe in Education part 1;



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- All staff receive safeguarding and child protection training regularly, which is regularly updated and receive safeguarding and child protection updates.
- All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
- The safeguarding & child protection policy is made available via the school website and parents/carers are made aware of this policy and their entitlement to have a copy via the school prospectus and website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Safeguarding Policy and reference to it in the school's prospectus.
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in this document and during staff training, along with an explanation of the school's role in referring and monitoring cases of suspected abuse;
- All staff will be sent the latest copy of Part 1 and Annex A of Keeping Children Safe in Education and will sign to say they have read and understood it.

### ROLES AND RESPONSIBILITIES

#### School

The school is responsible for ensuring that all action taken is in line with its own procedure on safeguarding children. The child protection process is now incorporated within a comprehensive policy and procedure for all children in need.

The role of the school within this procedure is to contribute to the identification, referral and assessment of children in need, including children who may have suffered, be suffering, or who are at risk of suffering significant harm. The school may also have a role in the provision of services to Children in Need and their families.

All council members and staff, including peripatetic, domestic and ground staff in school have a role to play in relation to:

- Protecting children from abuse
- Promoting the welfare of children
- Preventing children from being harmed

**The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**

#### The Head



The Head will ensure that;

- The Safeguarding and Child Protection policy is in place and implemented by all staff.
- Sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and the deputy DSL to carry out their roles effectively.
- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- Systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures;
- That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;

### **Designated Safeguarding Lead**

The Designated Safeguarding Lead (DSL) is responsible for:

- Holds ultimate responsibility for safeguarding and child protection in the school;
- Acts as a source of support and expertise in carrying out safeguarding duties for the whole school community;
- Encourages a culture of listening to children and account of their wishes and feelings;
- Is appropriately trained and will refresh their training every two years;
- Liaising with other agencies when necessary;
- Ensuring that locally established procedures are followed including reporting and referral processes;
- Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make a referral;
- Will ensure that all records are kept confidential, stored securely and are separate from pupil's records, until the child's 25th birthday;
- Acting as a consultant for staff to discuss concerns;
- Making referrals as necessary;
- Transferring records when a child changes school;
- Representing or ensuring the school is appropriately represented at inter-agency meetings, in particular Child Protection Conferences;
- Managing and monitoring the school's part in child care;
- Organising training for all school staff;
- Liaising with other professionals;



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- Will ensure that all staff sign to say they have read, understood and agree to work within the School's Safeguarding & Child Protection policy, staff behaviour policy, and ensure that policies are used appropriately;
- Will ensure that the name of the designated members of staff for child protection, the Designated Safeguarding lead and deputies are known among the staff at Pembroke House;
- Informing the designated Council Member of any allegations of child abuse.

The Deputy Safeguarding Lead will assist the DSL to fulfil these responsibilities.

### **Council**

The Designated Member of Council for Safeguarding & Child Protection will ensure:

- There is a Child Protection and Safeguarding policy together with a staff behaviour policy (staff handbook and code of conduct);
- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with statutory requirements, are reviewed annually and that the Safeguarding & Child Protection policy is publically available on the school website or by other means;
- Ensures that all staff, including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy;
- All staff have read Keeping Children Safe in Education (2021) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance;
- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;
- The school has procedures for dealing with allegations of abuse against staff (including the Head), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned;
- A member of the Senior Management Team has been appointed as the Designated Safeguarding Lead (DSL) by the School Council who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description;
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHEE);



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- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
- Appropriate online filtering and monitoring systems are in place;
- Any weaknesses in Child Protection are remedied immediately.

### Parents

Pembroke House will always undertake to share our concerns with and support parents/guardians but the school is required to take into account the safety of individual pupils. Professional advice would be sought prior to contacting parents should the need arise.

### CONFIDENTIALITY

- Pembroke House School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm, the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2020) and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Head or DSL will only disclose information about a child to other members of staff on a need to know basis.

### GENERAL STRATEGIES

At Pembroke House we have implemented strategies to address safeguarding issues. These include:

- Health and Safety Policy and procedures
- Risk Assessment Policy and procedures
- Safer recruitment Policy and procedures
- Care/Educational Plans
- Strong Home/School Links



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- Year 8 Prefect Meetings/Dorm Prefects meetings/Tutor meetings
- Complaints Procedures
- Anti-Bullying Policy
- Good role modelling from staff
- [Guidance for staff on electronic communication and social media](#)
- All children are encouraged to take on responsibilities and roles to ensure the safekeeping of themselves and each other.
- All children are taken seriously and their opinions are respected - this promotes trust.

### CHILD PROTECTION PROCEDURES

A copy of the school's Safeguarding & Child Protection Policy (and all school policies) is stored on the SAT drive under Policies & Staff Handbook. A hard copy can be provided on request, and the Safeguarding & Child Protection Policy, Complaints policy and Whistleblowing policy can be found on the school website.

#### Recognition and categories of abuse

Abuse and neglect are forms 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 the 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 another child or children. All staff in school have been made aware of the definitions and signs and symptoms of abuse.

There are four categories of abuse. These are:

Physical abuse  
Sexual abuse  
Emotional abuse  
Neglect

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

There are also a number of specific safeguarding concerns that we recognise our pupils may experience;

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic abuse
- drugs



- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- peer on peer abuse
- private fostering
- radicalisation
- serious violence
- teenage relationship abuse
- trafficking
- youth produced sexual imagery (sexting)

### **Responding to concerns**

Concerns for a child may come to the attention of staff in a variety of ways, for example through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or young person, however insignificant this might appear to be, should discuss this with the Designated Safeguarding Lead as soon as is practically possible but within a 24 hour period. More serious concerns must be reported immediately (within 10 minutes) to ensure that any intervention necessary to protect the child is accessed as early as possible. If a child makes a disclosure of abuse to a member of staff then the member of staff should:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)
- Not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
- Do not promise confidentiality as you may have to break this promise at a later date
- Record the conversation as soon as possible. Best practice is to wait until the end of the disclosure and immediately write up a thorough report.
- Inform the Designated safeguarding Lead.

### **RECORD KEEPING**



Staff can play a vital role in helping children in need or at risk by effective record keeping. Any incident or behavioural change in a child that gives cause for concern should be recorded on a Record of Concern form (available on the SAT drive). Any incident that is not deemed to be confidential, or of little significance, is filed in the child's personal Incident File. If the incident is confidential or of a child protection matter, it must be sent to the Designated Safeguarding Lead and is filed in the confidential Child protection files. It is important that records are factual, comprehensive and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. Records must be signed and dated with timings if appropriate. It is important to remember that any issues are confidential and other staff should be informed only on a 'need to know' basis.

### **Information to be recorded:**

- Child's name and year group
- Child in normal context, e.g. behaviour, attitude (has there been an extreme change?)
- The incident(s) which gives rise for concern with date(s), day(s), times(s) and location(s)
- A verbatim record of what the child or young person has said
- If recording bruising/injuries indicate position, colour, size, shape and time on body map
- Details of how the concern was followed up and resolved
- Action taken, decisions reached and the outcome.

**The details above are vital to the information gathering process and do not constitute an investigation.**

Written information should be passed to the Designated Safeguarding Lead. The Head should always be kept informed of any significant issues.

### **Storage of records**

The DSL will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. Information will be shared on a strictly need to know basis and in line with Child Protection Policy guidance. (See the Data Protection Policy for other information on keeping records on pupils and staff e.g. taking, storing and using images of pupils.)

### **Referrals to Social Services**



In Kenya, the social services (The Children's Offices) are not as developed as they might be elsewhere. There is a committee now in place to support all schools with Social Service issues. The CPAN group has representatives from many schools and trained professionals on hand to advise on any issues that may arise. A list of the CPAN consultants is available with the DSL.

### **Children subject to a Child Protection Plan**

Should a child at Pembroke House need protection then the DSL will inform staff who have direct pastoral responsibility for that child. Such a child would be monitored closely and the smallest concern would be recorded and the information passed on to the DSL.

### **Children who are particularly vulnerable**

Pembroke House School recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it. Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

To ensure that all of our pupils receive equal protection we will give special consideration to children who are;

- Disabled or have special educational needs
- Young carers
- Affected by parental substance misuse, domestic abuse or parental mental health needs
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Already viewed as a 'problem'
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation



- Do not have English as a first language
- At risk of female genital mutilation
- At risk of forced marriage
- At risk of being drawn into extremism
- Suffering from certain health conditions
- Requiring a mental health need
- Associated with county lines
- Persistently absent from education.

### **Anti-Bullying / Cyberbullying**

Our school policy on anti-bullying and anti-cyber bullying is set out in the Anti-Bullying Policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body.

All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Head and the DSL will consider implementing child protection procedures. The subject of bullying is addressed at regular intervals in PSHEE lessons.

### **Racist Incident**

Pembroke House does not tolerate racism in any shape or form. Any suspected racist incident will be dealt with quickly in line with the school Anti-Bullying Policy. Repeated racist incidents or a single serious incident may lead to consideration under child protection procedures and will be recorded using an Incident Report Form.

### **Radicalisation and Extremism**

The Prevent Duty for England and Wales (2019), places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

- Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of armed forces, whether in the United Kingdom or overseas.
- Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Pembroke House School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding



concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

- Pembroke House School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or too Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- School staff receive training to help identify early signs of radicalisation and extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture.
- The school governors, the Head and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessments may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then the DSL will contact the Kenyan Police.

### **Domestic Abuse**

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse. Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, well being and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. CSE and CCE occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE and CCE. Any concerns that a child is being or is at risk of being exploited



should be passed without delay to the DSL. Pembroke House School is aware there is a clear link between regular school absence/truancy and CSE and CCE. Staff should consider a child to be at potential risk in the case of regular school absence/truancy and make reasonable enquiries with the child and parents to assess this risk.

Pembroke House School is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Pembroke House School includes the risks of sexual exploitation in the PSHEE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE and CCE, including online, and knowing how and where to get help.

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

Female Genital Mutilation (FGM) is sometimes called female circumcision, and refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.

At Pembroke House School we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from African countries, including Egypt, Sudan, Somalia, Ethiopia, Nigeria, Tanzania, Uganda and Kenya. It is illegal in Kenya and the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and imprisonment.

At Pembroke House School we have a duty to report concerns we have about girls at risk of FGM to the police and social services.

### **Key Points:**

- Not a religious practice
- Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
- Criminal offence in the UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

### **Reasons for this cultural practice include:**

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex



- Hygiene/cleanliness – un mutilated women are regarded as unclean

### **Post-FGM Symptoms include:**

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear

### **Longer Term problems include:**

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

### **Forced Marriage**

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. School staff should never attempt to intervene directly as a school or through a third party.

### **Honour-Based Violence**

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious



beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based violence might be committed against people who;

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage;
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

### **Peer on Peer Abuse**

In most instances, the conduct of pupils towards each other will be covered by our Behaviour Policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Pembroke House School recognises that children are capable of abusing their peers and that it can happen here. It will not be passed off as 'banter' or 'part of growing up'.

The forms of peer on peer abuse are most likely to include but not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence;
- sexual harassment;
- sexual activity without consent
- intimate personal relationships between peers
- upskirting;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences. There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).



Pembroke House School aims to reduce the likelihood of peer on peer abuse through;

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHEE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Pembroke House School will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using Pembroke House School's child protection safeguarding procedures as set out in this policy. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils, then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

### **Youth produced sexual imagery (sexting)**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where;

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse



and should be responded to accordingly. If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

### **Mental Health**

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, they should speak to the designated safeguarding lead or a deputy immediately.

### **CONCERNS INVOLVING MEMBERS OF STAFF**

Any concerns that involve allegations against a member of staff should be referred immediately to the Head who will inform the DSL and discuss and agree further action to be taken in respect of the child and the member of staff.



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Further information regarding the procedure for managing situations involving members of staff or the Designated Safeguarding Lead can be found in the Procedure for Managing Allegations Against Staff. A copy is on the SAT drive.

**All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt, consult.**

There is a requirement to report to the UK Disclosure and Barring Service (formerly the ISA), within one month of leaving the school, any person (whether employed, contracted, a volunteer, or student) whose services are no longer used because he or she is considered unsuitable to work with children in Kenya.

### **Low level concerns**

Low level concerns are not insignificant and need to be reported, recorded and dealt with accordingly. Examples of low level concerns could include, but are not limited to:

- A teacher having favourites
- A member of staff using inappropriate sexualised, intimidating or offensive language
- Having photographs of children on their phone
- Inappropriate conduct outside of work

All concerns however small must be shared with the DSL or the Head. Any inappropriate behaviour will be addressed by the Head and DSL at the earliest stage to prevent escalation or future harm.

### **Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If any staff have any concerns, they are able to report these to any member of the Safeguarding Team.

Whistleblowing regarding the Head should be made to the Chairman of Council, whose contact details are readily available to staff.

### **CODE OF PRACTICE**



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All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering themselves or others and such events should be recorded and signed by a witness.

Staff should be aware of the school's Behaviour & Discipline Policy, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

All school staff should work towards providing an environment and atmosphere for children to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

### **SUPERVISION AND SUPPORT**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the Designated Safeguarding Lead.

All newly qualified teachers and classroom assistants have a mentor or appraiser with whom they can discuss concerns, including the area of child protection.

The Designated Safeguarding Lead can put staff and parents in touch with outside agencies for professional support if they so wish.

### **ONLINE SAFETY**

Technology has become a significant component of many safeguarding issues and can often provide a platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk (Keeping Children Safe In Education 2021):

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults



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- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams

All staff are trained in online safety. Online safety is taught through ICT lessons, PSHEE lessons and safeguarding presentations. The appropriate filters and monitoring are in place as per the ICT Policy to limit exposure to risks. The appropriate levels of security protection and access management are in place. Online safety is reviewed yearly.

### MONITORING AND REVIEW

A copy of this policy will be available on the school website, SAT drive and in the Staff Room. The policy forms part of our school development plan and will be reviewed annually by the Council Member responsible for Safeguarding. The review takes the form of a visit to the school to meet with the Designated Safeguarding Lead and Deputy Safeguarding Lead(s), ensuring the Head is informed of any new developments. Such a visit involves the scrutiny of any documentation relating to Safeguarding and follow up discussions with the staff.

Should any deficiencies or weaknesses in our policy be highlighted at any time, an immediate review will take place by the Designated Safeguarding Lead and the Designated Council Member in liaison with the Head. Should a revised procedure be necessary it will be issued and implemented with immediate effect.

**All staff have access to this policy and have signed to the effect that they have read and understood its content.**

### ADDITIONAL INFORMATION - WHAT IS CRUELTY TO CHILDREN?

Cruelty to children, or child abuse, is behaviour that causes significant harm to a child. It also includes knowingly failing to prevent serious harm to a child.

All forms of cruelty are damaging – it can be harder to recover from the emotional impact than from the physical effects.



Only a small minority of cases of child abuse involves a total stranger. It is far more likely to be carried out by someone known to the child or family – even someone close who you'd expect to trust, such as a parent, another relative or a family friend.

Abuse happens in all walks of life. Nevertheless, children growing up in a violent household, or in a home where parents misuse drugs or alcohol, are particularly at risk.

### Four types of cruelty:

- **Physical abuse:** including hurting or injuring a child, inflicting pain, poisoning, drowning, or smothering.
- **Sexual abuse:** including direct or indirect sexual exploitation or corruption of children by involving them in inappropriate sexual activities.
- **Emotional abuse:** repeatedly rejecting children, humiliating them or denying their worth and rights as human beings.
- **Neglect:** the persistent lack of appropriate care of children, including love, stimulation, safety, nourishment, warmth, education, and medical attention.

A child who is being abused may experience more than one type of cruelty.

Discrimination, harassment, and bullying are also abusive and can harm a child, both physically and emotionally.

### Physical Abuse

It is important that a professional who sees an injury on a child takes careful note of how the injury allegedly happened, including the informant, the date, time, place, sequence of events, nature of injury etc. The assessment of the plausibility of the explanation should be a medical judgement – other professionals should not make this decision.

Although children do have a variety of accidents, the most common types of injury they sustain are usually different from the injuries caused by abuse.

The following situations, in cases of physical injury, should cause concern about the possibility of physical abuse:

- no explanation
- inappropriate explanation, e.g. description of a minor accident in relation to a major injury
- different explanations given to different enquirers
- parents touchy or defensive, compared with genuine accidents when parents are usually distressed and blame themselves
- delay in seeking treatment



- child states that a particular adult hurt him or one parent accuses another

Injuries such as the following should cause concern about the possibility of physical abuse if they are at classic sites or fit recognizable patterns: human hand marks, human bite marks.

### **Sexual Abuse**

Sexual abuse involves someone forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.

Sexual activities may involve physical contact, including:

- assault by penetration
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

It may also include non-contact activities, such as:

- watching sexual activities
- encouraging children to behave in sexually inappropriate ways
- inappropriate role play
- involving children in looking at, or in the production of, sexual images
- grooming a child in preparation for abuse (including via the internet).

Possible signs of sexual abuse

Physical signs include:

- stomach pains
- genital soreness, bleeding or discharge
- recurring genital-urinary infections
- discomfort in walking or sitting
- sexually transmitted infections.

Behavioural signs may include:

- a change in behaviour
- not wanting to undress
- sexual knowledge, language and behaviours beyond their age
- self-harming
- fear or avoidance of being with a person or a group of people
- being withdrawn
- unexplained amounts of money
- disturbed sleep



- sexualised drawings.

### **Neglect and Emotional Abuse**

Neglect and emotional abuse occur when a child's needs for security, love, praise and recognition are unmet. Basic needs such as food, drink and warmth may not be provided. Slowing of growth without a medical cause may be indicative of emotional abuse and occur even when a child is not deprived of food.

However the weight may remain appropriate for the height but disproportionate for the age. There is usually a dramatic increase in growth following the removal of an abused child from home.

### **Bruising and skin marks**

- black eyes – these cannot be caused by a fall on a flat surface – two black eyes are particularly suspect, especially if the lids are swollen and tender or there is no bruise to the nose or forehead
- bruised ears, sometimes with bleeding
- bruises of the upper lip, torn frenulum of upper lip and injuries under the tongue
- bruising around mouth of child (may have finger bruises: up to three or four on one side and one on the other)
- flat hand marks, particularly on the cheeks, buttocks or backs of thighs
- bruises on scalp and “bald patches”
- finger bruises on shoulders, upper arms or on the trunks or legs of babies
- linear marks or bruises – often seen on buttocks or backs of thighs
- bruises or welts curving around the body. Sometimes buckle or loop marks noted
- bizarre-shaped bruises with sharp borders e.g. from hair brush, comb, slipper
- bruises on abdomen – unlikely to be accidental
- ligature and choke marks – red mark or bruising around wrist, ankles or neck (in the latter area may be due to sudden pulls on tee shirt)
- bite mark – two crescent shaped marks or bruises. If more than three centimetres apart they may be caused by an adult or older child
- human nail marks – these show piled up skin at the end of the marks and are unlike abrasion from falls on rough surfaces; they may just be linear bruises.

### **Approximate age of bruises from their appearance:**

<b>Appearance</b>	<b>Age</b>
Swollen, tender	0-2 days
Red, blue, purple	0-5 days
Green	5-7 days
Yellow	7-10 days



Brown	10-14 days or longer
Clear	2-4 weeks.

### **Burns**

- Scalds – glove or stocking scalds to hands and/or feet caused by dunking in water.
- Scalded buttocks – children cannot scald their buttocks accidentally without also scalding their feet and legs.
- Splash marks – look at the direction of splash to see if it is compatible with the story or might indicate hot liquid being thrown at the child.
- Cigarette burns – small circular burns most typically on the back of hands or forearms, seen in clusters and often of different ages.
- Contact burns – child held against heaters, iron, and cookers. Well demarcated burns following contours of hot objects.

### **Bone and joint injuries**

These can be caused by direct blows, twists (from swinging a child round by one limb) or throwing against hard objects.