

**The Mill Hill School Foundation  
Walker House, Millers Close, The Ridgeway, Mill Hill,  
London NW7 1AQ**

**Mill Hill School  
Belmont, Mill Hill Preparatory School  
Grimsdell, Mill Hill Pre-Preparatory School**

## **The Policy to Safeguard and Promote the Welfare of Children who are pupils at the School**

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**Independent Co-educational Day School for Pupils aged 3 to 18  
years and Boarding School for Pupils aged 13 to 18 years**

**Effective January 2010 (updated 13 May 2010)**

## The Mill Hill School Foundation

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## **The Mill Hill School Foundation**

### **The Policy to Safeguard and Promote the Welfare of Children who are pupils at the School**

#### **Statement**

The Mill Hill School Foundation [the 'Foundation'] fully recognises its responsibilities for child protection. The Foundation policy applies to all staff (whether employed full-time or part-time, contracted or a volunteer) working in the three schools, Mill Hill, Belmont and Grimsdell, and to the appointment of Members of the Court of Governors of the Mill Hill School Foundation. It is our intention that every pupil should feel safe and protected from any form of abuse: (neglect, non-accidental physical injury, sexual exploitation or emotional ill treatment).

The Foundation regards the Policy to Safeguard and Promote the Welfare of Children who are pupils at the School [the 'Policy'] as integral to the effective discharge of its duties and responsibilities and accordingly has determined that the Court of Governors and the Heads undertake an annual review of the Policy and the efficiency with which the procedures have been carried out. In addition, further review of the policies and procedures will be undertaken by the Court of Governors whenever required to ensure compliance with new legislation or updated best practice guidelines or legislation.

This Policy is available to all pupils, parents, prospective parents and members of staff by its publication on the website of each of the three Foundation Schools and it is available in hard copy, upon request to the School Office at each of the three Schools. In addition, copies of the Policy may be inspected at any point in the School day in the School Offices. It is also available to any adults working in the Foundation and, at Mill Hill School, to older boarders in positions of responsibility.

This Policy operates in accordance with the London Borough of Barnet and other locally agreed inter-agency procedures and is compliant with *Safeguarding Children and Safer Recruitment in Education* and the Statutory Framework and Practice Guidance for the Early Years Foundation Stage (EYFS).

#### **Aims and Objectives**

The Foundation is committed to taking all reasonable measures to safeguard and promote the welfare of each pupil in its care and expects all staff and volunteers to share this commitment by:

Ensuring that the Foundation practises safe recruitment procedures in checking the suitability of all staff and volunteers (including staff employed by another organisation) working with our pupils in accordance with the guidance given in *Safeguarding Children and Safer Recruitment in Education*, the National Minimum Standards for Boarding Schools and the requirements of the Independent Safeguarding Authority (ISA) and in

compliance with the Independent School Standards Regulations. The Foundation's recruitment policies are set out in detail in the Mill Hill School Foundation Recruitment, Selection and Disclosure Policy. This Policy provides for the appropriate checks to be carried out to confirm the suitability of a member of staff for appointment:

- satisfactory checks concerning identity, medical fitness, right to work in the UK, previous employment history, character references, professional references (where appropriate) and qualifications (where appropriate);
- satisfactory completion of an enhanced criminal record check and the enhanced criminal record certificate which is the subject of the application is obtained before appointment. In accordance with the Boarding Schools National Minimum Standards a successful applicant will not be permitted, under any circumstances, to commence employment at the Foundation until the Foundation is in receipt of the successful applicant's enhanced CRB certificate which the Foundation considers satisfactory;
- in the case of any person for whom, by reason of living or having lived outside the UK, obtaining such a certificate is not sufficient to establish suitability to work in a school, such further checks are made as the Foundation considers appropriate, having regard to any guidance issued by the Secretary of State;
- from July 2010 confirmation of registration with the ISA in accordance with the requirements of the ISA, A successful applicant will not be permitted, under any circumstances, to commence employment at the Foundation until the Foundation is in receipt of the successful applicant's confirmation of ISA registration

Ensuring that we carry out all necessary checks on the suitability of people who serve on the Foundation's Court of Governors in accordance with the above regulations and guidance given in *Safeguarding Children and Safer Recruitment in Education*, the Education (Independent School Standards) (England) Regulations 2003 as amended, the National Minimum Standards for Boarding Schools and the requirements of the ISA.

Ensuring that where the School Foundation ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a prompt and detailed report is made to the ISA. This report will be made within one month of the person leaving the Foundation.

Ensuring that where staff from another organisation are working with our pupils on another site, we have received assurances in writing that appropriate child protection checks and procedures apply to those staff.

Protecting each pupil from any form of abuse, whether from an adult or another pupil.

Being alert to signs of abuse both in the School and from outside.

Establishing a safe environment in which children can learn and develop and ensure that School premises are as secure as circumstances permit.

Raising awareness of child protection issues and equipping pupils with the skills needed to recognise and keep them safe from abuse, as part of the PSHE curriculum.

Having clear procedures in place for identifying and reporting suspected cases of abuse and which promote this Policy.

Supporting any pupil who has been abused in accordance with his/her agreed protection plan.

Creating an environment where children know they can approach adults, are encouraged to talk, and are listened to.

Being alert to the medical needs of children with medical conditions.

Operating robust and sensible Health and Safety procedures.

Operating clear and supportive policies on drugs, alcohol and substance misuse.

Considering and developing procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area.

Undertaking to follow the procedures set out in 'Safeguarding Children and Safer Recruitment in Education,' and to have regard to guidance issued by the Secretary of State for the Department for Education (DfE) in accordance with section 157 Education Act 2002 and associated regulations.

Every complaint or suspicion of abuse from within or outside the Schools will be dealt with according to the London Child Protection Procedures Version 3 (2007), will be investigated and in all proper circumstances will be referred to an external agency such as the social services of the local authority (SSD), the child protection unit of the police (CPU) in accordance with the procedures published by the Barnet Child Protection Team.

The Foundation undertakes to:

1. Ensure Safer Recruitment Procedures are always followed according to the DfE document 'Safeguarding Children and Safer Recruitment in Education' – January 2007.
2. Ensure that in each School there is a designated person for child protection who has received appropriate training and support for this role. At Grimsdell this will be the designated person for EYFS.
3. Ensure there is a nominated Governor responsible for safeguarding and child protection.
4. Ensure all members of staff and governors know the name of the designated persons and their role.
5. Ensure all staff understand their responsibilities in being alert to the signs of abuse and reporting arrangements for referring any concerns to the designated person responsible for child protection.
6. Ensure parents, through the publication of this policy and other similar means, have an understanding of the responsibility placed on the Schools and staff for child protection.

7. Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at case conferences.
8. Notify Social Services if there is an unexplained absence of a pupil who is on the Child Protection Register
9. Notify the ISA of any employee, (whether current or having recently left the employ of the Foundation), about whom there is a concern regarding his or her attitude or actions towards pupils.

### **The Designated Person**

Each of the Foundation Schools has appointed a 'designated person' with the necessary status and authority who is responsible for matters relating to child protection and welfare. If the Designated Person is the subject of a complaint his/her duties will be carried out by the Head. Both persons will have received appropriate training in child protection and inter-agency working and attend refresher training at 2-yearly intervals.

The designated person at each school in the Foundation is:

Mill Hill School,	Mrs Jane Sanchez, The Deputy Head (Pastoral)
Belmont,	Mrs Carole Adler, The Deputy Head (Pastoral)
Grimsdell,	Mr Kevin Dobson, The Deputy Head (also for EYFS)

The designated person will:

- Hold a copy of *Safeguarding Children and Safer Recruitment in Education* and local area Safeguarding and Child Protection Procedures.
- Be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- Co-ordinate the child protection procedures in the School.
- Maintain an ongoing training programme (updated every two years) for the Head and (every three years) for all staff and ensure that part-time and voluntary staff who work with children are made aware of these arrangements.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separately from the main pupil file, and in a locked location.
- Follow procedures where an allegation is made against a member of staff.

- Ensure that, where a pupil on the child protection register leaves, the information is transferred to the new school immediately and that the pupil's social worker is informed.
- Liaise with the child protection officer appointed by the SSD (Local Authority Designated Officer), co-ordinate action with social services and (where applicable) the police following any child protection allegation or suspicion involving a day or boarding pupil.
- Ensure that, where appropriate, senior pupils given positions of responsibility (such as monitors, prefects and house prefects) over other pupils are briefed on appropriate action to take should they receive any allegations of abuse.
- Advise and act upon all suspicion, belief and evidence of abuse reported to him/her
- Keep the Head of the School informed of all actions unless the Head is the subject of a complaint. In this situation, the Designated Person should immediately pass the allegation to the Chairman of the Court of Governors of the Mill Hill School Foundation without notifying the Head first.
- Liaise with the SSD and other agencies on behalf of the School
- In the case of the designated person for Grimsdell (EYFS section) he/she will also, apart from taking lead responsibility for safeguarding children in the EYFS setting, liaise with local statutory children's agency of the London Borough of Barnet as appropriate.

Mrs S Freestone is the named Governor responsible for overseeing the implementation of this Policy. She is also responsible for undertaking an annual review of the Foundation's child protection policies and of the efficiency with which the related duties have been discharged.

### **Duty of Employees**

Every member of staff in each School (including voluntary staff, peripatetic music teachers, sports coaches and all other staff) is under a general legal duty:

- To protect children from abuse.
- To be aware of the School's child protection procedures and to follow them.
- To know how to implement the procedures.
- To keep a full record of any significant complaint, conversation or event. All evidence, (for example, scribbled notes, mobile phone text messages, clothing computers), must be safeguarded and preserved.

- To report any matters of concern (suspicions or complaints of abuse) to the Designated Person or if the complaint involves the Designated Person, to the Head.
- To undertake appropriate training, including refresher training, at 3- yearly intervals.
- To ensure their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil, for example, in one-to-one tuition, sports coaching and conveying a pupil by car.

### **Whistleblowing:**

In accordance with the Independent School Standards Regulation 3.(2)(b) which requires compliance with Safeguarding Children and safer recruitment in Education Section 2.23ff that refers to the National Minimum Standards for Boarding Schools Standard 3, the School recognises the requirement for a Whistleblowing section in this Policy.

All staff are required to report to the Designated Person, any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. In exceptional cases such reports should be made to Ofsted. There will be no retribution or disciplinary sanction taken against a member of staff for making such a report provided that it is done in good faith.

### **Procedures**

#### **Any member of staff suspecting or hearing a complaint of abuse:**

1. Must listen carefully to the pupil and keep an open mind. Staff should not form a decision as to whether or not the abuse has taken place.
2. Must not ask a leading question, i.e. a question that suggests its own answer.
3. Must reassure the pupil but not give a guarantee of absolute confidentiality. The member of staff should explain they have to pass the information to the Head who will ensure the correct action is taken.
4. Must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names and not initials. The record must be kept securely and handed to the Head.
5. Preserve and safeguard all evidence, for example scribbled notes, mobile phones containing text messages, clothing and computers

#### **Action taken by the Designated Person**

The action to be taken will take into account:

- The procedures published by the DfE – Safeguarding Children and Safer Recruitment in Education (see attached)
- The nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always and within 24 hours be referred to the SSD or the police without further investigation within the School.
- The wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes.

The wishes of the complainant's parents provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Person is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.

- Duties of confidentiality, so far as applicable.
- The lawful rights and interests of the Foundation community as a whole including its employees and its insurers.
- If there is room for doubt as to whether a referral should be made, the Designated Person may consult with SSD or other appropriate professionals on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay. If the initial referral is made by telephone, the Designated Person will confirm the referral in writing to SSD within 48 hours. If no response or acknowledgment is received within one working day, the Designated Person will contact Social Services again.

### **Referral Guidelines**

The Designated Child Protection members of the Foundation staff must make a referral to social services if there are signs that a child

- Is experiencing or may already have experienced abuse or neglect
- Is likely to suffer significant harm in the future

Within one working day of the recognition of risk

The safety of children is paramount in all decisions relation to the welfare of children and members of the Foundation staff should take all reasonable steps to offer a child immediate protection from an aggressive parent.

A referral to the SSD or Police will not normally be made where:

- The complaint does not involve a serious criminal offence; and
- A referral would be contrary to the wishes of a pupil complainant who is of sufficient maturity and understanding and properly informed, and contrary also to the wishes of the complainant's parents; and
- The case is one that can be satisfactorily investigated and dealt with under the School's internal procedures, the parents being kept fully informed, as appropriate

### **External Agencies**

Whether or not the School decides to refer a particular complaint to the SSD or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to the Social Services Department or the Child Protection Unit of the police and will be provided with contact names, addresses and telephone numbers, as appropriate.

External Agencies telephone contact details:

- The Social Service Department of the London Borough of Barnet - 0208 359 2000
- The Duty Social Worker on the Referral and Assessment Team of the Social Service Department of the London Borough of Barnet – 0208 359 4066
- Listening to Children Division of the London Borough of Barnet – 0208 359 4489

### **Boarding Pupils**

As there are boarding pupils at Mill Hill School, the requirements under Standard 3 of the National Minimum Boarding Standards apply to this policy. In accordance with this Standard, the School will ensure that:

- Senior pupils who are given positions of responsibility over other pupils are appropriately briefed on the appropriate actions to take should they receive any allegations of abuse. The responsibility for organising these briefings and for ensuring that they occur on a regular basis resides with the Deputy Head (Pastoral);
- The School's Missing Child Policy is known to staff and used in practice. This policy includes details of how a child who is believed to be missing should be searched for and, if necessary, reported as missing from School;
- Parents and boarders are aware of the possibility of reporting concerns or allegations to Ofsted. Anyone wishing to do this should contact the Ofsted helpline on 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk). Ofsted have produced a leaflet that gives information about how to raise concerns about schools; how to raise concerns with Ofsted; what Ofsted can and will do when they receive complaints; and Ofsted's enforcement and other powers. The leaflet, 'Concerns and complaints about childminders and childcare providers' can be found at <http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all->

by/Other/General/Factsheet-childcare-Concerns-and-complaints-about-childminders-and-childcare-providers

- Pupils, parents and others are not penalised for making a complaint in good faith, thus giving immunity for *bona fide* whistleblowing.

### **Allegations against Staff**

The Foundation has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff from false or unfounded allegations unless:

- The pupil is at risk
- Other pupils are at risk
- The member of staff's presence in school will impede an investigation

Suspension will not be an automatic response to an allegation. Where a member of boarding staff is suspended pending investigation, the Foundation will undertake to provide alternative accommodation away from pupils. Full consideration will be given to all the options, subject to the need to ensure:

- The safety and welfare of the pupil concerned
- The need for a full and fair investigation

The Foundation is required to report to 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. The ISA commenced operation on 20 January 2009 and its address for referrals is PO Box 181, Darlington, DL1 9FA (telephone 0300 123 1111).

If any person (whether employed, contracted, a volunteer or student) is dismissed, or resigns, before a disciplinary process is completed the head teacher should inform the person about the employer's statutory duty to report the case to the ISA and will so inform the Authority.

If any person (whether employed, contracted, a volunteer or student) is dismissed, or resigns, and a judgement is made that a disciplinary process would have been instituted if that person had remained in post the head teacher should similarly inform the person about the employer's statutory duty to report the case to the ISA and will so inform the Authority.

If an allegation is made against the Designated Person with responsibility for child protection, the member of staff receiving the allegation must immediately inform the Head. If the Head is absent, the allegation should be passed directly to the Chairman of the Court of Governors of the Mill Hill School Foundation.

If an allegation is made against the Head, the member of staff receiving the allegation must immediately inform the Designated Person who will immediately pass the allegation to Chairman of the Court of Governors of the Mill Hill School Foundation without notifying the Head first.

### **Allegations against Pupils**

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour and discipline will apply. Child protection concerns will be referred to the local authority child protection officer appointed by the SSD (Local Authority Designated Officer).

### **Suspected harm from outside the school**

A member of staff who suspects that a pupil is suffering harm from outside the School should seek information from the child with tact and sympathy using 'open' and not leading questions. A sufficient record should be made of the conversation and if the member of staff continues to be concerned he/she should refer the matter to the Designated Person.

### **Policy on the Restraint of Pupils**

The Foundation Policy on the Restraint of pupils operates in accordance with this Policy. All staff are informed of the Policy on the Restraint of Pupils and which is published in the School Staff Handbook. This Policy is available to parents and prospective parents, Governors, volunteers and staff in hard copy, upon request to the School Office at each of the three Schools. In addition, copies of the Policy may be inspected at any point in the School day in the School Offices.

### **Missing Child Policy and procedures**

The Foundation has a Missing Child Policy which operates in accordance with this policy and each Foundation School has its own separate procedures to be used for searching for and, if necessary, reporting any child missing from School. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. All staff are informed of the Missing Child Policy and the procedures to be followed for their School and which are published in the School Staff Handbook. This Policy is available to parents and prospective parents, Governors, volunteers and staff in hard copy, upon request to the School Office at each of the three Schools. In addition, copies of the Policy may be inspected at any point in the School day in the School Offices.

Each School's Missing Child Policy is compliant with *Safeguarding Children and Safer Recruitment in Education* and the relevant statutory or other regulations, namely at Grimsdell the Statutory Framework and Practice Guidance for the Early Years Foundation Stage and at Mill Hill School the Boarding Schools National Minimum Standard 3.

### **Code of Conduct**

All staff are informed of the appropriate procedures to be followed in the implementation of this policy through the Code of Conduct (attached at Appendix C) and published in the School Staff Handbook.

## **Monitoring**

The Heads of each school in the Foundation will monitor the operation of this policy and the effectiveness of its procedures, and make an annual report on Child Protection to the Governing Body. In addition, any deficiency that is noted in the Foundation's child protection arrangements will be remedied without delay. The Court of Governors will undertake an annual review of this Policy through the Court of Governors' Pastoral Sub-Committee and the Heads.

Last review: October 2009

## **APPENDIX A. SAFEGUARDING CHILDREN IN EDUCATION**

### **GUIDANCE FOR STAFF**

#### **DEALING WITH DISCLOSURES**

##### **RECEIVE**

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Make a note of what has been said as soon as practicable.

##### **REASSURE**

- Reassure the pupil, but only so far as is honest and reliable. For example, don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now'.
- Do reassure and alleviate guilt, if the pupil refers to it. For example, you could say:
  - I believe you.
  - I am glad you came to me.
  - I am sorry this has happened.
  - You're not to blame. You are not alone, you are not the only one this sort of thing has happened to.
  - We are going to do something together to get help.

*(Based on NSPCC guidelines)*

***Do not promise to keep it a secret as your professional responsibilities may require you to report the matter. If you make this promise to a child and then break it, you confirm to the child yet again that adults are not to be trusted.***

##### **REACT**

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions, for example '*what did he do next?*' (this assumes he did!), or '*did he touch your private parts?*' Such questions may invalidate your evidence (and the child's) in any later prosecution in court.

- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff (the Deputy Head teacher). Try to see the matter through yourself and keep in contact with the pupil. Ensure that if a Social Services interview is to follow, that the pupil has a support person present if the pupil wishes it (possibly yourself).

## **RECORD**

- Make some very brief notes at the time on any paper which comes to hand, and write them up as soon as possible.
- Do not destroy your original notes in case they are required by a court.
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- Draw a diagram or complete a body map to indicate the position of any bruising.
- Record statements and observable things, rather than your 'interpretations' or 'assumptions'.

## **REMEMBER**

- To follow the Foundation's child protection policy and procedures and share your concerns with your designated child protection officer. Consult with your designated child protection members of staff as appropriate.
- Support the child: listen, comfort, and be available.
- Be careful to ensure that your own behaviour and actions do not place either pupils or yourself at risk of harm or allegations of harm to a pupil. Particular care should be taken to ensure that you do not place yourself in a situation which could lead to either you or a pupil feeling uncomfortable or which might be misconstrued by the pupil or by others. Staff should avoid things such as one-on-one tuition or sports coaching (other than in a public and highly visible area of the School or a room the interior of which is clearly visible through windows and with the door open). Pupils should not be conveyed alone in cars or other vehicles with a member of staff other than in the case of a pressing medical emergency and then only with the prior knowledge of at least one other member of staff. You should also seek to avoid contacting pupils by text message or on social networking sites and you must never engage in electronic communication with a pupil which is, or could be reasonably interpreted as being, inappropriate.

**REMEMBER:** Complete confidentiality is essential. *Share your knowledge only with appropriate professional colleagues.*

- Try to get some support for yourself if you need it.

## **APPENDIX B. DEFINITIONS AND SIGNS OF ABUSE**

### **Categories of Abuse**

1. **Neglect:**

Persistent or severe neglect, or the failure to protect a child from any danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in significant impairment of the child's health or development, including non-organic failure to thrive.

2. **Physical abuse:**

Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocation and Munchausen's syndrome by proxy.

3. **Sexual abuse:**

Actual or likely sexual exploitation of a child or adolescent.

4. **Emotional abuse:**

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection.

### **Possible signs of Physical Abuse**

- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- admission of punishment which appears excessive
- fear of parents being contacted
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- chronic running away

### **Possible Signs of Sexual Abuse**

Young people from the age of 12 onwards may:

- be chronically depressed
- be suicidal
- use drugs or drink to excess
- self-mutilate, show self-hatred
- have unexplained pregnancies
- experience memory loss
- become anorexic or bulimic
- run away frequently
- be inappropriately seductive
- be fearful about certain people like relatives or friends.
- assume the role of parents in the house to such an extent that they do all the cooking, cleaning, child-minding and taking care of everyone's needs except their own.
- not allowed to go out on dates or have friends round.
- have soreness/bleeding in the genital or anal areas or in the throat.
- find excuses not to go home or to a particular place.
- have recurring nightmares/be afraid of the dark.
- be unable to concentrate, seem to be in a world of their own.
- have a 'friend who has a problem' and then tell about the abuse of the friend
- have chronic ailments such as stomach pains and headaches
- sexually abuse a child, sibling or friend
- exhibit a sudden change in school/work habits, become truant
- be withdrawn, isolated or excessively worried
- have outbursts of anger or irritability
- be fearful of undressing for gym
- have unexplained sums of money
- act in a sexually inappropriate way towards adults.

### **Possible signs of emotional abuse**

- physical, mental and emotional development lags (ret. linear growth)
- admission of punishment which appears excessive
- over-reaction to mistakes
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- self-mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drugs/solvent abuse

- chronic running away
- compulsive stealing
- scavenging for food or clothes.

### **DISCLOSURE AND OBSERVATION**

Where a child volunteers information about possible abuse, or where staff see signs which cause them concern, they should:

- seek information from the child with tact and sympathy;
- listen to the child without interruption;
- not ask leading questions of the child;
- make a signed note of the conversation, with the date, time, place and whether any witnesses were present;
- make no undertakings to the child of absolute confidentiality;
- not investigate suspected abuse themselves and report the matter directly to the Head.

## APPENDIX C. SAFEGUARDING CODE OF CONDUCT

### General guidance:

- Members of staff should always dress appropriately and professionally for their role when on duty. They should not dress provocatively, or in a way that artificially reduces the boundaries that should exist between staff and pupils;
- A member of staff should not be with a pupil on their own in a room unless there is a window to the corridor, or alternatively, a window which looks out onto a public space;
- Any physical contact should be used judiciously and sensitively; cultural, social, gender and religious issues should be taken into account. Contact should be open and transparent, always with the knowledge of the Housemaster/mistress. If any member of staff feels in retrospect there may have been some misunderstanding of such a situation, then an Incident Form should be completed. It is advisable to avoid one-to-one physical contact when a pupil is in distress if possible, or if a pupil is any state of undress. If not, then this should be recorded formally afterwards;
- Staff members should avoid being in a car with a pupil on his/her own unless a senior member of staff has full knowledge of the journey and the reasons for it (e.g. a visit to hospital);
- Staff should not engage in inappropriate electronic communication with pupils, e.g. having pupils as 'friends' on social networking sites;
- Staff should only use electronic equipment or telephones provided by the School for any communication with pupils and should avoid using their own telephones or other equipment for direct communication with pupils;
- All electronic and telephone communication should be transparent and open to scrutiny, with limited personal detail given and only when in line with School protocol and when permission has been given by senior staff;
- Staff should never ask pupils to carry out chores or personal errands for them;
- The giving of gifts and rewards should be carried out in accordance with School Policy; private or personal gifts should not be given to pupils unless there is an exceptional reason and this has been cleared with a senior staff member (normally, the pupil's Housemaster/mistress);
- Where possible selection processes for House or School events should be carried out by more than one member of staff;
- Any social contact between staff and pupils/parents outside School, e.g. visits to a pupil's home, must be carefully managed and openly acknowledged; senior staff should always be informed of such contact;
- Any out of workplace activities should be ideally run by 2 adults; where this not possible, a member of the Senior Management Team should be given full details;
- If a member of staff is aware that a pupil has developed an infatuation or other inappropriate emotional attachment with him/her, then they should formally report this to a senior member of staff (usually the pupil's Housemaster/mistress or a member of the Senior Management Team);
- Staff members should ensure that their language remains appropriate in front of pupils and that it reinforces the boundaries existing between staff and pupils;

- Members of staff should never, under any circumstances, make a sexual comment about another child or young person (whether a pupil at the School or not), make suggestive comments, or comment on their own sexuality in front of pupils.

### **In Boarding Houses and on duty:**

- A member of staff on his/her own should not be with a pupil in the staff member's own flat other than in exceptional circumstances, with a strong pastoral justification and with the Housemaster/mistress having been informed in advance. Such meetings should never take place after 11pm;
- When visiting a pupil who is on their own in their room, staff should leave the door open or, stand in the doorway with the door open. If they wish to have a private conversation with a pupil, the Housemaster/mistress should be informed. It is better to have such conversations in a neutral space, such as a quiet common room area, but one which is routinely accessed, rather than secluded. In such circumstances, the Housemaster/mistress will also be able to provide an appropriate area, for e.g. his or her own study (if it is situated on the pupils' side of the House);
- Members of staff should not get caught up in lengthy or emotional conversations in bedrooms, especially at night. If someone is distressed, the Housemaster/mistress should be told immediately; if that is not possible, the situation should be defused by taking the pupil onto neutral ground and then allow him/her to explain the problem. The Director of Boarding/ Deputy Head (Pastoral)/Headmaster are all on site and contactable at any time in cases of emergency;
- Occasionally staff may have confidential information given to them about a pupil by their Housemaster/mistress, but this should not be raised or discussed with the pupil unless this has been discussed first with the Housemaster/mistress;
- When duty staff check rooms at night, ALL the rooms should be checked – even those assumed to empty if the usual occupants have gone home;
- Duty staff will necessarily need to check sensitive areas such as bathrooms and toilets, but should always be aware of the sensitivities of such checks. They should announce their entrance in good time before going into these areas. Similarly staff should never, at any point, enter bedroom areas without knocking and should always allow sufficient time for a pupil response;
- Staff should never change or shower using the pupils' facilities during term time;
- Ensure that any DVDs shown in House are age appropriate;
- Do not drink alcohol with pupils other than under the circumstances laid down in the School's Alcohol Protocol.

**CONFIDENTIAL**



**Mill Hill School Foundation**

**Disclosure Form**

School: .....

Name of Pupil: ..... Form: .....

Time: ..... Date: .....

Venue: .....

Observations:

Please use reverse side if necessary

Name (Print): .....

Signed: .....

**PLEASE PASS ON TO CHILD PROTECTION OFFICER**