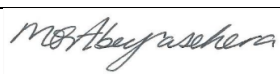



SOUTHFIELD SCHOOL

Child Protection Policy

Date Agreed:	September 2022
Next Review Date:	September 2023

Approval

Approved By: Governing Body, 02 September 2022	
Position:	Chair of Governors
Signature:	
Position	Headteacher
Signature:	
Approval Level:	Full Governing Body

Control Form

Version	Date	Author	Description of Changes
0.1	01/09/2021		
0.2	22/10/2021		
0.3	08/01/2022	A Illingworth	Added information: record keeping if legal proceedings(p.10); reference to Child Looked After Policy (p.11); CPOMS as third party supplier (p.26) informing social worker of a concern (p.28);contact social worker if concern (p.30); Appendix 9 to include Record Retention
0.4	08/03/22	A O'Rourke	Change Chair of Governors
0.5	27/08/2022	A Illingworth	Updated dates to reference KCSIE September 2022 Updated links to key documents Changed terminology from Peer on peer abuse to child on child abuse Added in further information about role of governors (P.6) Added in additional information about the role of the Virtual Headteacher (p.10) Removed Appendix 8 relating to COVID and replaced with link to Improving Attendance Removed previous Appendix 11 (list of changes in this document, as referenced here instead) Removed previous Appendix 12 (Reference) as this has been updated from the previous version.
0.6	31/08/2022	A Illingworth	Pg 12 added in further explanation about PSED

0.7	31/08/2022	A Illingworth	Pg 34 added in further information about low-level concerns
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1.0 Introduction

Safeguarding is defined as: *protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.* (**Working Together to Safeguard Children**, (DfE, 2018), p6)

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the whole school staff and volunteers. All staff should be aware of systems within the school, which support safeguarding, and these will be explained as part of staff induction. This will include the:

- child protection policy, which amongst other things includes the policy and procedures to deal with peer-on-peer abuse;
- behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- code of professional conduct;
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (DSL), including the identity of the designated safeguarding lead and any deputies.
- copy of Part One Keeping children safe in education (2022) which must be signed to say it has been read and understood.
- Annex A, condensed version of Part One of KCSiE (DfE 2022). This may be provided (instead of Part One) to those staff who do not directly work with children.

Purpose of a Child Protection Policy

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Hertfordshire Safeguarding Children Partnership Procedures

The school follows the procedures established by the Hertfordshire Safeguarding Children Partnership (HSCP); a guide to procedures and practice for all agencies in Hertfordshire working with children and their families.
<https://hertsscb.proceduresonline.com/index.htm>

School Staff & Volunteers

All school staff, including supply staff, volunteers and contract workers have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and

failure to develop because they have daily contact with children.

All school staff and volunteers will receive appropriate safeguarding children training, including online safety (which is updated regularly – Hertfordshire Safeguarding Children Partnership advises every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members will receive safeguarding and child protection updates (for example via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Supply staff, contractors and volunteers will be made aware of the safeguarding policies and procedures by the DSL, including the Child Protection Policy and Staff code of conduct.

Governors will receive safeguarding and child protection training at induction and thereafter at regular intervals, to provide them with the knowledge to ensure the school's safeguarding policies and procedures are effective.

Mission Statement

Establish and maintain an ethos and culture where children feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern.

Establish and maintain an ethos and culture where school staff and volunteers feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children who have additional/unmet needs are supported appropriately. This could include referrals to Early Help Services or Child Protection Contacts to specialist services, if they are a child in need or have been / are at risk of being abused and neglected.

Consider how children may be taught about safeguarding, including relationships and online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Refer to KCSiE (DfE 2022), pg. 31-33 Par 128-133

Staff members working with children are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this child', where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed at least annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the DSL and through staff performance measures.

2.0 Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002 (Section 175/157)
Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.
- Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic)
- Keeping Children Safe in Education (DfE, September 2022)
- Working Together to Safeguard Children (DfE 2018 with updated guidance 1 July 2022)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to **marry**. **Includes** taking someone overseas to force them to **marry** (whether or not the **forced marriage** takes place).
- Serious Violence Strategy 2018
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2017 with updates 1 September 2021)
- Equality Act 2010 (including the Public Sector Equality Duty)
- Human Rights Act 1998
- Apprenticeships, Skills, Children and Learning Act 2009

3.0 The Designated Safeguard Lead (DSL)

The Governing Body will ensure an appropriate **senior member** of staff, from the school **leadership team**, is appointed to the role of DSL.

During term time the DSL and or a Deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and by individual arrangement for out of hours/out of term activities.

The DSL for Child Protection in this school is:	Angela O'Rourke
The Deputy DSLs for Child Protection in this school are:	Jackie Christofides, Sarah Lettis, Annette Illingworth

The broad areas of responsibility for the DSL are:

- Manage Child Protection Contact Referrals and cases
- Contact the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- Complete Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person, to Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern
- Liaise with the Headteacher (if not the DSL), to inform her of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact Referral by liaising with relevant agencies
- Support staff who make Child Protection Contact Referrals and other service referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Headteacher in the authority that looks after the child or those currently working with a social worker.

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- Support the work of the Virtual Head, when a child is known to have a social worker (KCSIE 2022 para 194-196)

Training KCSiE (DfE, 2022)

The DSL and deputies will undergo formal training every two years. The DSL and deputies will also undertake Prevent awareness training every 3 years. In addition to this training, their knowledge and skills will be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually.

Prevent awareness training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- 1) Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- 2) Have a working knowledge of how Hertfordshire conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- 3) Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children
- 4) Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- 5) Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- 6) Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
(Full details in Chapter one of **Working Together to Safeguard Children**)
- 7) Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- 8) Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.

9) Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation, and are confident they have the capability to support children with SEND to stay safe online

10) Obtain access to resources and attend any relevant or refresher training courses and encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures the school may put in place to protect them.

Raising Awareness – The DSL (DDSL) should:

- Ensure all staff including part-time, contractors, volunteers and supply staff are aware of the school policies, that these are understood and used appropriately.
- Work with the governing body to ensure that the school's child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding and child protection policy is available publicly and that parents are aware that advice regarding early help and child protection concerns could be sought from the Consultation Hub and that Child Protection Contact form referrals about suspected abuse or neglect may be made. Ensure parents are aware of the school's statutory role regarding safeguarding of children.
- Link with Hertfordshire Safeguarding Children's Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help promote educational outcomes by sharing the information about the welfare, attendance, safeguarding and child protection issues that children who have or have had a social worker are experiencing, with teachers and leadership staff, as well as the Virtual Head.
- Ensure that when children leave the school, the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred securely and separately from the main pupil file. The file should not be sent until the child is physically attending the new school.
- Obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child unless the case is currently open or there are legal proceedings and in line with data protection guidelines (see Record Keeping Guidance on Hertfordshire Grid for Learning and Appendix 9, for further information)
- Consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

4.0 The Management of Safeguarding

The Governing Body must ensure that it complies with its duties under legislation. Governors must also have regard to this guidance to ensure that the policies, procedures and training in this school are always effective and comply with the law.

The responsibility of governing body includes:

- ensuring there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare, e.g.
 - Child protection policy in place
 - Employee code of conduct
 - Part one of KCSiE (DfE, 2022), OR Annex A (The latter is a condensed version of Part one of Keeping children safe in education. It may be provided (instead of Part one) to those staff who do not directly work with children (if the governing body think it will provide a better basis for those staff to promote the welfare and safeguard children).
 - Annex B KCSiE (DfE, 2022) on specific safeguarding issues
 - Looked After Children (LAC), Adopted Children & Children under Special Guardianship (SGO) policy
 - Safer Recruitment Policy in place
 - The public Sector Equality Duty (PSED) is founded in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges
 - The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them, such as sexual violence and sexual harassment, misogyny/misandry and racism.

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- Information regarding the role and identity of the designated safeguarding lead (and any deputies), **will be provided to all staff on induction**

The governing body should have a designated lead to take **leadership** responsibility for the school on safeguarding arrangements.

Nominated governor for child protection/safeguarding	Mary Abeyasekera chair@southfield.herts.sch.uk
Nominated Chair of Governors	Mary Abeyasekera chair@southfield.herts.sch.uk
Nominated Vice Chair of Governors	Adam Hayes adamhayes@southfield.herts.sch.uk

The Headteacher will:

- Ensure that the above policies and procedures, adopted by governing body, and particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensure that the school contributes to multi-agency working in line with statutory guidance **Working Together to Safeguard Children (DfE, 2018)**. Safeguarding partners, the Hertfordshire Safeguarding Children Partnership (HSCP) are the 3 organisations responsible for the partnership arrangements for keeping children safe (Hertfordshire County Council, Hertfordshire Constabulary and The Hertfordshire and West Sussex Integrated Board); HSCP create a procedures manual which sets out how they will work together and with any relevant agencies.
- Ensure that new safeguarding partners and child death review partner arrangements are in place
- **Understand** the local criteria for action and the local protocol for assessment and ensure they are reflected in the school's own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners
- Ensure that the school works with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- Ensure arrangements are in place that set out clearly the principles for sharing information within the school and with the three safeguarding partners, other organisations, agencies and practitioners as required.
- Ensure child protection files are transferred to the new school or setting as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained

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- Ensure that all staff undergo child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners (HSCP) 3 years.
 - Ensure that all staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually
 - Provide opportunity for staff to contribute to and shape safeguarding arrangements and child protection policy.
 - Ensure that children are taught about safeguarding, including online safety. The school will provide this as part of providing a broad and balanced curriculum. Relationships Education (for all primary pupils) and Health Education (for all pupils in state-funded schools) has been mandatory since September 2020 and is taught in the Southfield curriculum under the title of Personal , Social, Relationships, Health and Economic education (PSRHE)
 - Ensure the school has written recruitment and selection policies and procedures in place and at least one of the persons who conducts an interview has completed safer recruitment training. The governing body should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised
 - Ensure there are procedures in place (as described in part 4 of KCSiE) to manage concerns and allegations against staff including volunteers and supply staff
 - Ensure there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. (refer to *Type of DBS checks* in KCSiE (DfE 2022) pg. 57 Para 236
 - Ensure all staff are clear about the school's policy and procedures with regard to peer-on-peer abuse. Child-on-child abuse.
 - Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Children can express their views and give feedback through the support of an adult, such as our Family Liaison Worker Officer and by their usual communication means. Ultimately, all systems and processes should operate with the best interests of the child at heart.
 - Ensure that the DSL, including deputies, undergo formal child protection training every two years, in line with KCSiE and HSCP procedures, and receive regular, at least annual, safeguarding updates via e-bulletins, meeting other

DSLs, or taking time to read and digest safeguarding developments, for example.

- Prioritise the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- The governing body should regularly review the effectiveness of filters and monitoring systems to safeguard children from potentially harmful and inappropriate online material.
- The governing body should ensure the leadership team and relevant staff are:
 - Aware of and understand the systems in place
 - manage them effectively
 - know how to escalate concerns when identified.

Additional information is provided in Part 2 of KCSiE (DfE 2022). Para 140-143

5.0 When to be Concerned

Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

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

Physical abuse	
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	
Indicators in a child/ young person	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size	Aggression towards others, emotional and behaviour problems
Burns and Scalds – shape, definition, size, depth, scars	
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators in a child/ young person

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Neglect

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

Indicators in a child/ young person

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it and of the school's policy and procedures for dealing with it.

Indicators in a child/ young person

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in schoolwork habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the DSL/DDSL. The DSL/DDSL are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to a safeguarding concern.

Any staff member should be able to make a Child Protection Contact Referral to Children's Services if necessary.

All staff should be aware of the process for making Child Protection Contact Referrals to Children's Services for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow a Contact Referral, along with the role they might be expected to play in such assessments.

Staff should not assume a colleague or another professional will take action and must share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Options will then include:

- Managing any support for the child internally via the school's own pastoral support processes, which may include our Family Liaison Worker Officer
- Completing a Families First Assessment or making a request for early help support.
- A Child Protection Contact Referral for statutory services, for example as the child might be in need of services, or suffering / likely to suffer significant harm from abuse or neglect.

Extra Familial Harm (formerly contextual Safeguarding)

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL and DDSs should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

A child centred and coordinated approach to safeguarding

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, each professional should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

All staff and volunteers form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Children who may require early help (known as Families First in Hertfordshire)

Families First is Hertfordshire's strategy for early help for families. A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst which will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing/escalation of concerns so that consideration can be given to a Child Protection Contact Referral to Children's Services if the child's situation doesn't appear to be improving.

If early help is appropriate, the DSL or a Deputy will generally lead on liaising with other agencies and setting up a Families First Assessment as appropriate.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

School staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect** as well as being aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in the children at Southfield School.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs.
- Communication barriers and difficulties.
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/ participation.
- Isolation.

Child on Child abuse

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- sharing nudes or semi-nudes.
- Initiation/hazing type violence and rituals.

All staff should be aware that abuse is abuse and child on child abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Furthermore, they should *recognise the gendered nature of peer on peer abuse (i.e.*

that it is more likely that girls will be victims and boys perpetrators), but that all abuse is unacceptable and will be taken seriously.

In order to minimise the risk of child on child abuse, the school:

- Provides a developmentally appropriate curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe. Please refer to the appropriate curriculum documents.
- Has systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued. For example, they are able to request to see the Family Liaison Officer. There is also a display in each room indicating an adult they can speak with.
- Ensures victims, perpetrators and any other child affected by abuse are supported by working with our Family Liaison Worker Officer, who is also a Mental Health First Aider, and by working with other agencies.
- Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Has relevant policies in place (e.g. behaviour policy).

Where there is an allegation or concern that a child has abused others, see Section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual, 'Children Who Abuse Others':

http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html

Staff should also refer to Part Five of KCSiE (DfE 2022) – '**Child on child sexual violence and sexual harassment**':

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Serious Violence

All staff should be aware of indicators which may signal that children are at risk from, or are involved with, serious violent crime.

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

Also refer to Schools Toolkit the characteristics of young peoples' vulnerability to CSE and CCE on the HGFL; <https://thegrid.org.uk/safeguarding-and-child-protection/child-protection/specific-safeguarding-issues/child-sexual-and-criminal-exploitation>

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

Both CSE and CCE are forms of abuse and both 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. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex B KCSiE DfE 2022.

Mental Health

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the school's DSL.

Prevent: Safeguarding Children and Young People from Radicalisation

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.

All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism." Pg. 133 KCSiE (DfE 2022). Pg. 148

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children's behaviour, which could indicate that they may be in need of Prevent support. They must act proportionately to

the concern using the Prevent 'notice, check, share' approach, which may lead to the DSL making a Prevent referral.

Local Hertfordshire County Council guidance on Prevent is featured at 5.3.9 of the Hertfordshire Safeguarding Children's Partnership CP procedures https://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html which outlines the specific duties in Hertfordshire. This guidance also features advice on making a Prevent referral.

Domestic Abuse

Domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. See Appendix 4 for information regarding Operation Encompass.

6.0 Dealing with a Disclosure

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk/communicate freely, providing any supportive aids
- Reassure the child, but not make promises which might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify what is being said
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the DSL without delay. (If a DSL or Deputy is not available, staff must inform a senior member of staff or complete a child protection contact referral if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed.)

Third Party Disclosures

It's everyone's responsibility to report concerns related to children and make referrals to Children Services and the Police if it is suspected that a child has been abused or is at risk of abuse.

Therefore, when safeguarding concerns are shared with the DSL in a school by a parent or member of the public, it is important to note that there is equal responsibility

by the complainant to report the matter directly rather than assume the responsibility is that of the school. If unsure of how to do this speak to the DSL / Headteacher and they will advise accordingly.

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

If a staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– *Allegations involving school staff/volunteers*.

7.0 Record Keeping

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL.

- Record as soon as possible after the conversation. Use CPOMS, which is Southfield School's third party supplier, electronic recording system that all staff have login details of. If there is no access electronically, a record of concern sheet should be completed and later scanned in. (pro-forma available on the Hertfordshire Grid for Learning (HGFL) or a copy can be obtained from the DSL/DDSL).

Ensure the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the child (see Appendix 11: Record Keeping: Example and Guidance for CPOMs Entries

- Use the body map on CPOMS or the pro-forma body map available on HGFL/from the DSL, to indicate the position of any injuries and a clear description of the injury.
- Record statements and observations rather than interpretations or assumptions.
- Do not destroy the original records in case they are needed by a court.
- All records need to be given to the DSL promptly or the DSL alerted to a new concern. No copies should be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Safeguarding records, The Herts Grid

<https://thegrid.org.uk/safeguarding-and-child-protection/child-protection/safeguarding-records>

8.0 Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

9.0 School Procedures

Please see Appendix 3 Flowchart

If any member of staff is concerned about a child, he or she must inform the DSL. The DSL will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold a Child Protection Contact Referral will be completed. If a Child Protection Contact Referral to Children's Services is made, the DSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm. **If a child already has a social worker, the social worker will be informed of further concerns.**

While it is the DSL's role to make Child Protection Contact Referrals, any staff member can make a Child Protection Contact Referral to Children's Services if a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, Forced Marriage etc.). In these circumstances a Child Protection Contact Referral should be made to Children's Services and/or the Police immediately. Where Child Protection Contact Referrals are made by another member of staff, the DSL should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police via 101. **This is a mandatory reporting duty.** KCSiE (DfE 2022) Pg. 152

If the allegations raised are against other children, the school should follow section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Children Who Abuse Others. Please see the school's anti-bullying policy for more details on procedures to minimise the risk of child on child abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and a factual account of any verbal disclosures and observations (record of concern pro-forma is available on the Hertfordshire Grid for Learning or from the DSL if electronic access to CPOMS is not available).

Particular attention should be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

The DSL is responsible for making the senior leadership team aware of trends in behaviour (which are also recorded on CPOMS) that may affect pupil welfare. If necessary, training will be arranged.

10.0 Communication with Parents

Southfield School will ensure the Child Protection Policy is available via the school website or by email or hard copy on request.

Parents should be informed prior to a Child Protection Contact Referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed.
- Leading to an unreasonable delay.
- Leading to the risk of loss of evidential material.

(The school may also consider not informing parent(s) where this would place a member of staff at risk.)

The school will contact the Social Worker, where this is a concern and the child is a 'Child Looked After'.

The school will endeavour to ensure that parents understand the responsibilities placed on the school staff for safeguarding children.

Where reasonably possible the school will hold more than one emergency contact number for each child. KCSiE (DfE 2022) Para 101

Further guidance around information sharing can be located within; **Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers** (DfE, 2022);

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

11.0 Allegation of Abuse Made Against Adults who Work with Children and Young People

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way which indicates he or she would pose a risk of harm to children or
- Behaved or may have behaved in a way that indicated they may not be suitable to work with children.

This relates to members of staff, supply staff and volunteers who are currently working in Southfield School, regardless of where the alleged abuse took place (it does not have to be within school). Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

What staff should do if they have concerns, including low level concerns KCSIE 2022 para 432-444), about another member of staff who may pose a risk of harm to children – allegations against a professional:

- If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, this is to be referred to the Headteacher.
- Where the Headteacher is the subject of an allegation, the chair of governors should discuss the allegation immediately with the Local Authority Designated Officer(s) LADO.

The Chair of Governors in this school is:

Name: Mary Abeyasekera
Contact Number: 01707 276 504
Email Address: chair@southfield.herts.sch.uk

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

Name: Adam Hayes
Contact Number: 01707 276 504
Email Address: adamhayes@southfield.herts.sch.uk

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. The person should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should

not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher (if the allegation is not against the Headteacher).

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher/Chair of Governors will not investigate the allegation itself, nor take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO Threshold Guidance may be used to inform this decision – found at

https://hertsscb.proceduresonline.com/chapters/p_manage_alleg.html

Children's Services – 0300 123 4043

SOOHS (Out of Hours Service-Children's Services) – 0300 123 4043

If the allegation meets any of the four criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Partnership Procedures Manual.

If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed.

The Headteacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer, inform the subject of the allegation.

For further information see Hertfordshire Safeguarding Children Partnership Procedures Manual Section 5.1.5 Managing Allegations Against Adults who work with Children and Young People.

- Concerns that do not meet 'harm threshold'
- Schools may also need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained with our staff behaviour policy/code of conduct/low-levels concern policy – this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.
- A 'low-level' concern does not mean that it is insignificant; a low-level concern that an adult working in or on behalf of the school/college may have acted in a way that is inconsistent with our staff behaviour policy/code of conduct,

including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not secure enough to consider a referral to the LADO.

- Low-level concerns may arise in several ways and form a number of sources. For example, suspicion, complaints, or allegations made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks.
- It is crucial that all low-level concerns are shared responsibly, corded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.
- Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.
- If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO,
- Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning problematic or inappropriate behaviour can be identified.
- Records will be kept confidential and will be held securely and retained in compliance with the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).
- Where a pattern is identified, the school/college will implement action, for example reviewing the LADO threshold and completing a referral if harm test is met.

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Children's Services 0300 123 4043
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

What school or college staff should do if they have concerns about safeguarding practices within the school or college?

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding

arrangements.

- Appropriate whistleblowing procedures, which are suitably reflected in staff training and the staff code of conduct, should be in place for such concerns to be raised with the school's senior leadership team.

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff code of conduct and Safer Recruitment Consortium document ***Guidance for safer working practice for those working with children and young people in education settings*** (15 February 2022) available at

<https://www.saferrecruitmentconsortium.org/>

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school's behaviour management policy for more information.

HSCP escalation and complaints procedure link

https://hertsscb.proceduresonline.com/chapters/p_resolution_disagree.html

Appendix 1 - KCSiE (DfE 2022) Part One OR Annex A: Information for all school and college staff Annex B: Further information

On publication of this Child Protection Policy, September 2022, Southfield School has decided to provide the hyperlink only to KCSiE rather than the document in its entirety, due to the potential for updates to the content.

All staff that have direct working with children should have access to and have read Part One (OR Annex A) and Annex B (which provides further information specific forms of abuse and safeguarding issues) of this statutory guidance. Those staff who do not work directly with children will have been instructed to read **either Part One or Annex A** (a condensed version of Part one) of this guidance. This will be based on the school's assessment of which guidance will be most effective for staff, to safeguard and promote the welfare of children. All staff should seek clarity from designated staff for any content.

This is to assist staff to understand their role and discharge their responsibilities as set out in this guidance.

Staff will be asked to sign to say they have read these sections (please see Appendix 2 below) and will be re-directed to these documents again should any changes occur.

Link to KCSiE (DfE, 2022)

Appendix 2 - DECLARATION FOR STAFF Child Protection Policy and KCSiE DfE 2022

Southfield School 2022-2023

Please sign and return to Angela O'Rourke

I, **<printed name>** have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these documents:

- (1) Southfield School Child Protection Policy
- (2) **Part One OR Annex A (delete as appropriate) and Annex B** of 'Keeping Children Safe in Education' DfE Guidance, 2022

I am aware that the DSLs/DDSLs are:

DSL

Angela O'Rourke

DDSLs

Annette Illingworth

Jackie Christofides

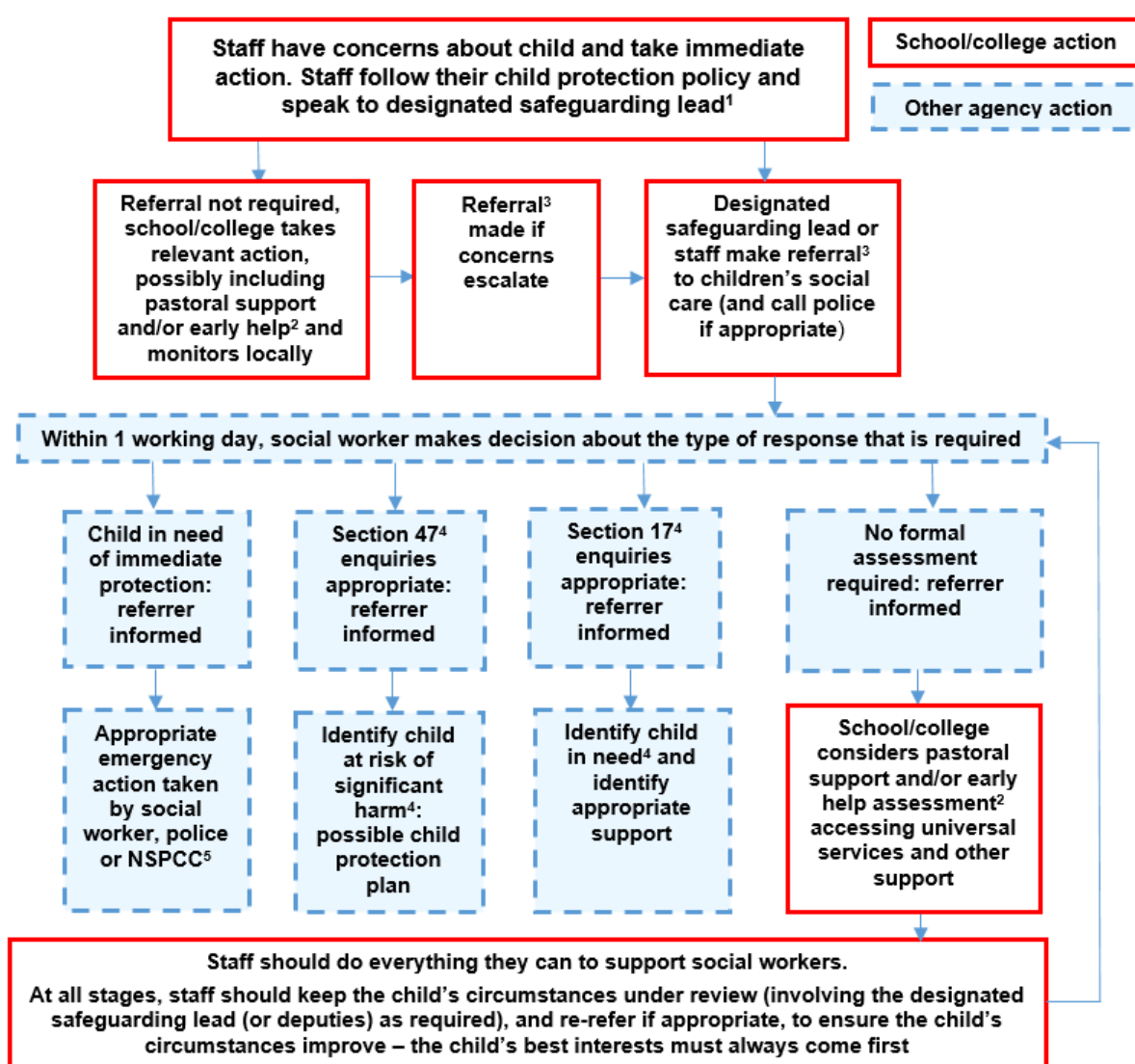
Sarah Lettis

and I am able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available on the school website, on the Safeguarding board and on the network at I:\All_Staff\Policies

Signed:	
Date:	

Appendix 3 - Actions Where There are Concerns About a Child Flowchart



From page 22 of KCSIE 2022

The National Police Chiefs' Council- *When to call the police* guidance

This advice covers incidents on school and college premises where students have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police. This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs

-
- Harassment
 - Sexual offences
 - Theft
 - Weapons

This advice aims to support schools and college to make defensible decisions when considering whether to involve the police. Further guidance can be found at;

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Appendix 4 - Operation Encompass – Information sharing from Police regarding Domestic Abuse notifications (2nd December 2019)

(<https://www.operationencompass.org/>)

Operation Encompass Safeguarding Statement:

- Our school is part of Operation Encompass (KCSIE 2022 Pg 145). This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.
- Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.
- Our parents are fully aware that we are an Operation Encompass school.
- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.
- The Key Adult will lead training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We will also discuss how we can support our children following the Operation Encompass notification.
- We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.
- The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.
- The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

OUR KEY ADULTS ARE:

- Angela O'Rourke
- Annette Illingworth
- Jackie Christofides
- Sarah Lettis

Key contacts at Southfield School

Role	Name	Email
Designated Safeguarding Lead	Angela O'Rourke	head@southfield.herts.sch.uk
Deputy Designated Safeguarding Lead	Sarah Lettis	sarahlettis@southfield.herts.sch.uk
	Jackie Christofides	jackiechristofides@southfield.herts.sch.uk

	Annette Illingworth	annetteillingworth@southfield.herts.sch.uk
Headteacher	Angela O'Rourke	head@southfield.herts.sch.uk
Chair of Governors	Mary Abeyasekera	chair@southfield.herts.sch.uk
Vice Chair of Governors	Adam Hayes	adamhayes@southfield.herts.sch.uk
Safeguarding Designated Governor	Mary Abeyasekera	chair@southfield.herts.sch.uk

Contact Telephone Number: 01707 276504

Children missing from education in accordance with setting attendance policy

All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, child sexual exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Department for Education guidance makes it clear that in carrying out this duty, local authorities must have in place arrangements for joint working and information sharing with other local authorities and partner agencies. It also states that all agencies which come into contact with children must cooperate with the local authority's arrangements for identifying children thought to be missing from education.

Separate guidance is available for schools on Herts Grid for Learning about the legitimate removal of pupils from a school roll. A child legitimately removed from roll is not in most cases missing from education and all schools, including academies and independent schools, are legally required to notify the local authority when they remove/plan to remove a child from their roll.

Appendix 5 - Ofsted school Inspection Handbook September 2022

This handbook is primarily a guide for inspectors on how to carry out school inspections. However, it is made available to schools and other organisations to ensure that they are informed about the processes and procedures of inspection. It seeks to balance the need for consistency in inspections with the flexibility required to respond to the individual circumstances of each school.

On publication of this Child Protection Policy, September 2022, Southfield School has decided to provide the hyperlink only to the Ofsted School Inspection Handbook rather than the document in its entirety, due to the potential for updates to the content.

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2022>

Appendix 6 - Sexual Violence and Sexual Harassment Between Children in Schools and Colleges Guidance (2021)

This is advice provided by the Department for Education. Its focus is child on child sexual violence and sexual harassment at schools and colleges. The advice covers children of all ages, from primary through to secondary stage and into colleges and online. For the purposes of this advice, a child is anyone under the age of 18. Whilst the focus of the advice is on protecting and supporting children, schools and colleges should of course protect any adult students and engage with adult social care, support services and the police as required.

The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred. The advice highlights best practice and cross-references other advice, statutory guidance and the legal framework.

It is for individual schools and colleges to develop their own policies and procedures. Southfield's policies and procedures are developed in line with our legal obligations, including the Human Rights Act 1998 and the Equality Act 2010, especially the Public Sector Equality Duty, and the local multi-agency safeguarding arrangements. We recognise that children with SEND are potentially more vulnerable to sexual violence and harassment and reflect this in our approach to safeguarding and in this Child Protection Policy.

On publication of this Child Protection Policy, September 2021, Southfield School has decided to provide the hyperlink to the document rather than the document in its entirety, due to the potential for updates to the content.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

Appendix 7 - Online Safety Guidance

On publication of this Child Protection Policy, September 2022, Southfield School has decided to signpost to the document rather than provide the document in its entirety, due to the potential for updates to the content.

Appendix B of KCSIE 2022 Pg 155-157

Hertfordshire Guidance:

<https://thegrid.org.uk/safeguarding-and-child-protection/online-safety/online-safety-national-guidance>

Appendix 8- Working together to improve school attendance –guidance May 2022

On publication of this Child Protection Policy, September 2022, Southfield School has decided to provide the hyperlink to the document rather than the document in its entirety, due to the potential for updates to the content.

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Appendix 9 - GDPR, Data Protection Freedom of Information and Record Retention

Southfield School subscribes to the Herts for Learning GDPR Toolkit and Enhanced Data Protection Officer Service, and will contact the service desk for guidance as required.

Further information can be accessed at: <https://ico.org.uk/for-organisations/>

Transfer and retention guidance

PLEASE NOTE

Due to the on-going Independent Inquiry into Child Sexual Abuse (IICSA/Jay) Inquiry (due to provide final report [October 2022](#)), schools have been directed as below:

'Your organisation is asked to retain any and all documents; correspondence; notes; emails and all other information – however held – which contain or may contain content pertaining directly or indirectly to the sexual abuse of children or to child protection and care. It is recommended that all records relating to child abuse are retained until the Inquiry is completed. The original file should be retained by the school and legal advice sought as to when it is prudent to transfer the original file or seek advice if a copy should be transferred in the meantime. (Justice Goddard, Chair of the Independent Inquiry into Child Sexual Abuse)

This request supersedes any existing retention schedule. Further information can be obtained at <https://www.iicsa.org.uk/>

- If a copy is sent to the new school, this decision should be recorded against the pupil's file with the reason(s) why the copying and transfer of the copy was necessary and proportionate. Alternatively, a letter could be sent to the school explaining why the records are not being transferred at this time.
- When records are being kept for longer than the recommended period, files must be clearly marked with the reasons for the extension period.

Please see table **below** for information on retention periods. The guidance below will still indicate a retention period (in the 'Retention/Transfer Action' column), but in those cases where records should not be destroyed, this has been denoted with ***. This section will then be reviewed again to take into account any recommendations the Inquiry might make concerning record retention.

Scenario	Action
Child moves to another primary school	*Transfer file within 5 days
Child moves to secondary school	*Transfer file within 5 days
Child is permanently excluded and removed from role	*Inform Integration team (or SEN team if child has EHCP) that a safeguarding file exists/there are safeguarding concerns for this child. * Make arrangements for archiving until it can be passed on to another establishment

Child leaves the school - unclear where child has moved to /child missing from education/ EHE	<p>*Make arrangements for archiving until the 'child' reaches 25 years or until it can be passed on to another establishment¹</p> <p>* Inform social worker (if open) or attendance/CME/EHE team that a file exists/to clarify where child has moved to and then follow school procedures as above once confirmed.</p> <p>1</p>
Child becomes adopted whilst at school	<p>*Contact our CPSLO – any historical child protection information leading up to child's adoption will need to be sent to Hertfordshire County Council for archiving. Our CPSLO will facilitate this with records management team.</p> <p>*When starting at school, If the school are told by parents that a child has been adopted this should be recorded on the main school file with the parents' permission, in order to be able to give any appropriate support. A separate child protection/safeguarding file is not necessary unless there are additional safeguarding issues as for any other child. Once an adoption order has been made, records should relate only to the adoptive family and not the birth family, therefore any historical safeguarding records should be sent to Hertfordshire County Council for archiving (contact our CPSLO for support in doing this).</p>

Primary schools do not need to keep copies of safeguarding records unless there are ongoing legal proceedings when the child leaves the school. Custody of, and therefore responsibility for, the records passes to the school the pupil transfers to.

Any copies of files kept whilst transfer is completed are deleted afterwards, unless in relation to investigations as stated above.

Electronic files using for example CPOMS between systems will keep the file records intact but the access to the files will transfer to the new school.

Redaction: The DSP/L will need to give consideration at the time of transfer of safeguarding files to a new educational setting, as to whether it is relevant, necessary and proportionate to include the names of other children mentioned within safeguarding records or whether these will need to be redacted.

The school can justify the sharing of such information, provided that the information being processed meets the Article 5 GDPR principles- that information should be "adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed" i.e. if the information supports the new education setting to carry out its safeguarding responsibilities then sharing can be justified.

The sharing of information should be considered under Article 9(2)(g)1 of GDPR and in conjunction with Part 2 (Substantial Public Interest Conditions) and Paragraph 1 of Schedule 1 to the Data Protection Act 2018.

Legal advice should be sought if the DSP is unclear what information, if any, should be redacted.

Disposal of records

Any paper records that have reached the end of the minimum retention period allocated, will be shredded at the end of the academic year (or as soon as practical before that time).

For audit purposes, in line with The Freedom of Information Act 2000, the school will maintain a list of records which have been destroyed and who authorised their destruction. This will be kept in either paper or an electronic format:

- File reference (or other unique identifier)
- File title (or brief description)
- Number of files
- The name of the authorising officer
- Date of destruction
- Manner of destruction

Ref: [School Safeguarding Practice Guidance](#)

Appendix 10 – Record Keeping: Examples and Guidance for CPOMS Entries

Record Keeping: Example and Guidance for CPOMS Entries

Think:

Who

What

Where

When

How long

Next

In writing an entry, you are trying to recreate the incident as an image in the reader's mind, as if they had been there. This is to aid the DSL/DDSL to take the right actions as follow up.

It needs to have enough detail but at the same time be precise.

Discussions can be recorded as reported speech rather than direct, listing the main points.

Record statements and observations rather than interpretations or assumptions.

The following key points should be referred to. There is an example at the end of the page.

Who was involved including who else might have observed the incident/been at the meeting?

Make sure it is clear who the adults and children are when referencing them the first time. Use **full names where known the first time, with initials thereafter**.

What was happening prior to the incident, the incident itself and after it; what were the triggers (if known)? Or what prompted the complaint/ parent meeting, etc. and what key points were discussed and what follow up actions required?

Where did the incident take place? Be as precise as possible.

When did the incident happen? If it is at break, which break; maths: what time was the maths lesson and which part of the lesson

How long did the incident last for? For example, was the shouting for 10 seconds, 10 seconds then stopped for a minute and then another 10 seconds or continually for 10 minutes? This may be best guess.

Next steps to reduce the risk of it happening again; next steps to resolve the matter; next steps to progress. Include who is carrying out the next steps and by when.

Examples

Example A

John (J child in Blackbirds) was walking with me (Annette HLTA) to the library just before his lunch (12:00) to get a new book. As we got near the hall door, Bob Jones (BJ kitchen staff) came through hall door carrying 2 water jugs, tray of biscuits and stack of cups. J quickly moved through door, pushing past BJ. BJ dropped tray and water jug as J bumped into him. Water jug tipped onto J who started to scream (5-10 secs).

I offered my hand to J who followed me out of the way as I reassured J that he could get dry/change and he would be O.K and tried to keep the conversation positive, making a joke about biscuits.

Got J changed, asked why went through door – to see friend (Alice B). I suggested that next time ask and check if anyone else by door.

I saw BJ and suggested to make it safer, not to carry as many things and choose a time earlier/use a trolley as other children on their way as well.

Informed class team of incident and rang home.

Example B

Call from Harley Walker (HW parent of Philip Jones) to ask why other parents are saying that PJ has been scratching other children but he (HW) not had communication from school.

Actions:

Speak to class teacher – by 3:00 p.m. - me

Ring parent back – by 4:00 p.m. - class teacher

Check with teacher/parent if resolved and what further actions to be taken – by 5:00 p.m. - me

As the person reporting the incident/meeting etc., it is also part of your responsibility to make sure that 'next step' actions are followed up. Don't assume that because it has been reported that all necessary actions will be completed. We need to hold each other to account. Safeguarding is everyone's responsibility.