



7a CHILD PROTECTION AND SAFEGUARDING POLICY

KEY EXTERNAL CONTACT DETAILS

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<p>The Hertfordshire Safeguarding Children Partnership (HSCP)</p>	<p>0300 123 4043 https://www.hertfordshire.gov.uk/services/Childrens-social-care/Child-protection/Hertfordshire-Safeguarding-Children-Partnership/hscp.aspx</p>
<p>Multi-Agency Safeguarding Hub (MASH)</p>	<p>0300 123 4043 To make a child protection referral or complete and submit a child protection on-line contact referral on: https://eservices.hertfordshire.gov.uk/services/child-protection-referral or https://www.hertfordshire.gov.uk/media-library/documents/childrens-services/hscb/child-protection-referral-form.pdf</p>



<p>Support and Advice about Extremism</p>	<p>Hertfordshire Constabulary: Anti-Terrorist Hotline: 0800 789 321 EMERGENCY: 999 NON EMERGENCY NUMBER: 101 https://www.herts.Police.uk/Information-and-services/Advice/Counter-terrorism/Prevent Hertfordshire Grid for Learning: http://www.thegrid.org.uk/leadership/safeguarding/anti-radicalisation.shtml Department for Education NON EMERGENCY NUMBER: 020 7340 7264 counter.extremism@education.gsi.gov.uk</p>
<p>NSPCC Whistleblowing Advice Line</p>	<p>ADDRESS: Weston House 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 help@nspcc.org.uk</p>
<p>Disclosure and Barring Service</p>	<p>ADDRESS: DBS customer services PO Box 3961 Royal Wootton Bassett SN4 4HF 03000 200 190 customerservices@dbs.gov.uk</p>
<p>Teaching Regulation Agency</p>	<p>ADDRESS: Teacher Misconduct Ground Floor South Cheylesmore House 5 Quinton Road Coventry CV1 2WT 0207 593 5393 misconduct.teacher@education.gov.uk</p>
<p>OFSTED Safeguarding Children</p>	<p>0300 123 4666 (Monday to Friday from 8am to 6pm) Whistleblowing@ofsted.gov.uk</p>
<p>Independent Schools Inspectorate</p>	<p>0207 6000100 concerns@isi.net</p>



KEY SCHOOL CONTACT DETAILS

<p>Governors</p>	<p>Chair of Governors Andrew Newland andrew_newland@westbrookhay.co.uk</p> <p>Nominated Safeguarding Governor Andrew Newland andrew_newland@westbrookhay.co.uk</p>
<p>Designated Safeguarding Lead ("DSL") and Deputy Designed Safeguarding Lead ("DDSL")</p>	<p>The Safeguarding Team (ST)</p> <p>Main DSL for the School Elizabeth Ashfield, SENCO</p> <p>07825 030426 elizabeth_ashfield@westbrookhay.co.uk</p> <p>Deputy DSL</p> <p>Dickon Baird, Deputy Head Dickon_baird@westbrookhay.co.uk</p> <p>Samantha Taylor, ELSA samantha_taylor@westbrookhay.co.uk</p> <p>Frances Bennett, Head of Years (5 and 6) frances_bennett@westbrookhay.co.uk</p> <p>EYFS DSL Victoria Gibbs, Head of Pre-Prep victoria_gibbs@westbrookhay.co.uk</p> <p>Deputy DSL Patrick Ross, Year 1 Teacher and After School Manager patrick_ross@westbrookhay.co.uk</p>
<p>Designated Teacher for Looked After Children</p>	<p>Elizabeth Ashfield 07825 030426 elizabeth_ashfield@westbrookhay.co.uk</p>
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POLICY STATEMENT

This policy applies to Westbrook Hay Prep School ("the School") which includes the EYFS setting. This policy is reviewed and updated annually (as a minimum). This policy, and all policies referred to in this document are available on the [School website](#), in the [Staff Handbook](#) or a hard copy can be requested from the School Office.

This policy has regard to the following guidance and advice:

1. [Keeping Children Safe in Education September 2021 \("KCSIE"\)](#)

- [Disqualification under the Childcare Act 2006 \(August 2018\)](#)
- [What to do if you're worried a child is being abused: advice for practitioners \(March 2015\)](#)
- [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges advice \(September 2021\) \("SVSH"\)](#)

2. [Working Together to Safeguard Children \(2018\) \(WT\)](#)

- Information sharing: advice for practitioners providing safeguarding services (July 2018)

3. [Revised Prevent Duty Guidance for England and Wales \(April 2021\)](#)

- [The Prevent Duty: Departmental advice for schools and child care providers \(March 2015\)\(Updated April 2021\)](#)
- [The use of social media for on-line radicalisation \(July 2015\)](#)
- [Relationships education, relationships, and sex education \(RSE\) and health education \(July 2020\)](#)
- [The DDCMS / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" December \(2020\)](#)
- [The Charity Commission Guidance Safeguarding and protecting young people for charities and trustees \(October 2019\).](#)

This policy also takes into account the procedures and practice of [Hertfordshire Safeguarding Children' Partnership](#) (HSCP) as part of the inter-agency safeguarding procedures set up by Hertfordshire County Council, Hertfordshire Constabulary and The Two Local Clinical Commissioning Groups.

References to "Staff" throughout this policy relate to all members of employed staff, including teaching and support; governors; volunteers; peripatetic and contract; temporary; supply and agency; student placement, including those undertaking initial teacher training and apprentices.

CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility. The School adopts a 'whole school' approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

Parents are encouraged to raise any concerns directly with the School, if necessary using this safeguarding policy for concerns about the safety and/or welfare of children. Parents may contact the ISI directly if they wish.

The School has arrangements for listening to children and providing early help. Details of these arrangements can be found in [HSCP](#)



DEFINITIONS OF SAFEGUARDING AND TYPES AND SIGNS OF ABUSE

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

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

Abuse can be:

- physical;
- emotional;
- sexual; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse, as well as further information regarding specific safeguarding issues such as child criminal behaviour and/or sexual exploitation.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must act immediately and follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

The guidance; [Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) supports staff who have to make decisions about sharing information. Fears regarding sharing information under the [Data Protection Act 2018](#) and the [UK GDPR](#) should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children, and neither the [DPA 2018](#) or the [UK GDPR](#) prevent the sharing of information for the purposes of keeping children safe. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead (DSL).

All staff should:

- listen carefully;
- avoid asking leading questions;
- reassure the individual that the allegation/complaint will be taken seriously and that they will be supported and kept safe;
- ensure that the individual is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report;
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions, and decisions (together with reasons) made under these procedures should be recorded in writing. The record should include a clear and comprehensive summary



of the concern, details of how the concern was followed up and resolved and a note of any action taken, the decision reached and the outcome.

All concerns must be recorded as soon as possible after the conversation using the school's online child protection recording system: [MyConcern](#). An icon shortcut is on every desktop. A paper version of the record of concern sheet is available for staff members who do not have access to a computer or the internet, from the School Office.

Staff must ensure the date, time, place is recorded, any noticeable non-verbal behaviour and the words used by the child.

- Use the body map 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. No copies should be retained by the member of staff. Paper records of concern must be signed by the person recording the concern.

The DSL will ensure that all safeguarding records are managed in accordance with the [Education \(Pupil Information\) \(England\) Regulations 2005](#). The information should be kept confidential and stored securely ensuring that the file is only accessible to those who need to see it, and is shared in accordance with the guidance set out in Parts 1 and 2 [KCSIE](#).

Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the DSL or a member of the Safeguarding Team (ST))

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School manages this by ensuring that there are systems in place, that are well promoted, easily understood and easily accessible by children to confidentially report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback. The School operates its processes with the best interests of the pupil at their heart.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and Safeguarding Team (ST) should consider the context within which such incidents and/or behaviours occur. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with [Children's Social Care](#) as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

Early help

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

- is disabled or has certain health conditions and has specific additional needs;
- 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 misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking, or sexual or criminal exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is experiencing, or is at risk of experiencing family ostracism;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the HSCP referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

Children who may require early help

Families First is Hertfordshire's strategy for early help for families. 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 member of the ST will generally lead on liaising with other agencies and setting up a [Families First Assessment](#) as appropriate or liaising out of county with Bedfordshire: [Early Help for Families](#) or Buckinghamshire: [Early Help for Families](#).

What staff should do if they have concerns about a child

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to [children's social care](#). As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe; they should maintain an attitude of "it could happen here". If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.



What staff should do if a child is in danger or at risk of harm

If staff believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the Police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

School's safeguarding partners are HSCP. A full copy of their procedures can be found at [HSCP](#).

Specific arrangements for 1-1 teaching

Where 1-1 teaching may take place, for example peripatetic instrumental/singing lessons, SEN/ additional support teaching, counselling, PIP (Pastoral Intervention Practitioner) and ELSA (Emotional Literacy Support Assistant) the following arrangements are in place:

- Class / practise room doors have windows;
- Where doors do not have glass insert they are left open;
- Staff are regularly reminded through training and inset of the importance in ensuring the safety of both themselves and the children in their care.

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must either call 101 and ask for the PREVENT Team or in an emergency dial 999. Advice and support can also be sought from children's social care.

[HSCP](#) guidance on Prevent outlines the specific duties in Hertfordshire. This guidance also features advice on making a [Prevent referral](#).

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head Teacher, DSL and, where appropriate (for example EYFS) other members of the Safeguarding Team, and the governor responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation ("FGM")

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.



What staff should do if they have concerns that children are at risk from or involved with serious violent crime

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care.

How should staff respond to an incident of nudes and semi-nudes being shared by pupils

All members of staff in an education setting have a duty to recognise and refer any incidents involving nudes and semi-nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.

For this purpose, 'sharing nudes/semi-nudes' means the sending or posting of nude or semi-nude images, videos, or live streams by children under the age of 18 online. This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child.

Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident to the DSL as soon as possible.

The DSL will follow the DDMSC/UKIS guidance ["Sharing nudes and semi-nudes: advice for education settings working with children and young people" \(December 2020\)](#) when responding to a report of sharing nudes and/or semi-nudes.

This will include:

- Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- Carrying out interviews with the children involved (if appropriate).
- Informing parents and carers at an early stage and keep them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.
- Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process
- If not, the incident can be handled in school in accordance with the "sharing nudes" guidance and the School's Child Protection and Behaviour policies.
- If it is determined that there is a risk of harm, the DSL must make a referral to children's social care and/or the police immediately.

All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Head Teacher. Records will be kept in line with statutory requirements set out in [KCSIE](#) and local safeguarding procedures. No copies of imagery will be taken or retained.

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the Police as a matter of urgency.

What staff should do if a child goes missing from education

A child is deemed 'missing from education' if they are of compulsory school age (5-16), do not have a school place and no alternative education arrangements have been made for them. Where the school identifies a child may be missing from education, an immediate referral is made to the [Children Missing Education \(CME\) Officer](#)

Children who go missing from education, particularly persistently, can be a vital warning sign to a range of safeguarding issues, including abuse, neglect, sexual abuse, CSE and CCE. It can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so called 'honour based' abuse or risk of forced marriage. It is therefore important that the School's response to such absence supports identifying such abuse and helps prevent the risk of them going missing in the future. Staff must follow the School's procedures for unauthorised absence and for dealing with children who go missing from education as set out below.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the [Education \(Pupil Registration\) \(England\) Regulations 2006 \(as amended\)](#).

This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult, particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.

The School's procedures for unauthorised absence

- Formal registration is taken electronically via the School's MIS System, Schoolbase throughout the school; both in the morning at between 8:15am - 9.00am (depending on the age of the children) and in the afternoon;
- The Attendance Officer (AO) will check the absence answerphone and absence email and the Form Teacher will be informed of any absences;
- The AO will check the registers at 9.00am to ensure they have all been completed;
- Where an unauthorised absence is identified and there is a concern about the wellbeing or safety of the pupil the DSL will immediately be informed via MyConcern and a referral will be made to HSCP.



- Where there are any unauthorised absences and no immediate concern, the AO will contact the parent or guardian to ascertain the reason for absence and the register will be updated to reflect this;
- The AO will produce an absence list to be circulated to relevant staff and print a fire register;
- Where the AO is unable to make contact with the parents/guardian for 2 days the Head of Year (HoY) and DSL will be informed.
- Where it has not been possible for the HoY or DSL to make contact with a parent/guardian, or the absences persist, the school will make all reasonable alternative enquiries, recording dates and times:
 - Writing to the parents/guardian (letter and email) outlining concerns;
 - Arranging a meeting to discuss concerns;
 - Contacting other family contacts;
 - Where a sibling attends another school, contacting that school;
 - Contacting any other professional known to be involved with the family;
 - Where a pupil has not been seen in school and no contact has been made for 3 days making a welfare visit to the home address(es) on file.
- Where a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more, the School will make a report to the [Hertfordshire Children's Services Integrated Services for Learning \(ISL\)](#).

The School's [Missing Pupil Policy and Procedure](#) is to be used for searching for, and if necessary reporting, any pupil missing from school (once registered as attending), or when a child has not been collected from School on time.

What staff should do if a child needs a social worker (Children in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

What staff should do if a child requires mental health support

The School has an important role to play in supporting the mental health and wellbeing of its pupils. 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. The School aim to prevent health problems by promoting resilience as part of a whole School approach to social and emotional [wellbeing](#) of our pupils.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [DfE Mental Health and Behaviour in Schools](#) guidance. [Public Health England](#) has produced a range



of resources to support school teachers to promote positive health, wellbeing and resilience among young people.

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.

We have four members of staff who are trained Mental Health First Aiders. This includes support for children and for adults.

We have two qualified ELSA 's to whom children can be referred, if it is felt a further intervention is needed for more than a one-off situation.

The school also has links to a youth counsellor/therapist who can work with pupils during the school day. The parents work with the therapist (covering the additional cost) and also work closely with the DSL/Pastoral Team to ensure the best support is given to the child.

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 schools DSL.

What staff should do if they have safeguarding concerns about another staff member

If staff have safeguarding concerns about another staff, then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head Teacher, staff are referred to the procedures below regarding managing allegations of abuse against staff and refer the matter directly to the LADO on 0300 123 4043.

What staff should do if they have concerns about safeguarding practices in the School

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's Whistleblowing procedures. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the [NSPCC whistleblowing advice line](#).

ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS (INCLUDING CHILD ON CHILD SEXUAL VIOLENCE AND HARASSMENT)

Peer on peer abuse is abuse by one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying, prejudice-based and discriminatory bullying), abuse within intimate partner relationships between peers, physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), initiation/hazing type violence and rituals, upskirting, sexting, consensual and non-consensual sharing of nudes and/or semi-nudes, sexual assault, gender-based issues, sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.



These arrangements apply to all reports and concerns of peer on peer abuse, whether they have happened in school or outside of it, and/or online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

Staff will address inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys". Staff will also challenge physical behaviours (that are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The School acknowledges that even if there have been no reported cases of peer on peer abuse in relation to pupils within the School, such abuse may still be taking place and is simply not being reported. The School will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. These procedures will be well promoted and in a format that is easily accessible and easily understood by children.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust. The School also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the School's policy and procedures with regards to peer on peer abuse, and can recognise the indicators and signs of peer on peer abuse and know how to identify it and how to respond to reports.

The School recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.

The School recognises that children with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges and may be more prone to peer-on-peer group isolation or bullying (including prejudice-based bullying) than other children. The School will consider extra pastoral support for those children.

- Form Teacher;
- Pastoral Team;
- SENCO;
- Pastoral Intervention Practitioner (PIP) / ELSA.

The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.



The School takes the following steps to minimise the risk of peer-on-peer abuse

Staff receive training through:

- Inset and Safeguarding refresher training
- Weekly Pastoral Leadership Team and general Staff Meetings
- Peer on Peer posters are displayed around the school as a visual prompt
- Specialist visiting speakers

Pupil awareness is raised through:

- School Values:
Courage, Integrity, Independence, Togetherness, Responsibility, Reflective Learner
- SCARF (PSHE) lessons
- RSE curriculum teaching
- Focus weeks (e.g. Anti-Bullying week)
- Whole School assemblies
- Specialist visiting speakers

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's [Anti-Bullying and Behaviour policies](#).

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the [HSCP](#) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the [HSCP](#), parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the [HSCP](#) and/or the Police as appropriate. The School will have regard to the procedures set out in [KCSIE](#) and the [SVSH](#) at all times.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the Police. If the DSL decides to make a referral to children's social care and/or a report to the Police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The DSL may also decide that the children involved may benefit from early help, and may make the necessary referral in accordance with the [HSCP](#) Safeguarding Children Executive referral process.

The School's approach to sexting is

- Report it to your DSL immediately. Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal;
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL;
- Do not delete the imagery or ask the young person to delete it;
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL;



- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers;
- Do not say or do anything to blame or shame any young people involved;
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

The School will follow the DDMSC/UKIS guidance ["Sharing nudes and semi-nudes: advice for education settings working with children and young people" \(December 2020\)](#) when responding to an allegation that nudes and/or semi-nudes have been shared.

In the event of disclosures about peer-on-peer abuse, all children involved (both victim and perpetrator) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the DSL and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim;
- whether there may have been other victims;
- the alleged perpetrator; and
- all the other children (and, if appropriate, staff) at the School especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments will be recorded (written or electronic) and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL (and indeed all staff) will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be made to feel ashamed for making a report nor will they be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report or have their experience minimised. The School will consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The School acknowledges that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s). The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe and to ensure their educational attainment is not adversely affected as far as is possible. This may include careful consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing School premises (including during any before or after school-based activities), and School transport. The School will also consider the risks posed to the victim from other health needs, including physical, mental and sexual health problems, as well as unwanted pregnancy which may arise as a result of the incident, and will consider recommending additional support.

The School will keep a written record of all concerns, discussions and decisions made.

The School will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified the School will decide on an appropriate course of action.



In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head Teacher will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the School's behaviour policy.

ARRANGEMENTS FOR DEALING WITH SAFEGUARDING CONCERNS (INCLUDING LOW LEVEL CONCERNS) OR ALLEGATIONS OF ABUSE MADE AGAINST STAFF

The aim of the [School's Allegations Against Staff Policy \(AASP\)](#) is to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour, as detailed in the [Staff Behaviour Policy](#) are constantly lived, monitored and reinforced by all staff. The AASP provides clear guidance about the acceptable behaviours of staff who are currently working in the School, whether in a paid or unpaid capacity. It follows DfE statutory guidance and [HSCP arrangements](#), detailing the procedures to follow when these behaviours are breached.

The School's procedures apply when staff have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of school

Low-level concerns are allegations that do not meet the threshold. The School acknowledges the importance of sharing these concerns. All staff are aware that these must be reported to, and recorded by, the Head Teacher in line with the School's procedure for handling low level concerns, which are also set out in the [AASP](#).

STAFF BEHAVIOUR POLICY

The aim of the School's [Staff Behaviour Policy](#) is to provide clear guidance about behaviour and actions so as to not to place pupils or staff at risk of harm or of an allegation of harm to a pupil.

SAFER RECRUITMENT

The School is committed to safer recruitment processes to create a culture that safeguards and promotes the welfare of children in the School whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the School.

Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.



Full details of the School's safer recruitment procedures for checking the suitability of staff, are set out in the School's [Recruitment Policy](#).

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the School's [Visiting Speaker Policy](#).

The School's procedures for managing contractors attending the School site can be found in the [Contractor Management Policy](#) in the Staff Handbook.

MANAGEMENT OF SAFEGUARDING

The School's DSL is Elizabeth Ashfield who is a member of the Pastoral and Academic Leadership Teams.

There are four DDSL's who, along with the DSL, form the Safeguarding Team (ST). This ensures there is the required cover for the role at all times. Reports should be made to a member of the ST in the absence of the DSL. The Safeguarding Team's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School, including on-line safety. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, refer incidents to third parties (including the local authority children's services, the [DBS](#), [Channel](#) and the police) where appropriate, to support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's safeguarding policies and procedures in practice. The DSL works with the governors to review and update the School's safeguarding policy.

Where a pupil leaves the School, including for in-year transfers, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL will ensure secure transit and obtain confirmation of receipt. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

The DSL or a member of the ST will always be available to discuss safeguarding concerns, either via [MyConcern](#) or in person during term time school hours; or during out of hours/out of term activities, they may be contacted via MyConcern. The DSL maintains an overview at all times and may also be contacted via mobile phone.

The DSL or a member of the ST will liaise with [HSCP](#) and work with other agencies in line with WT. [NPCC - When to call the Police](#) can assist the DSL or a member of the ST to understand when they should consider calling the Police and what to expect when they do. If the School has questions about any police investigation, it will ask the police. The DSL or DDSL will also be responsible for liaising with the senior mental health lead and, where available, the [Mental Health Support Team](#), where safeguarding concerns are linked to mental health.



Whilst the Head Teacher should ensure that the policies and procedures adopted are understood and followed by all staff, and the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

Full details of the DSL's role can be found in Appendix 2 of this policy and at [Annex C of KCSIE](#).

TRAINING

Induction and training are in line with advice from [HSCP](#).

All Staff

Prior to commencing their role, all new staff will be provided with induction training that includes:

- The [Child Protection Policy](#); (including the policy and procedures to deal with peer on peer abuse);
- The role and identity of the DSL and Safeguarding Team (DDSL's);
- the [Behaviour Management Policy](#) (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- The [Staff Behaviour Policy](#) including the School's [Whistleblowing](#) procedure and the [E-Safety Policy](#), [IT Acceptable Use Policy](#); staff/pupil relationships and communications including the use of [Social Media](#) and [Taking, Storing and Using Images of Children](#);
- The safeguarding response to children who go [Missing from Education](#) and [Missing Pupil Policy](#);
- a copy of [Part one of KCSIE](#) at least (or, for staff that do not work directly with children, [Annex A](#));
- School leaders and staff who work directly with children will also be required to read [Annex B of KCSIE \(and Part five of KCSIE\)](#)
- Governors and staff who are in a management role are required to read [KCSIE](#) in its entirety.

Copies of the above documents are provided to all new staff who are required to sign a declaration to confirm having read these prior to the induction training taking place.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the DSL, including [The Child Protection Policy](#) and the [Staff Behaviour Policy](#). Further documentation may be made available depending on the role they are undertaking.

All staff are also required to:

- Read at least [Part one of KCSIE](#) (or, for staff that do not work directly with children, Annex A) and confirm that they have done so. Each time Part one of KCSIE is updated by the Department for Education, staff will be updated on the changes via email, staff meetings and inset and will be required to sign a further declaration.
- Understand key information contained in Part one (or, for staff that do not work directly with children, Annex A) of KCSIE. The School will ensure staff understanding training at staff meetings and inset.
- Receive training in safeguarding and child protection regularly, in line with advice from the [HSCP](#). Training will include online safety and harmful sexual behaviours (including peer on peer sexual violence and harassment). It will also include [Prevent](#) awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.



- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively, including online. The School provides these via, for example: email, staff meetings and inset.
- Sign a declaration to confirm they have read the annually reviewed [Child Protection](#) and [Staff Behaviour](#) Policies. Staff will be updated on the changes via email, staff meetings and inset.

DSL

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the [HSCP](#) approach to [Prevent](#) duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in [Annex C of KCSIE](#).

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. In particular, the School will support the DSL in developing their knowledge and skills to understand the views of children including to encourage a culture of listening to children and taking account of their wishes, as well as having an awareness of the difficulties children may face in approaching staff with a disclosure.

The members of the Safeguarding Team are trained to the same level as the DSL.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Andrew Newland, Chairman of Governors, is the board-level lead designated Safeguarding Governor, who takes a lead in relation to responsibility for the safeguarding arrangements in the School.

The School considers its obligation to review safeguarding practices a matter of its everyday concerns. A review of the School's Child Protection and Safeguarding Policy takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. Safeguarding is a standard item on the Board Meeting Agenda. The DSL meets with the Safeguarding Governor each term prior to the Governors Board Meeting to discuss the termly Safeguarding Audit. Relevant information is then reported formally to the Board. The DSL will attend the Board Meeting annually in the Autumn Term to present the Annual Safeguarding Audit and update the Governors on any changes to Child Protection legislation. The Child Protection and Safeguarding Policy, which is reviewed at least annually, is formally approved at this meeting. The School draws on the expertise of staff, including the DSL and ST, in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the Safeguarding Governor and School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

The governing body ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHE (SCARF) to help children to adjust their behaviours, both inside and outside of school, in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. The

School recognises that a "one size fits all" approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Internet safety (including when children are online at home) is an integral part of the School's IT curriculum and also embedded in PSHE (SCARF) and [Relationships and Sex Education \(RSE\)](#). Further information can be found in the Schools [E-Safety and IT Acceptable Use Policy](#).

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using the School's IT system.

Pupils Chromebooks and iPads are managed by the school. They are each installed with a keyword detection software called [Securly](#). The software picks up on keywords e.g. self-harm, offensive language, terrorism etc. Once detected, it sends an email to key members of staff, where a thorough investigation is carried out.

The School's Internet Filtering System is [Smoothwall](#). All school emails go through the Google spam and AV systems.

The Head of IT has software called [Net Support](#) installed on the main teaching PC in the IT Suite. The software enables him to see and closely monitor the activity on each PC in the IT suite.

Such systems aim to reduce the risk of children being exposed to illegal, inappropriate or harmful materials low level (content risk); reduce the risk of children being subjected to harmful online interaction with others including commercial advertising and grooming (contact risk); restrict access to online risks such as online gambling, phishing or financial scams (commerce risk); and help manage online behaviour that can increase a child's likelihood of, or causes, harm for example making, sending and receiving explicit images. The School recognises however that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G) which means that children may consensually and/or non-consensually share indecent images, sexually harass their peers via mobile and smart technology, and view and share pornography and other harmful content whilst at school undetected. Further detail of the School's policy and procedures in relation to online safety can be found in the School's [E-Safety Policy](#) which also includes detail on the use of mobile and smart technology in School, including the School's management of the associated risks, and the School's IT arrangements to ensure that children are safe from harmful and inappropriate content, including terrorist and extremist material when accessing the internet through the School's systems. These systems will be reviewed periodically.

Relationships and Sex Education (RSE)

The School has regard to the DfE's statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) when planning for, and teaching, RSE. The teaching of RSE forms part of the School's PSHE programme, details of which can be found in the [Relationship Sex Education Policy](#).

Looked after children

The governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

Elizabeth Ashfield is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.



Arrangements for visiting speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and [British values](#).

In line with the [Visiting Speaker Policy](#), staff are required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.

The School will request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a School employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its [Data Protection Policy](#).

EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS

Disqualification from working in childcare

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the [Childcare Act 2006](#). These checks will be undertaken pre-appointment, and from time to time during employment. This forms part of the School's safer recruitment practices, further details of which can be found in the School's [Recruitment Policy](#).

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed as part of the appointment process. Subsequent annual checks are recorded on the Training and Safeguarding (Inset) Log.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the LADO when appropriate.

Use of mobile phones and cameras

The School's policy on the use of mobile phones and cameras in the [EYFS](#) can be found in the [School's E-Safety and IT Acceptable Use Policy](#). Staff are not permitted to use their personal mobile devices or cameras in School. Staff who wish to take photographs or video of pupils (whether on a personal or School device) must first speak with the Head Teacher to obtain their approval before taking any image of a pupil. Staff who wish to use their personal mobile devices or cameras in School for any other reason must first speak with the Head Teacher. Staff who act in breach of this may be subject to disciplinary action. Parents are not permitted to use their

mobile phones or camera in or around the EYFS setting or in any area of the School where EYFS children may be present, at any time, without prior approval from the Head Teacher.

DSL for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the early years settings is Elizabeth Ashfield DSL supported by two [EYFS](#) DDSL's: Victoria Gibbs, Head of Prep-Prep and Patrick Ross, Year 1 Teacher and After School Manager.

Duty to notify Ofsted

The School will inform [Ofsted](#) of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

Reviewed by Elizabeth Ashfield, DSL, SENCO 28.09.21

Reviewed by Mark Brain, Headmaster 30.09.21

Approved by Andrew Newland, Safeguarding Governor and Chair of the Board 04.10.21
(Appendix 2 approved 20.10.21)

Formally adopted by the Board of Governors at a General Meeting on 19.10.21

This Policy will be reviewed annually or in line with any changes to statute or regulation.



APPENDIX 1

SIGNS AND TYPES OF ABUSE

All School staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy).

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

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and should recognise that children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life. Staff should be aware that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL (or deputy).

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.¹

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment (see below) which can occur between two children of any sex (also known as peer on peer abuse). This can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the



[Sexual Offences Act 2003](#), such as rape, sexual assault, and assault by penetration. Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

Sexual harassment: is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, or upskirting, and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature); and online sexual harassment, which might include consensual or non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes/semi-nudes, or sexting – see below); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. Further information can be found in the [SVSH](#) advice.

Child-on-child sexual violence and/or harassment: Sexual violence and sexual harassment (as defined above) can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Children who are victims of sexual violence and/or sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Further information can be found in the [SVSH](#) advice.

Sharing of nudes and/or semi-nudes: the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online



- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS/UKIS guidance ["Sharing nudes and semi-nudes: advice for education settings working with children and young people"](#) sets out the classification of incidents, and how each should be handled.

Upskirting: is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any sex can be a victim.

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

Serious violence: indicators which may signal that children are at risk from, or are involved with serious violent crime include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the associated risks which increase the likelihood of involvement in serious violence (for example, being male, frequent absence from school or permanently excluded from school, experienced child maltreatment or having been involved in offending) and understand the measures in place to manage these.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer on peer abuse, such as abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families); female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; consensual and non-consensual sharing of nudes and semi-nudes; and trafficking.

Child sexual exploitation (CSE): CSE is a form of child sexual abuse (see above) which occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. 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.



The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years (including 16- and 17-year olds who can legally consent to have sex) who has been coerced into engaging in sexual activities. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

CSE 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.

The below CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends,
- children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

The DfE has published guidance on this entitled "[Child sexual exploitation: guide for practitioners](#)".

CSE may occur alone, or may overlap with CCE, and/or county lines, as well as other forms of abuse.

Child criminal exploitation (CCE): CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or (c) through violence or the threat of violence. 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. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised by adults and professionals (especially when they are older children). It is important in these circumstances that the child perpetrator is also recognised as a victim.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts, money, or new possessions;
- children who associate with other children involved in exploitation;



- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late;
- children who regularly miss school or education or do not take part in education.

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse.

Children who have been exploited will need additional support to help maintain them in education.

County lines: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of “deal line”.

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults exploited to sell drugs and move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the ways of identifying indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- who go missing and are subsequently found in areas away from their home;
- that have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office](#).

Modern Slavery: Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further



information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance "[Modern slavery: how to identify and support victims \(June 2021\)](#)"

Cybercrime: is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the [Cyber Choices](#) programme. This is a nationwide police programme supported by the Home Office and led by the [National Crime Agency](#), working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), '[NPCC- When to call the Police](#)' and [National Cyber Security Centre](#).

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

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy, and speaking to the DSL or a deputy.

The DfE has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#). In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting Children and Young](#)



[People's Emotional Health and Wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol.

So called 'honour based' abuse: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.¹⁷⁶ Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the [Multi-agency statutory guidance on FGM](#). To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting, or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should speak to the DSL (or deputy) who will (where appropriate) activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.¹⁷⁹ If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence), teachers should follow the School's local safeguarding procedures.

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#), particularly section 13.

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the [Forced Marriage Unit](#) if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.



Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to [Fundamental British Values](#), including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.¹⁸⁴ There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a [Prevent referral](#). Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. Staff should contact the DSL or the Deputy DSL, who should be aware of the local procedures in place, before making a [Prevent referral](#).

In the event of a child leaving, the DSL should consider if it would be appropriate to share any information with the new school or college. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the [Channel](#) programme and have that support in place for when the child arrives at the new school.

Special educational needs and/or disabilities (SEND), or pupils with certain health conditions: Pupils with SEND or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- the potential for children with SEND or certain health conditions being disproportionately impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans ("LGBT"): Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Domestic abuse: [The Domestic Abuse Act 2021](#) received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours,



including physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act’s provisions, including the new definition, will be commenced over the coming months.

Domestic Abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

Homelessness: Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

Child abduction and community safety incidents: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Further information is available at:

www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the court system: Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

Children with family members in prison: Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. [The National Information Centre on Children of Offenders, NICCO](http://www.nicco.org.uk) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.



APPENDIX 2 - THE ROLE OF THE DSL

THE DSL IS RESPONSIBLE FOR THE FOLLOWING OVERARCHING AREAS:

1. Briefing school staff on the relevant contents of statutory guidance and procedures, including the briefing of new staff as part of their induction after arrival at the School; and
2. Receiving reports of alleged or suspected child abuse and safeguarding concerns within the School via MyConcern, or reported by a pupil relating to incidents at home or outside the School (which may be via worry boxes which are available at school for all pupils or the email address in the google Form classroom, pupils in Years 3-8), contacting the HSCP and taking other action in response, as set out below.

During term time the DSL and Deputy Designated Leads (Safeguarding Team (ST)) will always be available to discuss any safeguarding concerns. Emergency contact arrangements for DSL/ST are made available for out of term activities.

MANAGING REFERRALS

The DSL will refer all cases of suspected abuse to the [Hertfordshire Safeguarding Children' Partnership](#) (HSCP) or relevant local authority for pupils who reside outside Hertfordshire and

- the Local Authority Designated Officer (LADO) for dealing with all safeguarding concerns that relate to a staff member;
- the Disclosure & Barring Service and TRA (cases where a person is dismissed or left due to risk/ harm to a child);
- the Police (cases where a crime may have been committed) and where there has been serious harm;
- Channel where there is a radicalisation concern.

The DSL/ST will refer all allegations against members of staff including volunteers and supply teachers directly to the Head Teacher without delay (and keep the supply agency fully informed). In the case of the allegation being against the Head Teacher it must be communicated to the Chair of the Governors without notifying the Head Teacher.

The DSL will act as a source of support and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

RESPONSIBILITIES:

The DSL is responsible for:

- providing guidance to parents, children and staff about obtaining suitable support.
- developing links with relevant statutory and voluntary agencies;
- monitoring and evaluating the effectiveness of the School's Child Protection and Safeguarding Policy and ensuring it is updated (as a minimum) annually;
- keeping written records of all concerns, ensuring that such records are stored securely and kept separate from the pupil's general file;
- ensuring that when a pupil with a Child Protection Plan or Child in Need Plan leaves the School, appropriate levels of liaison between DSLs occur and the pupil's information is transferred to the DSL at their new school as soon as possible.

TRAINING

The Designated Safeguarding Lead and the ST receive appropriate external Herts training every two years in order to understand the assessment process for providing early help and intervention. In addition, the DSL undertakes Prevent awareness training. The DSL also refreshes knowledge and skills at least annually via online updates and by monitoring safeguarding developments and accessing resources



The DSL:

- has a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensures each member of staff has access to and understands the School's safeguarding policies and procedures, especially new and part time staff and updates staff at each staff meeting on an aspect of safeguarding;
- is alert to the specific needs of children in need, those with special educational needs and young carers;
- is able to keep detailed, accurate, secure written records of concerns and referrals;
- encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them;
- understands the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment procedures such as early help assessments;
- understands and supports the School with regard to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation;
- keeps staff updated in matters of safeguarding training, including emotional, sexual and physical abuse, neglect, online abuse and peer on peer abuse.

RAISING AWARENESS

The DSL:

- ensures the School's policies are known and used appropriately;
- ensures the School's safeguarding policies are reviewed annually and the procedures and implementation are updated;
- works with the nominated Safeguarding Governor to review and update policies and keep them apprised of safeguarding procedures and concerns as appropriate;
- ensures the safeguarding policies are published on the school portal and website. Ensures that parents are aware of the fact that referrals about suspected abuse or neglect may be made to outside agencies as appropriate and that the role of the School in handling those referrals is explained to parents;
- liaises with HSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- ensures the safeguarding file on any pupil leaving the School is sent to the new school as soon as possible but transferred separately from the main file;
- obtains proof of receipt by the new school and then destroys any information held on the child in line with data protection guidelines.

RECORD-KEEPING

The DSL is responsible for holding the School's copy of the current Local Safeguarding Children Partnership Procedures and being fully conversant with these procedures. In addition, the DSL holds and is conversant with the following:

- Hertfordshire Safeguarding Children Partnership: Child Protection Procedures
<https://hertsscb.proceduresonline.com/chapters/contents.html>
- Dealing with Allegations of Abuse against Teachers and other Staff – Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (October 2012) and updated in KCSIE September 2021;
- Working Together to Safeguard Children DfE (2018);
- Keeping Children Safe in Education (September 2021);



- What to do if you're worried a child is being abused 2015;
- Prevent Strategy (2015);
- Sexual Violence and Sexual Harassment between children in Schools and Colleges September 2021.

RAISING AWARENESS WITH PUPILS

- The School prides itself on its culture of open and effective communication between staff and pupils, where children are listened to and on its excellent pastoral support structures.
- The School prepares all pupils to make reasoned, informed choices, judgments and decisions.
- Time is allocated in form time and in SCARF and IT lessons for discussion of safeguarding issues, including developing the confidence pupils require to recognise abuse and to stay safe including from online abuse and bullying.
- All pupils know that there are adults to whom they can turn if they are worried, including the DSL, DDSL members of the Safeguarding Team, Form Teachers, Heads of Year, Pastoral Interventions Practitioner (PIP), Emotional Literacy Support Assistant (ELSA), Youth Mental Health First Aider and any other adult pupils feel comfortable on talking to.

In particular:

- Adverse childhood experiences (ACEs). The School recognises that children who are abused or witness violence (ACEs) may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.
- The School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- The School recognises the young minds of our pupils can be vulnerable and exploited by others; staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism or indoctrination.
- Staff recognise the need for a culture of vigilance to be present to support safeguarding. This includes awareness and sensitivity to attitudinal changes in pupils which may indicate they are at risk of radicalisation.

The School will endeavour to support the pupil through:

- The content of the curriculum to encourage self-esteem and self-motivation;
- The School ethos:
We are a welcoming, all-inclusive family community that provides the best for, and expects the best from, all of us.
- The School mission:
To develop happy, confident and successful children who are well prepared for the future.
- The School's behaviour policy which is aimed at supporting vulnerable pupils in the School. All staff will agree on a consistent approach which focuses on the behaviour involved in the offence committed by the child but does not damage the pupil's sense of self-worth. The School will endeavour to ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies who support the student
- The School's IT and RSE policies which build an understanding of the dangers of the internet in relation to bullying, sexting, online grooming and radicalisation.