

Safeguarding Policy

Document Owned By:
Andrew Kaye

Changes can be authorised to this document by the above and also the following staff:

Name:	Position:
Cheryl Rosenthal	Deputy Designated Safeguarding Lead
Sarah-Jane Styles	Head

INFORMATION

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Amendment Record

Date:	Page/s	Brief outline of Amendments	Initials
18.06.18	All	Updated in line with the new KCSIE September 2018 approved by governors at full governors meeting June 2018	AK
12.12.17	All	Updated following final ratification from Foundation Governing Body - all governors	AK
29.09.17	All	Reviewed by DSL(AK) and Governor with responsibility for safeguarding (DN)	AK/DN
28.03.17	P5, P22 & P31	Reflect RI recommendations ahead of inspection governors approved on 27.03.17 at full meeting	SJS
27.09.16	All	To reflect governors feedback	AK
31.08.16	All	Updated to reflect change on Deputy Head/DSL	SJS
30.06.16	All	Updated in line with the new KCSIE September 2016	SD/SJS
05.06.16	All	Annual review. No changes	SD
10.11.15	All	Updated following final ratification from all governors	SD/SJS
04.09.15	All	Updated in line with ISI regulatory Handbook September 2015. Read and Ratified with DN (Safeguarding Governor)	SD/SJS/DN
30.08.15	All	Inclusion of Prevent duty and updates and additions to KCSIE July 2015 (children missing from education, statutory duty FGM, review of phone numbers list.	SD
30.06.15	Pg10	Removal of paragraph. Reviewed and signed off by Chair of Governors on 30 June 2015.	SD/DN
22.06.15	All	Change of number for Children's Commissioner Removed references to policies, which have been superseded by KCSIE. Changed PHSCE to PHSEE. Reviewed and signed off by Chair of Governors on 23 June 2015.	SD/DN
30.04.15	All	Amended to reflect latest ISI regulatory handbook update	SD/SJS/CR/SS
17.04.15	All	Amended to reflect recent documentation KCSIE March 2015	SD
23.03.15	All	Amendments made; added Harrow SS, contact numbers	SD
18.02.15	All	Full Review in line with Aldenham Policy	SD
22.01.15	All	Full review	SD/CR/SJS

10.11.14	All	Proof Read. Designated Safeguarding Lead Person for Child Protection details and training details changed and proof read again by Designated Deputy Safeguarding Lead Person for Child Protection	SD/CR
14.07.14	All	Full Policy Amended	GP/CR
01.07.14	All	Proof read and comments of changes that needed to be made by the Designated Child Protection Governor	DN
02.06.14	All	Review and proof read	CR
29.05.14	All	Reviewed and rewritten in reference to the April 2014 updates	GP
23.10.13	All	Review in reference to the Hertfordshire Child Protection Model Policy : Sept 2013	GP
23.10.13	All	Changed DBS to DBS	ST
21.08.12	All	Full review	GP/CR/SC
June 2012	All	Full Review Designated Child Protection Governor	DP-W
6/5/12	All	Full Review	TH/GP/ST

Policy Basics

At St Hilda's School there is a Designated Safeguarding Lead person (DSL) and a Deputy Designated Safeguarding Lead person (DDSL) in charge of safeguarding for the School and Bluebird Nursery.

Designated Safeguarding Lead person (DSL)	Andrew Kaye, Deputy Head (Level 3) akaye@sthildasbushey.co.uk
Deputy Designated Safeguarding Lead person (DDSL)	Cheryl Rosenthal , Head of Pre-Prep (Level 3) crosenthal@sthildasbushey.co.uk
Other qualified staff	Kiran Thomas, Bluebird Nursery Manager(Level 3)
Head of St Hilda's	Sarah Jane Styles (Level 3 and Safer Recruitment)
Head of The Aldenham Foundation	James Fowler
Nominated Governor with responsibility for safeguarding:	Deborah Nicholes Can be contacted via St Hilda's school
Chair of Governors:	Mr Trevor Barton
MASH – Multi-Agency Safeguarding Hub. (First response to child making disclosure)	0300 1234 043
Child Protection Schools Liasion Officer CPSLO Three Rive Hertsmere and Welwyn Garden City	John Mairs 01992 555 298 (Tem Time Only)
Hertfordshire Local Authority Designated Officer (LADO)-(First response if concerns over adult at school LADO referral form sent to Referral@hertfordshire.gov.uk	Support Officer Marrie Moat tel: 01992 555420 (Call Marrie directly she will refer to LADO on call) Tony Purvis 01992 556979 (mob 07920 283106) tony.purvis@hertfordshire.gov.uk Andrea Garcia-Sangil 01992 556372
Harrow Local Safeguarding Children Board (LSCB)	020 8424 1147

In addition, the Head is trained in Safeguarding and Safer Recruitment processes and will receive any concerns should the DSL or the DDSL not be available.

All allegations against members of staff must be taken directly to the Head, except in the event of the allegation being against the Head in which case it must be communicated to the Chair of the Governors **without notifying the Head**.

Introduction

At St Hilda's and Bluebird Nursery we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote student welfare including children who go missing from education.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively all professionals should make sure their approach is child-centred. We consider the best interests of this child and share information as appropriate ensuring prompt action is taken. (KCSIE September 2018)

The *Teacher Standards 2013* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties and all staff have a responsibility to take appropriate action, working with other services as needed.

Terminology

Child Protection/Safeguarding refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm including radicalisation.

Abuse is defined as a form of maltreatment of a child. Abuse may take the form of physical, emotional or sexual abuse and includes neglect. This may involve inflicting harm, or by failing to act to prevent harm. Children may be abused by an adult or adults or another child or children.

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:

- Protecting children at risk from maltreatment and promoting the welfare and wellbeing of children in need of additional support, even if they are not suffering harm or at immediate risk.
- Preventing impairment of children's health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Responding to and taking action to children who go missing from education.

(Working Together to Safeguard Children DfE July 2015, Keeping Children Safe in Education September 2018)

This policy seeks to demonstrate the commitment of the Head, all staff including temporary staff, volunteers and the governing body to promoting a safe environment for children and to report any allegations of abuse or suspicions of abuse to the relevant local authority agency.

The School's Safeguarding Policy takes into account the statutory guidance, local child protection procedures and best practice and includes the procedures to follow if there is a concern of radicalisation as laid out in The Prevent documentation. The School is committed to remedying any difficulties or weaknesses without delay. The policy is reviewed annually or as necessary due to regulatory requirements, by the Designated Safeguarding Lead with responsibility for child protection and presented to the governors who also then review the policy; it is then dated and signed off by the Chair of Governors. All staff and volunteers (full-time, part-time and sessions) record that they have seen and understood their respective responsibilities.

The safeguarding arrangements have regard to official guidance in:

- The Children's act 1989, 2004
- The Education act 2002, Section 175 (Regulatory Compliance – ISSR's)
- Disqualification under the Childcare Act 2006 (by association)
- Working Together to Safeguard Children (inter-agency working) (March 2015) (WTTSC)
- Counter Terrorism and Security Act (2015)
- Prevent Duty Guidance (March 2015)
- The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- What to do if you are worried a child is being abused – Advice for practitioners.
- Keeping Children Safe in Education (September 2018) (KCSIE)

and in so doing take proper account of any particular circumstance or context of the School which may indicate a need for protocols greater than the minimum legal requirements.

The Safeguarding Policy is one in a series of policies, which relate to Safeguarding. This should be read in conjunction with:

- Anti-Bullying Policy
- Behaviour Policy
- Bereavement and Loss Policy
- Bluebird Nursery Absence and Punctuality Policy
- Bluebird Nursery Parents as Partners Policy
- Educational Visits and Out of School Policy

- E-Safety Policy
- Equal Opportunities Policy
- Intimate Care Policy
- Pastoral Care Policy
- Physical Intervention and Restraint Policy
- PSHEE Policy
- Recruitment Policy
- Sex and Relationship Education Policy
- Supervision Policy
- Uncollected Child Policy
- Use of Cameras and Mobile Phones Policy
- Visitors Policy
- Volunteer and Work Experience Policy
- Whistleblowing Policy

The School follows the procedures established by Hertfordshire Safeguarding Children Board (HSCB) and is in accordance with locally agreed inter-agency procedures.

Role of the School Governors

This policy is ratified by the Governors, is addressed to all members of staff and volunteers and is available on the School website and to parents via the School Portal and on request. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit.

Governors ensure that:

The DSL and DDSL have undertaken appropriate training in child protection, multi-agency working and prevent duty training.

The safeguarding policy, procedures and their implementation are consistent with HSCB requirements and are reviewed annually, signed off by the governing body and made available to parents, staff and pupils. The lead governor for safeguarding meets termly with the DSL prior to the termly Governor's meeting to review safeguarding and welfare matters.

The School has procedures in place to deal with allegations of abuse made against members of staff and volunteers, including allegations made against the Head.

The School operates Safer Recruitment procedures which include statutory checks on the suitability of all staff and volunteers to work with children. (Refer to the Recruitment Policy)

The School makes all volunteers and temporary staff aware of the safeguarding arrangements.

A member of the governing body (normally the Chair) is nominated to be responsible for liaising with the local authority in the event of an allegation being made against the Head.

Duty of Care

The Children Act (1989) and Children Act (2004) places a “Duty of Care” upon the School in respect of a risk or perceived risk of significant harm to a child:

- on a Head of an independent school to report to a local social services department any evidence or suspicion of children being or at risk of being abused
- on all members of staff to report to his/her manager the same evidence or suspicion.

In the document Working Together to Safeguard Children (July 2015), KCSIE (September 2018) and Prevent Duty (June 2015) our role as a school is clearly set out and our statutory duty is made clear:

Section 175 and 157 of the Education Act 2002 place a duty on independent schools to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at the school.

KCSIE (September 2018) states:

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately.

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

In accordance with Section 11 of the Children’s Act (2004), Teacher Standards (2013), KCSIE (September 2018) and the Prevent Duty (June 2015) the school has in place arrangements that reflect the importance of safeguarding and promoting the welfare of children and procedures to identify children at risk and to protect them. These include:

- A clear line of accountability for the provision of services designed to safeguard and promote the welfare of children
- A clear commitment by senior management to the importance of safeguarding and promoting children’s welfare including appointing a Governor to take leadership responsibility for safeguarding arrangements.
- Promoting a culture of listening to children; taking account of their wishes and feelings and being aware of the changing behaviours of children. There are many opportunities for staff to listen to children during the school day; form time, break/lunch time, school council representation, Head of Houses meet weekly with pupils in their Houses. The school chaplain also visits regularly and the library is made available for pupils to meet with her or she is visible in the playground at break time.

- Staff looking beyond the setting – what is happening in other areas of the child’s life? Regular meetings between staff to share information and observations to promote the welfare of pupils at all times.
- Appropriate risk assessments being carried out and put in place to assess the general level of risk of pupils being subject to radicalisation or drawn into terrorism/extremist activity and a means to identify such children
- Teaching children how to keep safe which is taught through the PHSE curriculum, of which E-safety is part of, to ensure that pupils understand risk and the use of social media for on-line radicalisation.
- Making arrangements which set out clearly the processes for sharing information with other professionals, taking advice from external agencies as to next steps and early help and how to make a referral to the HSCB or the Channel programme in the case of radicalisation or terrorism/extremist activity.
- Providing appropriate supervision and support for staff including undertaking safeguarding training, Prevent duty and FGM training, and so ensure that staff are competent to carry out their responsibilities for safeguarding, promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.
- Providing staff, volunteers and Governors with mandatory induction including familiarisation with Child Protection Procedures, Prevent Duty training and subsequent reviews and updates to all, as necessary (at least annually).
- Appointing designated members of staff to have responsibility for the welfare and progress of looked-after children.
- Informing the local authority of any child who is going to be deleted off the school admissions register when they
 - have been taken out of school by their parents and the school has received written notification from the parents they are being educated outside the school system e.g. home education;
 - have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
 - have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or, have been permanently excluded
 - have been permanently excluded
 - Unauthorised absences and for dealing with children who repeatedly miss education.

(Refer to KCSIE, September 2018, page 62)

- Reporting to the police cases of FGM involving children. (Refer to KCSIE September 2018, page 67)
- Using safer recruitment practices in accordance with Keeping Children Safe in Education (September 2018) and ensuring sufficient staff are trained in safer recruitment processes. All staff are made aware of the disqualification by association from working in childcare and are requested to sign and date the school based form.
- Providing clear guidelines with reference to HSCB, in accordance with locally agreed interagency procedures, for dealing with allegations against staff. Allegations may relate to a person who works with children who has:
 - Behaved in a way that has harmed a child, or may have harmed a child.
 - Possibly committed a criminal offence against or related to a child.
 - Behaved towards a child or children in a way that indicated they may pose a risk of harm to children.
- Involving Local Authority Designated Officer (LADO; term used by Herts April 2015) in the management and oversight of individual cases (the LADO should be informed within 24 hours of all allegations that come to the school's attention or are reported directly to the Police.)
- A report is made to Ofsted within 14 days if there is an allegation of serious harm or abuse by any person living, working or looking after children at the premises or elsewhere, or any other abuse on the premises.
- Making referrals to the Disclosure and Barring Service (DBS) and the NCTL if an individual (paid or volunteer) is removed from work looking after children because it is deemed that they pose a risk of harm to children.

The document Working Together to Safeguard Children (July 2015) and KCSIE (September 2018) promote a multi-agency approach to the care of children and sets forth the good practice of separate agencies co-operating and working together for the benefit of the child.

EYFS

The St Hilda's School Safeguarding Policy applies to all pupils including EYFS. With specific reference to EYFS and in accordance with the statutory framework for EYFS 2014, staff must refer and adhere to the Mobile Phone and Digital Photography Policy of the setting which states that staff, visitors, volunteers and students are not permitted to use their own mobile phones or to take or record any images of Foundation Stage children for their own records during session times. All visitors read this policy as part of the 'signing in' procedure in the Foundation Stage.

The Designated Safeguarding Lead and Deputy

The Governors approve the job description of the DSL and ensure they have sufficient time, funding, supervision and support to perform their duties. Safeguarding is an agenda item at every meeting of the Board of Governors and The Education Committee. The Child Protection Governor reports annually to the Governors on Safeguarding, the procedures and their implementation, the policy review is dated and it is signed off by the chair of governors. Governors understand they have no right of access to information involving any child protection cases within the school or to information involving an allegation against a member of staff unless/until it becomes an internal disciplinary issue. The exception to the above would occur if an allegation was made against the Head. Such an allegation would be referred to the Chair of Governors and they would be required to contact the LADO.

The School appoints a Designated Safeguarding Lead person, Deputy Head. The Deputy Designated Safeguarding Lead is the Head of Pre-Prep. In addition the Head and the Nursery Manager are trained in Safeguarding and Child Protection. In exceptional circumstances should the DSL and the DDSL be unavailable one of the other qualified staff will be available.

The Role of the DSL

The DSL is responsible to the Head for the following broad areas:

- briefing school staff (non-teaching, teaching staff and volunteers) on the relevant contents of the above guidance and procedures and on the procedures below to ensure their implementation - including the briefing of new staff as part of their induction after arrival at the school.
- Receiving reports of alleged or suspected child abuse within the school, or reported by a pupil relating to incidents at home or outside the school, contacting the HSCB and taking other action in response, as set out below.
- The DSL keeps a record of all staff training including INSET, annual updates or in response to national guidance and use of Part 1 KCSIE September 2018.

Managing Referrals

The DSL will refer all cases of suspected abuse to MASH – Multi-Agency Safeguarding Hub (Hertfordshire), or relevant local authority for pupils who reside outside Hertfordshire, and

- The Local Authority Designated Officer (LADO) for dealing with all CP concerns that relate to a staff member. The Hertfordshire LADOs are Tony Purvis tel: 01992 556979 (mob 07920 283106) and Andrea Garcia-Sangil tel: 01992 556372. In the first instance Marrie Moat (Admin) should be called and she will refer the call to the LADO on duty tel: 01992 555420

- The Disclosure and Barring Service (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 including FGM or other 'honor based violence'). Female Genital Mutilation Act 2003
- The Channel programme with reference to radicalisation, terrorism/extremist activity.

The DSL is also responsible for:

- Receiving reports of alleged or suspected child abuse within the school, or reported by a pupil relating to incidents at home or outside the school, contacting the DfE and taking other action in response, as set out below.
- Providing guidance to parents, children and staff about obtaining suitable support.
- Developing links with relevant statutory, voluntary and external agencies.
- Monitoring and evaluating the effectiveness of the school's Safeguarding Children Policy and ensuring it is updated 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 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. The details of the recipient of files (date, school, DSL, authority etc) will be recorded and the DSL will ensure that the child protection file is transferred separately from the main pupil file.

In addition the DSL will liaise with the Head to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. The DSL acts as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The designated safeguarding lead receives appropriate training carried out at least every two years in order to understand the assessment process for providing early help and intervention.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff: This includes the staff code of conduct and the role of the DSL
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Specifically the DSL needs to brief school staff (non-teaching, teaching staff and volunteers) on the relevant contents of the Safeguarding policy and on the appropriate procedures to follow in case of a concern - including the briefing of new staff as part of their induction after arrival at the school.

Undertake training

The designated safeguarding lead (and any deputies) must undergo training to provide them with the knowledge and skills required to carry out the role. This training has to be updated at least every two years.

The designated safeguarding lead has to undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills must be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raising Awareness

- Ensure the school policies are known and used appropriately.
- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated.
- Work with nominated safeguarding Governor to review and update policies and keep them apprised of safeguarding procedures and concerns as appropriate.
- Ensure the child protection policy is published on the school portal and website. To ensure that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with HSCB to make sure staff are aware of training opportunities and the latest local policies on Safeguarding and Prevent duties.

- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file

The DSL is responsible for holding the school's copy of the current Local Safeguarding Children Board Procedures, and being fully conversant with these procedures. In addition they should hold and be conversant with the following:

- What to do if you're worried a child is being abused (2006)
- Hertfordshire Safeguarding Children Board: Child Protection Procedures (June 2012)
<http://hertsscb.proceduresonline.com/chapters/contents.html>
- Working Together to Safeguard Children DfE (July 2015)
- Prevent Duty (July 2015)
- Keeping Children Safe in Education (September 2018)

Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising

Availability

- During term time the designated safeguarding lead (or a deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is acceptable for the individual to be contacted by via phone and or Skype or other such mediums is acceptable.

- The designated safeguarding lead arranges adequate and appropriate cover arrangements for any out of hours/out of term activities and informs the relevant individuals.

Responding to the needs of children including for early-help or to protect and promote their welfare

Early-help is defined by Ofsted as;

“Those children and young people at risk of harm (but who have not yet reached the “significant harm” threshold and for whom a preventative service would reduce the likelihood of that risk or harm escalating) identified by local authorities, youth offending teams, probation trusts, police, adult social care, schools, primary, mental and acute health services, children’s centres and all Local Safeguarding Children Board partners including the voluntary sector where services are provided or commissioned”.

For children who are identified as requiring early help ensure that the DSL is informed through staff meetings, pupil reviews, pupil profiles and any other means of appropriate communication. Early-help may take a variety of forms and should be recorded and discussed with other school members as appropriate to protect and promote the welfare of the pupils.

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 and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is frequently missing/goes missing from care or home
- is misusing drugs or alcohol
- 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

What to do if a child makes a disclosure of alleged abuse or if you are concerned about a child

Children who report abuse to a teacher (or other member of staff or volunteer) must be **listened to** and **heard**, whatever form their attempts to communicate their worries may take.

The following points give guidance on how to deal with a child who makes an allegation or reports an allegation:

- the child should be listened to but not interviewed or asked to repeat the account
- avoid questions, particularly leading questions
- the child should not be interrupted when recalling significant events
- all information should be noted carefully immediately following the conversation, including details such as timing, setting, who was present and what was said, in the child's own words. The account obtained should be recorded verbatim or as near as possible
- care should be taken not to make assumptions about what the child is saying or to make interpretations or decisions about whether or not abuse has occurred.
- 'listened to' means just that; on no account should suggestions be made to children as to alternative explanations for their worries
- advice or promises must not be given to the child other than the assurance that they have done the right thing in telling you and that you will be passing on their concern to the relevant person
- the written record of the allegations should be signed and dated by the person who received them as soon as practicable.
- all evidence (e.g. scribbled notes, mobile phones containing text messages, clothing and computers) must be safeguarded and preserved.
- all actions subsequently taken should be recorded with dates, times and signature

You must then immediately inform the DSL or in their absence the DDSL or Head. If you are uncertain about whether or not to be concerned about a child it is always best to share that information with the DSL.

A vulnerable child should not be left on their own or sent back to lessons; you must make arrangements to stay with the child until an initial assessment of the situation has been made by the DSL or in his/her absence the DDSL / Head. [If lesson cover is needed contact the Deputy Head or School office.]

A member of staff or volunteer may come across circumstances where they suspect or observe abuse by pupils/students on other pupils/student. Peer on peer abuse may take the form of:

- a) verbal, physical, emotional abuse
- b) intimidation or bullying
- c) sexual violence and sexual harassment
- d) initiating/hazing type violence and rituals
- e) sexting

Whilst children and young people who abuse others need to be held responsible for their

abusive behaviour, it is also important that whilst being identified they are responded to in a way that meets their needs as well as protecting others. They may well be children in need or at risk themselves. This sort of concern is to be reported to the DSL in the same way as any other form of abuse or suspected abuse and the Anti-Bullying Policy should also be consulted.

Confidentiality

A member of staff or volunteer must not promise absolute confidentiality. The child can be assured that whilst you cannot keep an allegation of abuse or suspected abuse to yourself, you will not tell anyone who does not need to know. It is best not to explain procedures in detail to the child but to say that the DSL will have to be told and will decide what is best to do next.

The DSL

The DSL will take charge in School and make contact with the relevant people and execute the appropriate procedures. This will take into account the local inter-agency procedures of the HSCB.

A complaint involving a criminal offence will always be referred to the LADO or the police without further investigation by the School.

The member of staff or volunteer receiving the allegation will be updated and supported throughout the process as appropriate.

The DSL is available to talk to staff about their concerns which can be raised on a 'what if' basis if necessary.

The action taken by the DSL may take into account the wishes of the pupils who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However there are times when the situation is so serious that decisions may need to be taken, after all appropriate consultation that overrides a pupil's wishes. In addition the DSL may consider the wishes of the complainant's parents, provided they have no interest which is in conflict with the best interest of the pupil and that they are properly informed. Again it may be necessary to override the parental wishes in some circumstances.

Referral Guidelines

Children in need should be referred to children's social care.

Children at risk will be referred to children's social care immediately.

Allegations against anyone working or volunteering at the school must be referred to the LADO within 24 hours of the referral being made.

If a crime may have been committed it should be reported to the police and the school will continue to liaise and work with the relevant authorities.

In the following circumstances the DSL will take advice from the LADO or children's social care before a decision about making a referral is made:

- The complaint does not involve a serious criminal offence
- A referral would be contrary to the wishes of the pupil complainant who is of

sufficient maturity and understanding and properly informed, and contrary to the wishes of the complainant's parents; and

- The case is one that can be satisfactorily investigated and dealt with under the School's internal procedures, the parents being kept fully informed, as appropriate.
- However if during the course of the internal procedures, it appears that the situation is more serious the DSL will again consider whether a referral should be made

External agencies

Whether or not the School, decides to refer a particular complaint to the LADO or the police, the parents and pupil will be informed of their right to make their own complaint or referral and will be provided with the appropriate contact details.

Signs and Symptoms of Abuse

KCSIE September 2018 states:

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse

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

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

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.

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

It is important that a professional who sees an injury on a child takes careful note of how the injury allegedly happened, including the informant, the date, time, place, sequence of events, nature of injury etc. The assessment of the plausibility of the explanation should be a medical judgement - other professionals should not make this decision. Although children do have a variety of accidents, the most common types of injury they sustain are usually different from the injuries caused by abuse.

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

- no explanation
- inappropriate explanation, e.g. description of a minor accident in relation to a major injury
- different explanations given to different enquirers
- parents touchy or defensive, compared with genuine accidents when parents are usually distressed and blame themselves
- delay in seeking treatment
- child states that a particular adult hurt him, or one parent accuses another

Injuries should be a cause of concern as they indicate the possibility of physical abuse because they fit recognisable patterns (e.g.: human hand marks, human bite marks). A list of injury types is listed below.

Possible Indicators of Physical Abuse

- multiple injuries of various types and ages
- bruising and skin marks such as:
- black eyes - these cannot be caused by a fall on a flat surface - two black eyes are

particularly suspect, especially if the lids are swollen and tender or there is no bruise to the nose or forehead

- bruised ears, sometimes with bleeding
- bruises of upper lip, torn fraenum of upper lip and injuries under the tongue
- bruising around mouth of child (may have finger bruises: up to three or four on one side and one on the other)
- flat hand marks, particularly on cheeks, buttocks and lateral thighs
- bruises on scalp and "bald patches"
- finger bruises on shoulders, upper arms or on the trunks or legs of babies
- linear marks or bruises - often seen on buttocks or backs of thighs
- bruises or weals curving around the body. Sometimes buckle or loop marks noted
- bizarre-shaped bruises with sharp borders, e.g. from hair brush, comb, slipper
- bruises on abdomen - unlikely to be accidental
- ligature and choke marks - red mark or bruising around wrist, ankles or neck (in the latter area may be due to sudden pulls on tee shirt)
- bite mark - two crescent shaped marks or bruises. If more than three centimetres apart they may be caused by an adult or older child
- human nail marks - these show piled up skin at the end of the marks and are unlike abrasion from falls on rough surfaces; they may just be linear bruises.

Burns:

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

Bone and Joint Injuries:

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

Poisoning:

- non-accidental poisoning should be suspected in bizarre episodes of ill health or unconsciousness or when poisoning involves more than one child.

Sexual Abuse

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

Children of all ages, boys and girls, can be victims of sexual abuse. This abuse often comes to light in a veiled way, for children are reluctant to tell. Many kinds of sexual abuse do not leave any signs of physical injury.

- children may try to tell others that they are being sexually abused. They may do this by hinting in words, play or drawings of sexual activities to "test the waters". If the adult response is empathic they may wish to reveal more, but if the response is angry or evasive, they may remain silent and not try again.
- if a child exhibits several signs or types of behaviour as listed below, or a pattern emerges of when or how a child exhibits such signs, the possibility of sexual abuse should be considered.
- however, it must be emphasised that the behaviour described below are descriptions of some very common conditions of childhood indicating that the child is distressed. Only rarely will they be caused by sexual abuse.

Possible Indicators of Sexual Abuse

- sudden change in mood or behaviour
- change in eating patterns: loss of appetite, faddiness or excessive preoccupation with food
- severe sleep disturbance with fears, vivid dreams or nightmares, sometimes with overt or veiled sexual content
- withdrawal and depression, learning failure, self-injury, suicidal attempts
- temper, aggression, disobedience and attention-seeking, anxiety or restless behaviour
- lack of trust in familiar adults
- girls take over the mothering role in the family whether or not the mother is present

- absconding; requests to leave home
- sexualised conduct or inappropriate sexual knowledge in children may be due to direct sexual abuse or other forms of sexual abuse, such as from observing others or watching pornographic videos.
- continual open masturbation, aggressive, inappropriate and explicit drawing and sex play (masturbation and some exploration are a normal part of growing up, but it is the type and persistence of these activities that cause concern)
- precocious knowledge of adult sexual behaviour
- a boy or girl who behaves in a sexually precocious way
- requests for contraceptive information. These are rare, but may be a cry for help, as may be anxieties about pregnancy or sexually transmitted disease
- inappropriate displays of affection, e.g. parent and child behaving more like lovers
- marked fear of men
- fear of undressing

Some physical conditions may also be indicators of sexual abuse, but not necessarily so:

- difficulty in walking or sitting
- pain on passing water
- recurrent urine infections
- soiling
- recurrent bed wetting

Abuse from use of Electronic Technology

The era of greater and greater access to and use of mobile technology and the internet exposes young people to previously unforeseen risks of abuse. Occasions of cyber bullying are increasing through the use of networking sites, such as Facebook and also through text and email messaging. People working with young people need to be aware of the risks posed by the use of such media. School policies on Anti-Bullying and E-Safety should be adhered to as well as staff adopting safe working practices when considering communicating with pupils electronically.

Sexting

‘Sexting’ is one of a number of ‘risk-taking’ behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with ‘online’ activity can never be completely eliminated. However, our

school takes a pro-active approach to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its children who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed. There are a number of definitions of 'sexting' but for the purposes of this policy sexting is simply defined as:

- Images or videos generated by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.
- These images are shared between young people and/or adults via a mobile phone, hand held device, computer, 'tablet' or website with people they may not even know.

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on an individual basis. However, it is important that we apply a consistent approach when dealing with an incident to help protect children and the school. For this reason the Designated Safeguarding Lead (or Head in the absence of the DSL) needs to be informed of any 'sexting' incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response.

This document is to be read in conjunction with the other policies and procedures as detailed in the Staff Handbook as well as Annex A of KCSIE 2018 P61 - 78.

Further guidance

The following is not exhaustive but should provide a useful starting point:

What to do if you're worried a child is being abused (2006)

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.pshe-association.org.uk

educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Bullying

While bullying between children is not a separate category of abuse or neglect, it is a very serious issue that can cause considerable anxiety and distress. All incidences of bullying should be reported and managed in accordance with the school's anti bullying policy. If bullying is particularly serious and there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm it could lead to the implementation of child protection procedures.

Information on Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Child Sexual Exploitation is defined within KCSIE September 2018 P64 – 65

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the

Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

From October 2015 it is mandatory duty for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

(Reference: KCSIE September 2018, Female Genital Mutilation Act 2003)

Information on Prevent duty

(Reference; The Prevent duty, June 2015)

As front line workers we have a duty to help prevent people being drawn into terrorism. The Prevent duty is designed to help prevent violent extremism and radicalisation.

As a staff we need to understand;

- It is part of our safeguarding procedures
- Be willing to challenge ideologies that support terrorism (it has no place in modern Britain)
- Recognise signs of radicalisation
- Know what support is available and how to find further information
- Be confident in making a referral if you have concerns.

Definition of terms;

Extremism - To describe promoting or acting on extreme beliefs that are linked to violence.

Radicalisation - How a person may end up promoting and acting upon extreme, violent beliefs.

Signs of radicalisation;

- Changes in behaviour
- Claiming that terrorist attacks are justified
- Associating with known violent extremists
- Viewing violent extremism material online
- Possessing literature

Why might vulnerable people be drawn to violent extremism?

- Feeling alienated/alone
- Desire to be part of a larger cause that will change the world
- Wanting sense of identity/individuality
- Mental health issues inc. depression

- Desire for action /adventure

Impact of abuse

The impact of abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long term medical or psychiatric difficulties.

Good practice involves:

- Treating all pupils with respect
- Setting a good example by conducting ourselves appropriately
- Encouraging positive, respectful and safe behaviour amongst pupils
- Being a good listener
- Being alert to changes in pupils' behaviour
- Recognising the challenging behaviour may be an indicator of abuse
- Reading and understanding the School's Safeguarding policy and guidance documents on wider safeguarding issues, e.g. bullying, behaviour, code of conduct, restraint,
- Maintaining the appropriate standard of conversation and interaction with and between pupils. Maintaining professional standards of pastoral care within the context of appropriate professional separation and avoiding the use of sexualised, derogatory or over familiar language in the company of pupils.
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

Children who may be particularly vulnerable.

Some children may be at increased risk. Many factors may contribute to this including prejudice, discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure all pupils receive equal protection the School will pay particular attention to these factors. Examples of these are:

- Special educational needs and disabilities
- Living in domestic abuse situations
- Affected by parental substance abuse
- Do not have English as their first language
- Living away from home, in temporary accommodation or have transient lifestyles
- Who run away or go missing

- Vulnerable to being bullied or engaged in bullying
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- At risk of child sexual exploitation (CSE), prostitution or child trafficking.
- At risk of forced marriage or female genital mutilation (FGM)
- Are looked-after children.

Issues can result in additional barriers existing when recognising abuse in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

When dealing with these pupils staff should discuss their concerns bearing these factors in mind with the DSL.

Helping children to keep themselves safe

Children are taught to understand and manage risk through the school's PHSE programme, assemblies and pastoral input from staff. The School's approach is to help children think about the risks they may encounter and with staff work out how these risks might be overcome. Being taught to manage risk is a valuable part of a child's education. Children are regularly reminded about safety (including e-safety) and tackling bullying issues using child friendly language. The School promotes an ethos of respect for children and pupils are encouraged to speak to a member of staff if they have concerns about themselves or others.

Child abuse can be devastating for the child and very distressful for the staff who become involved. The School will support pupils, families and staff by:

- Taking all suspicions and disclosures seriously
- Maintaining confidentiality and sharing information on a need to know basis only with relevant agencies and individuals.
- Storing records securely
- Offering details of help lines, counselling and other avenues of external support
- Co-operating fully with relevant statutory agencies.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and they should therefore not hesitate to

raise any concerns with the DSL, DDSL or Head without delay.

Allegations against pupils

A pupil against whom an allegation of abuse has been made may be suspended from School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. In the instance where there is an allegation of abuse by one or more pupils against another pupil and there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' then any such abuse will be referred to the HSCB as a child protection concern. The expectation is that in this instance all children involved whether perpetrator or victim will be treated as being 'at risk'.

An allegation of abuse should never be tolerated or passed off as "banter" or "part of growing up". Pupils will be supported by the school pastoral system with the DSL leading an investigation if deemed appropriate and keeping the best interests of the child at the heart of the investigation.

Suspected harm from outside School

A member of staff who suspects a child is suffering harm from outside School should seek information from the child with tact and sympathy, using open but not leading questions. A record should be made of the conversation and the matter referred to the DSL or Head if, after the initial conversation, there remains a cause for concern.

Arrangements for dealing with allegations of abuse against a member of staff or volunteer

The School has procedures to deal with allegations of abuse against a member of staff or a volunteer. The School encourages a 'whistle blowing culture' in this respect and offers consideration of immunity from retribution or disciplinary action when done so in good faith. Ref: *Whistle Blowing Policy*.

Local procedures plus the government guidance Keeping Children Safe in Education (September 2016).

Where an allegation is made against a member of staff (including volunteers and the DSL), it must be reported immediately to the Head. Where the allegation is against the Head, the Chair of Governors should be contacted, without notifying the Head, and the Chairman will contact the Local Authority Designated Officer (LADO).

All allegations should be referred to the LADO for advice before any investigation takes place and within one working day. In borderline cases, these discussions can be held informally and without naming the individual.

In case of serious harm, the police should be informed from the outset.

In order to minimise the risk of harm to children and accusations being made against staff as a result of their daily contact with pupils, Governors should ensure, through the Head that all staff are aware of safe working practice as outlined in the staff Code of Conduct and follow guidelines on their behaviour and actions and the use of control and physical restraint.

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that

their conduct towards pupils must be beyond reproach. The School has procedures for dealing with allegations against staff (and volunteers) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from unfounded or false allegations. These procedures follow the guidance in KCSIE (September 2018).

In addition staff should understand that under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

All allegations must be reported straight away.

If an allegation is made against a teacher, the DSL or other member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. (It will be dealt with according to the statutory guidance set out in Part 4 of KCSIE September 2018). At any stage of consideration or investigation, all unnecessary delays should be avoided.

St Hilda's will not undertake its own investigation of allegations without prior consultation with the local authority designated officer (LADO) or in the most serious cases the police, in order not to jeopardise statutory investigations.

This will happen within 24 hours by the Head or Chair of Governors. St Hilda's makes every effort to maintain confidentiality and guard against unwanted publicity. The restrictions apply up to the point where the accused person is charged with an offence or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

In response to an allegation suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Notwithstanding this we act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

If the school ceases to use the services of a member of staff (or a Governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report sent to the DBS. Any such incidents will be followed by a review of the safeguarding procedures within the school with a report being presented to the Governing Body without delay.

Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to and also a referral to the National College for Teaching and Leadership (NCTL). Reasons for a referral to NCTL would include; unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence. In line with the guidance laid out in 'Teacher Misconduct: Prohibition of Teachers' found on the NCTL website.

Responses of the DSL

The DSL receiving a report of an allegation by a pupil of abuse shall:

Take any steps needed to protect any pupil involved from risk of immediate harm.

- Not interview or investigate the allegation further, but refer the matter within 24 hours to the HSCB and act on their advice. This may involve inter-agency working and the instigation of a Common Assessment Framework (CAF) or 'Team around the child' (TAC) approach.
- Although WTTSC July 2015 encourages joint working with parents their consent is not required for referral to statutory authorities and the best interests of the child must be the primary consideration.
- Preserve all evidence (for example, scribbled notes, mobile phones containing text messages, clothing and computers) must be safeguarded and preserved.
- Keep written records of all concerns, ensuring that such records are stored securely and are kept separate from the pupil's general file.

The school keeps a record of any safeguarding incidents and these are kept in a locked file. The records are kept until the child moves to another school. At this point the records will be passed on to the new school. St Hilda's will record where the records have been sent to and the date it happened. The record of the safeguarding incidents will then be destroyed and the date that this happened, recorded.

Arrangements to fulfil other safeguarding responsibilities

Recruitment

The School has within its recruitment policy a commitment to establishing and following safer recruitment procedures. The policy is in line with the guidance contained within the document Keeping Children Safe in Education (September 2018).

The School's procedures include the training in Safer Recruitment for key personnel involved in advertising, interviewing and recruitment. Before taking up a post, all staff and volunteers are required to submit to an enhanced DBS check (formerly known as CRB) and also a check on the Children's Barred List and DfE Prohibited List (formally List 99 and POCAL). Our procedures are in line with the Protections of Freedom Act 2012, guidance on Disclosure and Barring (Sept 2012) and Disqualification of Qualification Act 2006 (Feb 2015). A copy of the Safeguarding Children Policy and procedures are part of the recruitment pack sent to prospective applicants and new members of staff are given training in Safeguarding and Child Protection awareness as part of the induction process. Policies are also held on the use of supply and agency personnel and the School's trips policy covers the requirements for monitoring and checking non-school staff accompanying educational visits. Clear working practice policies are in place for all staff working in the school and the induction period for new staff will make people aware of these policies and how they are to be implemented. Additionally the School has policies covering the use of private cars for the transportation of pupils, a missing child policy, a whistle blowing policy, a pupil discipline policy, protocols for the administration of prescribed and non-prescribed medicines, a lone worker policy, a pupil search policy, an IT Acceptable Use Policy and a Health and Safety Policy. The school has a responsibility to report promptly to the DBS any

person (employed, contracted, volunteer or pupil) who has harmed, or poses a risk of harm to a child and who has been removed from working with children, or would have been removed had he or she not left earlier.

Training and New staff training

The DSL in the school including Bluebird Nursery (EYFS) the Deputy Head and the Deputy Safeguarding Lead is the Head of Pre-Prep. The designated DSL and DDSL will keep updated with current child protection initiatives and inter-agency working.

Any designated DSL will undertake appropriate training in child protection and inter-agency working (updated at least every two years).

All staff, including the Head will receive Level 1 Safeguarding training every three years in accordance with the requirements of HSCB. New staff, temporary staff and volunteers will be trained either before

they start or on their first day by the designated DSL as part of their induction. Staff are reminded annually by the DSLs about the procedure for child protection and it forms part of the "Induction of new Staff" programme.

Governors will undertake an annual review of the school's child protection policies and procedures and the efficiency with which the related duties have been discharged.

All staff have read, signed and understood the school staff Code of Conduct. Staff read key policies including the Safeguarding and the KCSIE (September 2018) Part 1 and Annex A at the beginning of each academic year and are updated on any changes as and when appropriate.

As part of new staff induction the following information and training is provided;

1. The school's safeguarding policy
2. Staff conduct policy and whistleblowing policy as part of their induction.
3. Identity of designated person
4. A copy of Part One of KCSIE (September 2018) and Annex A

Monitoring and Evaluation of this Policy

The school monitors and evaluates its safeguarding policy and procedures through the following activities:

- This policy is updated annually or as required under revised Government legislation.
- Governors annually review and sign off the policy (see minutes of Governors' meetings).
- Safeguarding Governor meets with the school DSLs every term to review safeguarding at St Hilda's.
- Safeguarding is an agenda item at every meeting of the Board of Governors.
- Child Protection Governor reports termly to the Governors on safeguarding and a detailed minute is recorded.
- The Governors approve the job description for the school DSLs and ensure that they have sufficient time, funding, supervision and support to perform their duties.

- The Governors monitor the work of the school (through pastoral work, PHSEE etc) in equipping pupils to reduce risks and keep themselves safe.
- The Governors monitor pastoral care in the school to ensure that staff have the skills, knowledge and understanding necessary to keep children safe (including children who are looked after by a local authority).
- SLT monitor and review safeguarding procedures.
 - Staff sign to confirm that they have read and understood the KCSIE (September 2018) Part 1, Safeguarding, Anti-bullying, Behaviour and Discipline Policy annually and sign to confirm this.
- Attendance data is monitored and reviewed at SLT.
- Regularly analyse risk assessments in line with the Health and Safety Policy.
- Incidents of bullying/ racial behaviour incidents are regularly reviewed.

List of useful contact numbers

Head– Sarah Jane Styles	020 8950 1751
Deputy Head – Andrew Kaye (DSL)	020 8950 1751
Deputy DDSL – Cheryl Rosenthal, Head of Pre-Prep	020 8950 1751
Medical Centre emergencies, Aldenham	07785 303555
Debbie Love (Counsellor / Independent listener – Aldenham)	07584 131696
Children’s Helpline (ChildLine)	0800 1111
NSPCC	0808 800 5000
Ofsted	0300 1234 666
The Children’s Commissioner (Anne Longfield OBE)	0800 528 0731
Samaritans (Hertfordshire)	01923 233333
Samaritans National Helpline	08457 909090
Signpost	01923 239495
Connexions	0800 389 3258
GUM Clinic (STDs) Watford	01923 217206
MASH (Multi Agency Safeguarding Hub)	0300 1234 043
Link to Herts. CP referral form	
http://www.hertsdirect.org/docs/pdf/c/childprotectionform.pdf	

Hertfordshire LADOs

Marrie Moat (Admin – First point of contact who will then refer to LADO on duty)	01992 555420
Tony Purvis	01992 556979 (mob 07920 283106) tony.purvis@hertfordshire.gov.uk
Andrea Garcia-Sangil	01992 556372
Frazer Smith (Line Manager for LADO)	01992588168
Roger Carruthers , Head of Child Protection and Statutory Review Service	

Hertfordshire Child Protection Schools Liaison Officers

John Mairs, CPSLO Three Rivers, Hertsmere and Welwyn Garden City/Welwyn

01992 555298 (term time only)

john.mairs@hertfordshire.gov.uk

Hannah Watt ,CPSLO Watford, Dacorum & Broxbourne

01992588182

Paula Hayden, CPSLO St Albans, Hatfield & North Herts

01992556710

paula.hayden@hertfordshire.gov.uk

Diane Hall, Admin Support Officer for CPSLO

01992556936

Emergency Calls

In an emergency for incidents requiring immediate police response, please call **999**

Hertfordshire Police Child Abuse Investigation Unit/Safeguarding

Command There is a specialist team responsible for child protection

investigation. Telephone: **101**

NSPCC Child Protection helpline

A free 24-hour service providing counselling, information and advice to anyone concerned about a child at risk of abuse. The experienced helpline staff can make direct contact with CSF, the police or your local NSPCC team on your behalf if you wish. Telephone: **0800 800 5000** or email

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from

8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Child Line

Telephone: **0800 1111 (24 hours)**

Other Local Authority Contacts

Harrow Local Safeguarding Children Board (LSCB) 0208 4241147

LADO: Paulette Lewis

Email: Paulette.Lewis@harrow.gov.uk

Tel: 020 8901 2690 (out of hours: 020 8424 0999)

Links for e-safety;

The UK Safer Internet Centre (www.saferinternet.org.uk)

CEOP Thinkuknow (www.thinkuknow.co.uk)