

# Langley Hill Independent School

## Safeguarding & Child Protection Policy

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## **Amendments to this policy due to COVID 19**

This Child Protection and Safeguarding Policy should be read in conjunction with the COVID19 policy which is reviewed monthly and kept up to date with government guidance on child protection and safeguarding children during the COVID-19 pandemic. Any guidance in the COVID-19 policy supercedes that given in this policy.

Safeguarding children during school, during reduced school hours or during a government lockdown are paramount to Langley Hill Independent School (LHIS). Guidance is published at <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>.

### **Safeguarding children during increased staff absences**

Where possible, the Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL) will be on site at all times the children are on site. If this is not possible due to staff being unwell or self-isolation of their household, the DSL or DDSL will be available to be contacted via phone or online video (for example working from home) or by sharing trained DSLs or deputies with Avanti House as our partner school.

### **Safeguarding children during a government Lockdown.**

Safeguarding considerations detailed below will be implemented during a school lockdown. Class teachers will work with the SENCo and the senior leaders to ensure that all children are closely watched and checked at regular intervals to ensure they are kept safe. Particular attention will be paid to families and children identified as vulnerable by making regular contact to support their wellbeing.

### **Online Safety**

During a government lockdown or during reduced school hours, LHIS will maintain regular communication with parents and carers. In this communication LHIS will emphasise the need for online safety. We will communicate our school policy and government advice to parents and advise them to ensure all organisations and individuals who have online access to their children are safe.

If remote education is provided online during a lockdown LHIS will have a responsibility to keep both staff and pupils safe online. We will follow our school policy and follow advice from bodies including:

- The DfE
- The Key for School Leaders
- NSPCC on undertaking remote education safely
- UK Safer Internet Centre on remote education

We will explain the importance of parents and carers being aware of websites will ask children to access and which school staff will be interacting with their child during the lockdown.

- Advice on age-appropriate controls on digital devices and internet filters will be given using:
- [Thinkuknow](#) (National Crime Agency advice on staying safe)
- [Parent info](#) (support and guidance for parents from leading experts and organisations)
- [Childnet](#) (toolkit to support parents and carers of children)
- [Internet matters](#) (online safety checklists and guides)
- [London Grid for Learning](#)
- [Net-aware](#) (from NSPCC)
- [Let's Talk About It](#) (advice for parents and carers on online radicalisation)

We will communicate to parents and children how to report upsetting content.

### **Online Bullying**

LHIS will expect children and staff to maintain the same level of appropriate behaviours and follow our code of conduct when being educated remotely. We will consider online bullying or bullying via social media using the same procedures as when the school is open and the relevant policies will be used to deal with incidents.

We will follow guidance on reporting online abuse from the National Crime Agency's [Child Exploitation and Online Protection command](#) and will explore use of resources such as [Tootoot](#) to provide a confidential route for pupils to report bullying or abuse.

Staff and pupils will be given the details of the [Professionals Online Safety Helpline](#) which supports the online safeguarding of both children and professionals.

### **Reporting Safeguarding Concerns**

We will outline and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns even while the school is closed. This will include telephone numbers for the DSL and DDSL.

### **Communicating with parents, carers and pupils**

LHIS will maintain communication with parents and pupils and will communicate:

- within hours agreed by LHIS staff
- only through the school channels approved by the senior leadership team
- only using school staff email accounts (not personal ones)
- using school devices over personal devices as far as possible
- without teachers sharing personal information

### **Vulnerable children**

For children that have been identified by LHIS as vulnerable, we will ensure measures are put in place to help during a government lockdown. Vulnerable children are defined as those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child,
- have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment,
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children's social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion.

Parents of children with mental health issues will be given guidance on social connections, exercise, sleep, diet and routine, as important protective factors for mental health. Resources to promote and support mental wellbeing included in the list of [online resources](#) published by the government and will be given to parents and pupils (if appropriate). Details of NHS mental health trusts 24/7 helplines will be given to parents of vulnerable pupils and the pupils themselves if appropriate. Class teachers of children and families identified as vulnerable will check in with children by phone call at agreed intervals depending on the needs in each case. If the class teacher has concerns about a child's safety or wellbeing, s/he will contact the DSL or DDSL for advice.

### **Providing pastoral care**

LHIS will offer help for parents and carers to make a weekly plan or structure to help families reduce stress and anxiety. This will not be compulsory to follow. Class teachers and the SENCO will work together to identify children who may require one-to-one support and how this may be best provided remotely either by telephone or video conferencing. Safeguarding considerations of one-to-one support will be discussed with the DSL to assess any risks and ensure both staff and pupils are kept safe by inclusion of additional staff or a parent on the call at all time.

### **Personal data and GDPR**

LHIS will follow our policy on GDPR and government guidance on data protection to ensure that contact details are not shared when contacting multiple groups of people and when sharing or giving usernames and personal data for access to online resources.

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# Safeguarding Policy

## Introduction

Our school's Safeguarding Policy is modelled on Hertfordshire Safeguarding Children Board (HSCB). It adheres to the procedures and protocols agreed by HSCB. At the time of writing this Policy, the HSCB had recently had a change of structure. The previous HSCB has changed its name to the Hertfordshire Safeguarding Children Partnership (HSCP). This Policy includes a range of resources which still refer to the HSCB. Any references to HSCB are synonymous with HSCP.

This Policy reflects the most up to date DfE statutory guidance for Keeping Children Safe in Education (KCSIE 2020)<sup>1</sup>. This document replaces KCSIE 2019 and comes into effect in September 2020. The changes introduced in the 2020 guidance are shown in this policy in red text. It sets out best practice that must underpin the safeguarding arrangements for all children and should be read in conjunction with the school's Child Protection Policy and all aspects of the school's policies and practices that safeguard children. The procedures within this Policy apply to all staff, volunteers, trustees and adults who come into contact with children in Langley Hill.

We ensure that a culture of safety runs through all aspects of our school life including staff recruitment, staff conduct and behaviour, expectations of children's behaviour, the care and attention given to making sure that everyone is aware of their duties and responsibilities in this respect, and the support we provide to parents and families to help keep their children safe. Safeguarding is everyone's responsibility and everyone who works with the children and their families has an important role to play in protecting children from harm. Everyone is expected to play their part in identifying concerns, sharing information and acting without any delay in the best interest of the children. The policy should help to ensure that all children under 18, young people and adults at risk are kept safe from harm; it also includes the information needed to implement the specific requirements for safety and protection of children within the EYFS phase from the age of three in our Kindergarten.

## Terminology

**Safeguarding** and promoting the welfare of children/young people refers to:

- 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.

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<sup>1</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)

The aim of safeguarding is to enable children/young people to have optimum life chances and to enter adulthood successfully.

**Safeguarding** is an 'umbrella' term that incorporates child protection. **Child protection** is the process and activities undertaken to fulfil statutory obligations to protect specific children/young people who have been identified as suffering, or at risk of significant harm. All agencies and individuals should proactively **safeguard and promote** the welfare of children/young people so that the need for action to protect children from harm is reduced.

This Policy is available on the school website.

In this policy, we use the term 'Children' to refer to children and young people up to the age of 18.

## Principles and Aims

Our Principles:

- The welfare of children, and their wishes and feelings are considered when developing and carry out school activities
- All children will have equal rights to support and protection irrespective of their race, age, ability, gender, language, religion, sexual orientation and culture
- All staff and volunteers have a professional role to identify and respond to the needs of children and report any concerns immediately
- All staff will be aware of systems within the school which support safeguarding and a regular programme of professional development and training, Including induction, will explain these processes and procedures to them.

Our Aims:

- To provide all staff (employed, contracted and visiting) with the necessary information / training to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To provide parents, carers and children with information about the school's arrangements to keep children safe
- To ensure safe and consistent best practice across the school
- To demonstrate the school's commitment with regard to safeguarding children

## Framework

This Policy has been devised in accordance with the following legislation and guidance:

- Arrangements for Managing Allegations of Abuse Against People Who Work With Children or Those Who Are in A Position of Trust, Hertfordshire Safeguarding Children Board Interagency Procedures Manual  
[http://hertsscb.proceduresonline.com/chapters/p\\_manage\\_alleg.html](http://hertsscb.proceduresonline.com/chapters/p_manage_alleg.html)

- **Disqualification under the Childcare Act 2006** Statutory guidance for local authorities, maintained schools, independent schools, academies and free schools, DfE (last updated August 2018) [www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006](http://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006)
- Education Act 2002
  - **Section 175** – requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view of safeguarding and promoting the welfare of children.
  - **Section 157** - and the Education (Independent Schools Standards) (England) Regulations 2003 - require proprietors of independent schools (including academies and technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- **Guidance for Safer Working Practice**, Safer Recruitment Consortium (September 2015)
- **Information Sharing: Advice for practitioners**, DfE (KCSIE 2020)
- Keeping Children Safe in Education, DfE (KCSIE 2020)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)
- **Sexual Offences Act**, HM Government (2003)
- Teachers' Standards 2012, DfE (2011). These standards set the minimum requirements for teachers' practice and conduct. Teachers, including principals, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- What to do if You're Worried a Child is Being Abused, DfE (March 2015), Non-statutory advice which helps everyone who works with children to identify abuse and neglect and take appropriate action.
- **Working Together to Safeguard Children** DfE (2019): Guidance provided for inter-agency working to safeguard and promote the welfare of children,
- Prevent Duty Guidance for England and Wales  
(<https://www.gov.uk/government/publications/prevent-duty-guidance>)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)
- The policy and procedures are in line with those of the local safeguarding children board (LSCB).

## **Relevant Associated Policies**

In order to safeguard and promote the welfare of children, this Policy should also be read in conjunction with other associated policies to ensure the safety and wellbeing of children.

- Anti-bullying
- Attendance
- Behaviour
- Child Protection
- Complaints Procedure
- Confidentiality
- Educational Visits
- E-safety
- Harassment and Discrimination
- Health and Safety
- Information Sharing
- Intimate Care
- Managing Allegations
- Medicines and Medical Policy, including First Aid
- Physical Intervention and Positive Handling
- Safer Recruitment
- Safe Working Practice
- SEN
- Staff Code of Conduct
- Whistle-blowing
- EYFS policies and procedures

## **Abuse of Position of Trust**

All school staff are aware that inappropriate behavior towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person aged 18 or over to behave intentionally in certain sexual ways in relation to a child aged under 18, where the adult is in a position of trust in respect of the child, even if the behavior is consensual.

## **Access to buildings**

The school will take all reasonable efforts to control access to the buildings and grounds of the school to prevent unauthorised access to children and ensure the personal safety of staff. The access control procedures for the buildings are:

- Electronic gate system

- CCTV in operation
- All safeguarding procedures in place and all staff trained
- Supervision at gates at 'drop off' and 'pick up'
- Monitoring of school playground by staff at key times of day
- Visitor's Policy in operation

## **Anti-bullying**

Langley Hill recognises the right of our children and young people to develop with confidence in an environment that is safe and free from the emotional and physical distress that can be seen as a result of bullying. It is the responsibility of Langley Hill Independent School to ensure that procedures are in place that will monitor and address anti-bullying issues. There is a more detailed Anti-Bullying Policy available on the school website and a hard copy is available from the school office. **(Refer risk assessment : General Kindergarten)**

## **Attendance**

In accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care. We implement the statutory requirements in terms of monitoring and reporting children missing education (CME), off-rolling and understand how important this practice is in safeguarding children and young people.

## **Behaviour**

The school has an up to date Behaviour Policy. Written records on the use of restrictive force and intervention are kept. Parents and carers are informed of any physical intervention on the same day, or as soon as possible. Corporal punishment and any other punishment that could adversely affect a child's wellbeing is never used or threatened.

## **Child Protection**

There is a detailed Child Protection Policy operating within the school which is attached to this policy. All staff are expected to be fully familiar with and follow the guidance in part 1 of the KCSIE 2020. A copy of the Child Protection policy will be provided to parents on request and is available on the school website. It is the trustees' duty to ensure the Policy is reviewed annually, monitored rigorously, and any deficiencies within the Policy and/or implementation practice are addressed immediately.

All Child Protection concerns will be managed in accordance with the procedures agreed by the Hertfordshire Safeguarding Children Partnership. A copy of these procedures can be found on

<https://www.hertfordshire.gov.uk/services/Childrens-social-care/Child-protection/Hertfordshire-Safeguarding-Children-Partnership/hscp.aspx>

**Children's Services telephone number 0300 1234043 (including out of hours)**

## **Complaints Policy**

The School has a Complaints Policy that includes a written procedure for dealing with concerns and complaints. Written records of all complaints, and their outcomes, are kept safely.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Written complaints are always investigated and complainants are notified of the outcome of the investigation within 28 days of receipt of the complaint. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific procedures for Managing Allegations Against Staff in close working with the Herts LA in multiagency context.

The complaints policy is published on our website; parents are given information about how to contact Ofsted. Parents and carers are notified if the School becomes aware that the setting is to be inspected by Ofsted.

A copy of the Ofsted inspection report is sent to parents and carers. We fully meet the requirement on the information details of pupil admissions and attendance.

## **Confidentiality**

The school's GDPR Policy is available to parents on request at the school office. All staff will understand that safeguarding issues warrant a high level of confidentiality, not only out of respect for the child and staff involved, but also to ensure that information being released into the public domain does not compromise evidence or children's safety and wellbeing.

Safeguarding information will be stored and handled in line with the Data Protection Act 2018 and General Data Protection Regulations (GDPR). The Designated Safeguarding Lead (DSL) will normally obtain consent from the child/parent to share sensitive information with outside agencies. Where there is good reason to do so (e.g to enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, or if to gain consent would place a child at risk), the DSL may share information without consent and will record the reason for this. Safeguarding records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. The school will retain this information on the pupil file and transfer to the next school and archive the information in line with current legislation and guidance. The school will only share information about children with adults who have parental responsibility for a pupil. Please see Hertfordshire's Pupil Safeguarding Records Guidance at [www.thegrid.org.uk/info/welfare/child\\_protection/policy/local.shtml#pupilsafe](http://www.thegrid.org.uk/info/welfare/child_protection/policy/local.shtml#pupilsafe) for further information.

## Curriculum

Children are taught to understand and manage risk through our PSHE education that includes age-appropriate sex and relationships lessons, and through all aspects of school life.

The school is committed to ensuring that children are aware of behaviours towards them that are not acceptable and how they can keep themselves safe. All children know that we have senior members of staff with responsibility for child protection and they are made aware of whom these persons are. We inform children of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Subjects such as PSHE include the teaching of relevant safeguarding issues to children. Please see the E-safety section of this Policy for further details on this topic.

## Digital images

The use of digital images in schools is a complex area. The school has a clear and sufficiently detailed Policy available on our website which covers the taking and use of digital images and video of children and takes steps to ensure that it is understood and enforced.

The school recognises the importance and usefulness of including the children's use of technology within the classroom, such as an iPad. Technology brings lots of opportunities for children to learn in an explorative and creative way. The technology items are likely to have a camera and children will be using the camera as part of their learning experience. However, the use of such equipment can also present risks if children are left to use the equipment in an unsupervised environment. It is therefore understood that the school will ensure that all usage of technology within the school has protective filters and is supervised by an adult at all times.

Staff and children sign ICT Acceptable Use Agreements. For staff this includes a section on the use of digital images and clarification about the position regarding the use of personal mobile phones/cameras for taking pictures. Where volunteers are supporting school staff, they should abide by the same rules as school staff.

## Designated Safeguarding Lead

An appointed staff member acts as the designated safeguarding lead (DSL), and provides support, advice and guidance to other staff on an ongoing basis and on any specific safeguarding issue as required. The designated safeguarding lead is appropriately qualified., this enables them to identify, understand and respond to signs of possible abuse, neglect **and exploitation both within and outside of their families.**

## **Drop off and pick up**

There is a system in place to drop off and pick to ensure children's safety and wellbeing. Children are only released to their parents or carers, or to individuals who have been approved by their parents or carers. Procedures are in place to ensure children do not leave the premises unsupervised. Steps are taken to prevent unauthorised individuals entering the premises. An agreed procedure for checking the identity of visitors is in place and allowing them access to building are clear.

## **E-Safety**

We have an E-safety Policy which can be found on the school website. Our Policy includes how we teach children to stay safe when using the internet in and out of school including the risks of sharing content and images online and tackling bullying, including cyber-bullying. Cyber-bullying by children will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Please see the Anti-Bullying Policy on our school website.

The school will ensure that appropriate filtering methods are in place to ensure that children are safe from access to all types of inappropriate and unacceptable materials, including terrorist and extremist material. **We will use the new DfE guidance Annex C on online safety in KCSIE 2020 to protect children from abuse and exploitation.**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)

## **EYFS**

In Kindergarten, we follow all guidance and information set out in the statutory framework for the Early Years Foundation stage. Please see our Kindergarten Policies for further details.

## **First Aid**

A separate First Aid policy is available. Children are protected at all times. However, accidents may sometimes occur. In the event of an accident it is essential that we follow procedures consistently to ensure all parties are cared for and supported, everyone understands the circumstances surrounding the accident, and appropriate actions are taken to ensure the accident/incident is reviewed and analysed with a view to minimising risk of recurrence in future.

A first aid box with contents suitable for use with children is accessible at all times. Written records of accidents, injuries and first aid treatments are kept securely. Parents and carers are informed of any accident, injury or first aid treatment on the same day or as soon as possible verbally and in writing by copying them into the accident record form.

Ofsted and child protection agencies are notified immediately of any serious accident, illness or injury to, or death of, any child, and the action taken, within 14 days of the incident. Any advice given by the external agencies (as above) is acted on to protect children.

## **Health and Safety**

We have a Health and Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff. At all times there must be appropriate staffing levels and when off-site, appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits/trips as to the level of risk and all trips are finally authorised by the Principal.

Our school has lone working risk assessments and procedures in place for staff where there is a security risk due to the need to work alone; staff at high risk will receive appropriate training.

A copy of the Health and Safety Policy is available from the school office.

## **Inclusion and Diversity**

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

Our School Ethos promotes and accepts the differences between all children and adults. In practice this is about ensuring inclusion of individuals and treating them fairly and equally, no matter the diversity of their race, gender, age, disability, religion or sexual orientation.

Promoting equality and diversity in education is essential for both teachers and children. The aim is to create a classroom environment where all children can thrive together and understand that individual characteristics make people unique and not 'different' in a negative way.

In line with Keeping Children Safe in Education (DfE 2020), to ensure that all of our pupils receive equal protection, we will also give special consideration to additionally vulnerable groups (as outlined in our Child Protection Policy), for example children with disabilities or special educational needs. Special consideration is also given in the provision of safeguarding information and resources in accessible formats for children and adults with communication needs.

## **Information and record keeping**

Records are maintained and are easily accessible on site. A regular, two-way flow of information between the school and parents or carers is maintained by the school. Information is shared with other professionals, the police, social services and Ofsted, as appropriate and according to the Local Authority protocols. Parents' and carers' comments are incorporated into children's records upon request.

We follow the school GDPR Policy and are aware of our duties and responsibilities under the Data Protection Act 1998 and the Freedom of Information Act 2000. Confidential records are held securely and only accessible to those who have a right or professional need to see them. All staff understand the need to protect the privacy of children. Parents and carers are given access to their child's records unless there are legal restrictions imposed on this (provided no legal exemptions apply). **We will not provide pupils' personal data where the serious harm test under the legislation is met, for example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. (Where in doubt we will seek independent legal advice.**

**Records relating to individual children are retained in line with guidance provided in Data protection: toolkit for schools (DfE 2018) <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>**

The following information is recorded for each child:

- Full name
- Date of birth
- Name and address of each known parent or carer
- Information about any other person who has parental responsibility
- Which parent(s) or carer the child normally lives with
- Emergency contact details for parents and carers

## **Managing Allergies & Meals**

The Supporting Children with Medical Conditions and Managing Sickness, Infections and Allergens policies includes details of how allergies will be managed. On admission to the school, information about special dietary requirements, preferences, food allergies and health requirements is obtained. Information from parents and carers about dietary needs is recorded and acted on.

The School has a dedicated kitchen equipped to provide healthy meals. Staff involved in preparing and handling food are trained in food hygiene. The Kindergarten has its own dedicated area equipped to provide healthy meals, snacks and drinks. Kindergarten Staff involved in preparing and handling food are trained in food hygiene. It is ensured meals, snacks and drinks are healthy, balanced and nutritious. Fresh drinking water is available and accessible at all times.

As per our policy we are aware of the requirement to inform Ofsted where two or more children have food poisoning within 14 days of the incident.

## **Managing Allegations Against Staff and Volunteers**

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour and actions of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. If staff have concerns about another member of staff who may pose a risk of harm to children, we will always ensure that the procedures outlined in Hertfordshire Safeguarding Children Partnership and the guidance in 'Keeping Children Safe in Education', DfE (2020) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The Hertfordshire LADO Service can be contacted on **0300 123 4043**.

All staff and volunteers should be able to raise concerns about poor practice and potential failures in the school's safeguarding arrangements and feel confident that these concerns will be taken seriously by the senior leaders. Our whistleblowing policy explains the procedure for raising such concerns. Staff can also report their concerns using the NSPCC's dedicated line on 0800 028 0285 that is accessible from 8.00 a.m. to 8.00 p.m. Monday to Friday, and email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Procedures are in place to inform Ofsted where allegations of serious harm or abuse by staff or volunteers are made and notified of the action taken in respect of the allegations, within 14 days of the allegations being made. Social services – and, in emergencies, the police – are notified where schools have concerns about children's welfare.

The NSPCC has published guidance on when to call the police which is available here: <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

## **Managing Infectious Diseases & Administering Medicines**

Our policy on care for the children makes sure that procedures are in place for dealing with children who are ill or infectious. Necessary steps are taken to prevent the spread of infection. Appropriate action is taken if children are ill. Any illness/infection procedures are discussed with parents.

Our policy on administering of medicines, including systems for obtaining parental consent and permission and up to date information about medical needs, are in place. As per our policy we make sure staff is trained for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures.

Prescription medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a

doctor). A written record is kept of each time medicine is administered. Where medicine is administered to a child, their parents or carers are informed on the same day, or as soon as possible.

## **Mental Health**

Our School recognises 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. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken following the Child Protection Policy. We will follow advice given in DfE guidance on Mental Health and behaviour in Schools (<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>) to help identify children in need of extra mental health support.

We are aware that while children have been absent from school due to the Covid-19 pandemic, some of them will have not received the help that they might have done otherwise. It is also known that mental health disorders increase where families are struggling. LHS has planned extra support to help children return to school and to help teachers identify behaviours which may be associated with Covid-19 events. These are detailed in 'Children's Mental Health in times of COVID 19' section of the COVID 19 policy.

## **Partnership with Other Services**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the Hertfordshire Safeguarding Children Partnership (previously the Hertfordshire Safeguarding Children's Board). There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children. This ensures the three safeguarding partners (the local authority; the clinical commissioning group for our area and the chief officer of police for our area) work together with us and appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

## **Partnership with Parents**

Our school is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

The school shares a purpose with parents to educate children and promote their welfare. We are committed to working with parents positively, openly and honestly. We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents to discuss any concerns they may have with the DSL or Deputy DSL.

## **Risk Assessments**

All reasonable steps are taken to ensure staff and children are not exposed to risks and the setting can demonstrate how risks are managed.

Where necessary, written risk assessments are made. These should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

On outings, any potential risks or hazards are assessed and steps are taken to remove, minimise and manage them. The risk assessment includes consideration of adult to child ratios.

## **Safer Recruitment and Selection of Suitable People**

Our recruitment process selects, screens, trains and supervises staff and volunteers so that the appointment of unsuitable people can be deterred and rejected from working with children.

A copy of the school's Safer Recruitment Policy is available from the school office. It includes the specific requirement for carrying out section 128 checks on the trustees as members of the school's Trustee Board.

Our school also adheres to current statutory guidance issued by The Department for Education regarding persons who are disqualified under the Childcare Act 2006.

Enhanced DBS checks with barred list checks are obtained for all individuals aged 16 and over who:

- Work directly with children
- Live on the premises; and/or
- Work on the premises when children are present (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).

Up to date risk assessments are put in place for any staff where information is released on their DBS. Individuals who have not undergone suitability checks are not allowed unsupervised contact with children. 'Suitability' under the Childcare Act 2006 is recorded for each member of staff.

Process to record Information about staff qualifications, identify checks and vetting processes is in place and checks the following: -

- Criminal records disclosure reference numbers
- Date disclosure was obtained
- Details of who obtained the disclosure

Recruitment of staff and volunteers follow 'safer recruitment' procedures.

- At least one member of staff/committee is expected to sit on an interview panel who has attended the required safer recruitment training.
- The Safer Recruitment training must be repeated every five years.

Procedure is in place where referral is made to the Disclosure and Barring Service (DBS) where a member of staff is dismissed (or would have been, had they not left first) because they have harmed a child or put a child at risk of harm. Anyone who is disqualified from working in childcare, or living with a person who is, is not employed to work at the school. Appropriate action is taken to ensure the safety of children where information is found that may lead to the disqualification of an employee. Immediate steps are taken to remove the individual from contact with the children.

As a matter of policy, Ofsted is informed immediately of any significant event (including disqualification) which is likely to affect the suitability of any person who is in regular contact with children on the premises. This information is given to Ofsted within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

It is our policy we ensure staff are not under the influence of alcohol or any other substance that is likely to affect their ability to care for children. Staff are supported to seek medical advice where they are taking medication that may affect their ability to care for children, and are only allowed to work directly with children if medical advice confirms the medication is unlikely to impair their ability to do so. Staff medication is securely stored and out of reach of children at all times.

## **Safer Working Practice**

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with, or on behalf of, our children are competent, confident and safe to do so.

The Teachers' Standards (DfE,2011) are augmented by standards of personal and professional conduct e.g. ethics and behaviour, in and out of school. Teachers are expected to 'uphold public trust in the profession by showing tolerance and respect for the rights of others, not undermining fundamental British values and ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability'.

All staff and volunteers will be provided with a copy of our school's Code of Conduct and Staff Handbook at induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

The link below will direct you to the current government guidance on safer working practice which we share with staff:

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final.pdf>

## **Safety and suitability of premises, environment and equipment**

We ensure that the School and Kindergarten is fully compliant with requirement of fire safety and hygiene. As per our Health & Safety policy, we ensure that the expected standards for fire preventions are in place. Appropriate insurance, including public liability insurance, is in place and in date.

Procedure for the Emergency evacuation is in place and covers procedures for practice drills including:

- Ensuring children familiar with the sound of the fire alarm.
- Children, staff and parents know where the fire exits are.
- How children will be led from the building to the assembly point.
- How children will be accounted for and who by.
- How long should it take to get the children out safely.
- Who is responsible to call the emergency services, and when, in the event of a real fire?
- How parents are contacted in such emergencies.

Fire evacuation procedure is emphasised at the induction of all staff and children. We carry out fire drills after new staff begin their practice with us to ensure they fully understand the procedures. Appropriate fire detection and control equipment is in place and in working order; for example, fire alarms, smoke detectors, fire blankets and and/or fire extinguishers. All our fire extinguishers and other fire protection equipment conform to BSEN standards, are fitted in appropriate high risk areas of the building and are fully serviced and checked as appropriate by an appropriate external company/fire protection officer.

The fire doors are clearly marked, never obstructed and easily opened from the inside. Smoke Detectors installed throughout the school are checked on a regular basis and these checks are recorded.

A NO SMOKING policy within all public spaces and inside the school is observed at all times by all members of staff, including all parents and maintenance staff and other members of the public. 'No smoking' signage is displayed in the buildings.

## **Security**

The security measures put into place will balance the need to remain a welcoming environment whilst ensuring the safety of all our children and staff. A security risk assessment will be completed and reviewed annually (or earlier if deemed necessary).

## **Space**

Our Kindergarten meets the indoor space requirements for EYFS providing a minimum of 2.3m<sup>2</sup> per child for children aged 3-5 years. Access for learning in outdoor play areas is provided on a daily basis.

Separate toilet facilities for children and adults are designated for children's safety and protection. An area where staff may talk to parents and carers confidentially is provided.

### **Special educational needs (SEN)**

The school will employ a qualified SENCO. Arrangements are in place to support children with SEN or disabilities. The Special Educational Needs and Disability (SEND) Code of Practice is followed.

### **Staff ratios**

Providing adequate staffing ratios is essential to comply with the requirements set down by the Statutory Framework for the Early Years Foundation Stage (EYFS). These ratios ensure children in the Kindergarten have sufficient individual attention to support learning and development, as well as allowing for staff to tend to their fundamental care needs. Each child in Kindergarten is assigned a Key person. The key person relationship is central to the way in which the Kindergarten operates, and allows for close attention to individual children's needs. Children are properly supervised and are always within sight and hearing to ensure their safety. We ensure that our kindergarten works with a ratio of 1-8 for children aged 3-6. Staff aged under 17 are supervised at all times.

### **Staff qualifications, training, Support and skills**

Procedure is in place where all staff members are required to read and receive induction training which covers:

- Emergency evacuation procedures
- Safeguarding and child protection (to include Whistleblowing, Confidentiality, Code of Conduct, Allegations)
- Health and safety issues (as per the school policy)
- Equality Policy - The school has an up to date Equality policy that is in compliance with the Equality Act 2010.

The school makes necessary arrangements for the supervision of staff working with children and families, which provides opportunities for them to discuss any issues, particularly concerning children's development or wellbeing, Identifying the solutions and receiving coaching to improve their effectiveness.

At least one person with a current paediatric first aid certificate is on premises at all times children are present, and accompanies children on outings.

All staff employed in the Kindergarten are fully qualified as per the EYFS framework requirement. We ensure that the EYFS lead has the essential knowledge, skills and experience along with substantial experience of working within the sector. In absence of the Kindergarten lead, duties are deputised by a member of staff capable and qualified to take charge. All other staff in the Kindergarten hold at least a full and relevant level 2 qualification.

## **Visitors, Volunteers, Contractors and Maintenance Personnel**

The control of visitors, contractors and maintenance personnel is a fundamental part of our site security procedures for the safeguarding of both people and property. A copy of our Visitors Policy is available on our website.

Where the trustees transfer control, or otherwise allow the use of the school premises to external bodies (such as sports clubs) or service providers during or out of school hours, we will ensure that these bodies or providers have appropriate safeguarding policies and procedures, and that there are arrangements in place to co-ordinate with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies or providers.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school. Visitors will be expected to sign in and out via the office visitors log and to wear a visitor's badge whilst on the school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site. **(Refer risk assessment: Contractors building work on site)**

### **Policy Review**

This Policy will be reviewed in full by the trustees annually.

# Child Protection Policy

## Introduction

Langley Hill Independent School (LHIS) is situated in Hertfordshire. Our school's Child Protection Policy is modelled on the Policy created by Hertfordshire Safeguarding Children Board (HSCB). Our school Policy adheres to the procedures and protocols agreed by HSCB.

At the time of writing this policy, the HSCB has recently had a change of name. The previous HSCB has changed its name to the Hertfordshire Safeguarding Children Partnership (HSCP). This Policy includes a range of resources which still refer to the HSCB. Any references to HSCB are synonymous with HSCP.

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

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of our school.

In particular, this Policy should be read in conjunction with the:

- Behaviour Policy
- Unacceptable Behaviour Policy
- Staff Code of Conduct
- Safeguarding Response to Children who go Missing from Education;
- Role of the designated safeguarding lead (DSL), including the identity of the DSL and any deputies.

Copies of policies and a copy of Part One of 'Keeping Children Safe in Education' are provided to staff at induction at LHIS.

## Purpose of a Child Protection Policy

The purpose of this Policy is to inform our staff, parents, volunteers and trustees about the school's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

## **Hertfordshire Safeguarding Children Partnership Inter-agency Child Protection and Safeguarding Children Procedures**

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

### **School Staff and Volunteers**

All our school staff have a responsibility to provide a safe environment in which children can learn. School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All our school staff will receive appropriate safeguarding children training, which is updated as and when updates are made to the system, nationally or locally. An annual updated training for all staff is the minimum expectation. This is considered essential to make sure that our staff are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all our staff members regularly receive safeguarding and child protection updates and lessons learnt that arise from incidents (for example, via routine staff meetings where safeguarding is a standard item, email, e-bulletins and staff meetings).

Temporary staff and volunteers are made aware of and trained on implementing the safeguarding policies and procedures, including the Child Protection Policy and the Staff Code of Conduct, by the DSL. Individual updated staff records are maintained of all staff training.

We establish and maintain an ethos and culture where children feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern. We establish and maintain an ethos and culture where school staff and volunteers feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child. We ensure children know that there are adults in the school whom they can approach if they are worried.

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

We consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum and as part of our PSHE curriculum (referred to as Relationships education, relationships and sex education (RSE) and health education in DfE KCSIE 2020).

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

## **Implementation, Monitoring and Review of the Child Protection Policy**

The Policy will be reviewed at least annually by the trustees. It will be implemented through the school's induction and in-service- training programme, and as part of our day to day practice. Compliance with the Policy and its impact on the safety and wellbeing of children and staff will be monitored by the DSL and through the staff performance management cycle.

### **Statutory Framework**

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

- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002 (Section 175/157)

School trustees have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.

- Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic)
- Keeping Children Safe in Education (DfE, September 2020)
- Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2020)
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).

### **Statutory Framework for Early Years Foundation Stage (Kindergarten)**

Keeping Children Safe in Education (DfE 2020) states that our trustees should ensure that our school contributes to multi-agency working, in line with statutory guidance - Working Together to Safeguard Children. Furthermore, it also states that our trustees must ensure that our safeguarding arrangements take into account the procedures and practice of the local authority as part of inter-agency safeguarding procedures set up by the HSCB.

## **Key Function of the Designated Safeguarding Lead**

During term time the Designated Safeguarding Lead (DSL) and/or a Deputy DSL (DDSL) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and the person responsible for concerns related to out of hours/out of term activities will be the principal.

### **Managing referrals and cases**

The DSL will:

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel Programme where there is a radicalisation concern.
- Liaise with the Principal (if the DSL is other than the principal) to inform him/her of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Support staff who make referrals.
- Share information with appropriate staff and the virtual head or the LA person responsible in relation to a Child's Looked After (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact details of birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Principal in the authority that looks after the child.

### **Training**

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help Assessments.
- 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 Safeguarding and Child Protection Policy and Procedures, especially new and part time staff.

- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand and support the school with regards to the requirements of the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Ensure that detailed, accurate and secure written records of concerns and referrals are of high quality – accurate and formally and factually recorded with dates, times and persons involved at each stage of the process.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture amongst all staff of listening and responding to children and taking account of their wishes and feelings in any measures the school may put in place to protect them.

### **Raising Awareness**

The DSL:

- Ensures the school's policies are known, understood and used appropriately.
- Ensures the school's Safeguarding and Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and works with the trustees regarding this.
- Ensures the Safeguarding and Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Is responsible for effective communication of information with parents with respect to the school's policies and procedures re: children's wellbeing, safety, protection and safeguarding. The DSL will lead a regular programme of meetings and workshops on these aspects of the school's work.
- Establishes strong links with the Hertfordshire Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensures that if a child leaves our school the file for safeguarding and any child protection information is sent to any new school/college as soon as possible but transferred separately from the main pupil file. Equally, if a child transfers to us from another school, the DSL will liaise with the office team to ensure that relevant information and records on child protection are obtained and acted upon as required to avoid any gaps in protecting and securing children and their wellbeing.
- Obtains proof that the new school/education setting has received the safeguarding file for any child transferring and then destroys any information held on the child in line with data protection guidelines (see record keeping guidance on Hertfordshire Grid for Learning for further information).

## The Role of The Trustees

Trustees must ensure that they comply with their duties under legislation. They must also have regard to current guidance to ensure that the policies, procedures and training in our school are effective and comply with the law at all times.

Trustees appoint a named trustee to take leadership responsibility for the school's children's wellbeing, safety and safeguarding arrangements.

The nominated trustee for child protection is:

Yuvraj Rana (until the Board meets to appoint a named trustee)

The responsibilities of the nominated trustee include ensuring that:

- Contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- An effective child protection policy is in place, together with a staff behaviour/conduct policy.
- Staff are provided with Part One of Keeping Children Safe in Education (DfE 2020) – Appendix 1 and are aware of specific safeguarding issues and records are kept (see Appendix 2)
- Staff induction is in place with regards to child protection and safeguarding
- Appointing an appropriately trained member of staff acts as the DSL and is supported by a deputy
- The DSL undergoes formal child protection training every two years (in line with Hertfordshire Safeguarding Children's Partnership (HSCP) guidance) and receives regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Staff training is kept up to date and they are well informed about their roles and responsibilities towards securing children's wellbeing, protection and safeguarding
- Welfare of children and young people is prioritised and a strong culture is created where staff are confident to challenge senior leaders over any safeguarding concerns.
- Children are taught about safeguarding, including online safety as part of our broad and balanced curriculum.
- Appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support trustees is provided in Keeping Children Safe in Education (DFE 2020) and the DfE's new online safety Guidance.
- Trustee's fulfil their responsibilities to ensure effective implementation and impact of the school's policies and procedures on protecting and safeguarding children at all times and staff practice is closely scrutinised to affect ongoing improvements.

## **When to Be Concerned:**

If staff have any concerns about a child's welfare, they should act on them immediately. They should follow this Policy and speak to the DSL (or deputy). The DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate persons to advise on the response to safeguarding concerns.

Any staff member should be able to make a safeguarding referral to Herts Children's Services if necessary.

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

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

The DSL will consult with other senior leaders in school to explore best actions to pursue in each case and may include:

- -Managing any support for the child internally via the school's own pastoral support processes
- -An Early Help Assessment
- -A referral to the LA for statutory services, for example as the child might be in need, or is suffering or likely to suffer significant harm from abuse or neglect.

## **Contextual Safeguarding**

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

## **A Child Centred And Coordinated Approach To Safeguarding**

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

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

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

Families First is Hertfordshire's programme of early help services for families and relates closely to the LA 'Continuum of Need'. A directory of early help services is available at [www.hertfordshire.gov.uk/familiesfirst](http://www.hertfordshire.gov.uk/familiesfirst) and will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff will be aware of the **Early Help process**, and understand their role in identifying emerging problems, sharing information with the DSL, and if necessary, 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/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

If early help is appropriate, the DSL (or deputy) will normally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

Any child may benefit from early help, but all our school 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 and Health Care plan)
- 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
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol
- Is at risk of modern slavery, trafficking or 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
- Is a privately fostered child

Staff members will be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

See Appendix 3 for what to do if you are worried about a child and Appendix 4 for information on indicators of abuse.

### **Safeguarding Children with special educational needs and disabilities:**

Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs
- Communication difficulties
- Reluctance to challenge carers (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

### **Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken speaking to the designated safeguarding lead or a deputy. The DfE department has published advice and guidance on Mental Health and Behaviour in Schools (<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>).

We are aware that while children have been absent from school due to the Covid-19 pandemic, some of them will have not received the help that they might have done otherwise. It is also known that mental health disorders increase where families are struggling. LHS has planned extra support to help children return to school and to help teachers identify behaviours which may be associated with Covid-19 events. These are detailed in 'Children's Mental Health in times of COVID 19' section of the COVID 19 policy.

## Peer on Peer abuse

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned
- Whether the perpetrator has repeatedly tried to harm one or more other children
- Whether there are concerns about the intention of the alleged perpetrator

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

- Bullying (including cyber-bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or causing other types of physical harm

The NSPCC has published guidance on when to call the police which is available here: <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

## Sexual violence and sexual harassment

- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals
- Upskirting (Typically involves a photograph being taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.) This is a criminal offence.

All staff should be aware that children can abuse their peers - abuse is abuse - and peer on peer or child on child abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Furthermore, they should recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer and child on child abuse is unacceptable and will be taken seriously.

Hertfordshire County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Guidance on responding to and managing sexting incidents can be found at:

[http://www.thegrid.org.uk/info/welfare/child\\_protection/reference/index.shtml#sex](http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex)

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

- Provides a developmentally appropriate PSHE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- Has systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Ensures victims, perpetrators and any other child affected by peer on peer or child on child abuse is supported
- Develops robust risk assessments where appropriate and takes mitigating actions, for example by preparing pupil safety and support plans
- Has relevant policies in place for example Behaviour and anti-bullying policies.

Where there is an allegation or concern that a child has abused others, staff should refer to Section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic), 'Children Who Abuse Others': [http://hertsscb.proceduresonline.com/chapters/p\\_chil\\_abuse.html](http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html)

Staff should also refer to Part 5 of Keeping Children Safe in Education (DfE 2020) – 'Child on child sexual violence and sexual harassment':

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/830121/Keeping\\_children\\_safe\\_in\\_education\\_060919.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf)

The NSPCC has published guidance on when to call the police which is available here:

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

### **Serious Violent Crime:**

All staff should know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. This includes:

- Unexplained gifts/new possessions- these can indicate children have been approached by or have been involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Changes in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm and/or significant change in wellbeing

- Signs of assault/unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them.

### **‘Honour-based’ Abuse (HBA)**

Honour -based **abuse** encompasses incidents or 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. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. All staff should be made aware so they are alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

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

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to 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. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all

### **Dealing With A Disclosure**

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child/young person to talk freely
- Reassure the child/young person, but not make promises which might not be possible to keep
- Never promise a child/young person that they will not tell anyone - as this may ultimately not be in the best interests of the child/young person
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify

- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the DSL **without delay**

## Support

Dealing with a disclosure from a child/young person, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL. If a school staff member receives a disclosure about potential harm caused by another staff member (including supply staff and volunteers), they should refer to the section of this policy – *Allegations involving school staff/volunteers*.

## Record Keeping

All our staff should be confident of the processing conditions under the Data Protection Act 2018 and the General Data Protection Regulation which allow them to store and share information (including information which is sensitive and personal, and that which should be treated as ‘special category personal data’) for safeguarding purposes.

All concerns, discussions and decisions made and the reasons for those decisions should always be recorded in writing. Maintenance of accurate and timely records is of vital importance in managing disclosures and incidents. If in doubt about recording requirements our staff should seek advice and support from the DSL.

When a child has made a disclosure, the adult concerned should:

- Record details as soon as possible after the conversation. They should use the school Record of Concern system wherever possible (shown at Appendix 5 and available in the Staff Room)
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries including bruising using a Body Map
- Record statements as these are offered and observations rather than interpretations or assumptions
- Not destroy the original records in case these are needed by partner services and/or the court of Law

All records need to be handed over to the DSL promptly. No copies should be retained by the adult concerned who could be a member of staff or volunteer. The DSL will ensure that all safeguarding records are managed in accordance with the statutory regulations.

## **Sharing of records – managing transitions**

When a child enters the school, we will request records from the previous school using the proforma shown in Appendix 6. Where children leave the school, the DSL ensures their child protection file is transferred to the new school (or college for older students) as soon as possible, ensuring secure transit, and obtaining confirmation of receipt. This should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named Lead with oversight for SEN in a college, are aware as required. If the child has an allocated social worker, we must inform them of the change of school.

In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to prepare to continue supporting victims of abuse and have that support in place for when the child/student arrives.

## **Confidentiality**

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

**All** staff in our school have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

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

Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

## **School Procedures**

Please see Appendix 3: What to do if you are worried a child is being abused: flowchart. If any member of staff is concerned about a child he or she must inform the DSL. The DSL will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services. If it is decided to make such a referral this will be discussed with the parents, unless to do so would place the child at further risk of harm. They will use the school's 'Child Protection Record of Concern Form' to log their concern about Child Protection (See Appendix 5)

While it is the DSLs role to make referrals, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have

plans to carry out Female Genital Mutilation (FGM)), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

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

See Keeping Children Safe in Education (DfE 2020): Annex A for further information on child sexual and criminal exploitation and county lines, children and young people at risk of radicalisation, and children missing from education.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)

If the allegations raised are against other children, the school should follow section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Children Who Abuse Others. (<https://hertsscb.proceduresonline.com/index.htm>) Please see the school's Anti-bullying Policy for more details on procedures to minimise the risk of peer on peer abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and factual account of the observations (Record of Concern Pro-forma is shown at Appendix 5 and is available in the staffroom and on- line using Hertfordshire Grid for Learning).

Particular attention will be paid to the attendance and development of any child/young person about whom our school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

## **Communication With Parents**

We will ensure the Child Protection Policy is available publicly via the school website. Parents should be informed prior to referral, unless it is considered that to do so might place the child at increased risk of significant harm by:

The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats/forced to remain silent if alleged abuser is informed leading to an unreasonable delay or leading to the risk of loss of evidential material. The school may also consider not informing parents where this would place a member of staff at risk.

We will ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Where reasonably possible, we will hold more than one emergency contact number for pupils.

## Allegations Involving School Staff/Volunteers

An allegation is any information which indicates that a member of staff (including supply staff and volunteers) may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. (for example involvement in incidences outside of school or domestic violence at home).

The above applies to any child/young person the member of staff (including supply staff and volunteers) has contact with in their personal, professional or community life.

### What we do if we have concerns about safeguarding practices within the school:

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

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school Principal or the DSL.

If staff members have concerns about another staff member (including supply staff and volunteers) then this should be referred to the Principal. Staff will report their concerns to the school's DSL, and in the DSL's absence to the Deputy Designated Safeguarding Lead make any referral via them. They will use the school's 'Child Protection Record of Concern Form' to log their concern about Child protection (See Appendix 5). These are available in the staff room as well as the school office.

The procedures for dealing with an allegation against a staff member (including supply staff and volunteers) are laid out in KCSIE 2020 Part 4 and will be followed by the DSL.

In the event of allegations of abuse being made against the a member of supply staff not directly employed by LHis, LHis will ensure allegations are dealt with properly and will cease to use the supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Principal will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation, following guidance from KCSIE 2020 Part 4.

In the event of allegations of abuse being made against the Principal, where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff should feel free to discuss any concerns about any adults in the school with the DSL, and can

make any referral via them (See Keeping Children Safe in Education: Part Four, DfE 2020, for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Principal or appropriate person depending on the situation, who will assess whether it is necessary to refer the concern to the LADO.

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

### **Children's Services – 0300 1234043**

### **SOOHS (Out of Hours Service for Children's Services) – 0300 1234043**

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the LADO without delay.

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

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

The Principal should, as soon as possible, **following briefing** from the LADO, inform the subject of the allegation.

For further information, see: HSCB Inter-agency Child Protection and Safeguarding Children Procedures (Electronic) Section 4.

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

- Children's Services 0300 123 4043
- National Society for the Prevention of Cruelty to Children (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 8:00am to 8:00pm Monday to Friday, or they can email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) (<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/>)

## **Safer working practice**

To reduce the risk of allegations, all our staff should be aware of safer working practice and should be familiar with the guidance contained in the School Code of Conduct and the Safer Recruitment policy.

Guidance for safer working practice for those working with children and young people in education settings (September 2015) is available at:

[http://www.thegrid.org.uk/info/welfare/child\\_protection/allegations/safe.shtml](http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml)

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

## **Policy Review**

This policy will be reviewed in full by the trustees no less than annually.

## **Appendix 1: Keeping Children Safe in Education (DfE 2020)**

Part One: Information for all school and college staff

Annex A: Further information

On publication of this Child Protection Policy, the Child Protection Schools Liaison Officers (CPSLO) Service have decided to provide only the hyperlink to Keeping Children Safe in Education in this Policy rather than the document in its entirety, due to the potential for updates to the content.

**All** staff should have access to, and have read, Part One and Annex A (which provides further information on specific forms of abuse and safeguarding issues) of this statutory guidance. They should also have the opportunity to seek clarity from designated staff for any content.

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

We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these documents again should any changes occur.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)

## Appendix 2: Declaration For Staff

Child Protection Policy and Keeping Children Safe in Education (DfE 2020)

School name ..... Academic Year .....

Please sign and return to ..... (DSL) by .....

I, \_\_\_\_\_ have read, and am familiar with, the contents of the following documents and understand my role and responsibilities as set out in these documents:

(1) The school's Child Protection Policy

(2) Part 1 and Annex A of 'Keeping Children Safe in Education' DfE Guidance, 2020

I am aware that the DSLs/DDSs are:

Usha Sahni – Designated Safeguarding Lead

Sophie Riches – Deputy Designated Safeguarding Lead

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

I know that further guidance, together with copies of the Policies mentioned above, are available in the school office.

Signed \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 3: What To Do If You Are Worried A Child Is Being Abused: Advice For Practitioners (DfE)

### Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation
- Know what systems the school have in place regarding support for safeguarding e.g. induction training, Code of Conduct and the role of the DSL

### Question behaviours

- Talk and listen to the views of children, be non-judgemental
- Observe any change in behaviours and question any unexplained marks/injuries
- To raise concerns about poor or unsafe practice, refer to the Principal. If the concern is about the Principal, report to the Chair of the Trustees. Utilise whistleblowing procedures.

### Ask for help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's DSL
- Take appropriate action, do not delay

### Refer

- The DSL will make referrals to Children's Services but in an emergency, or if there is a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03001234043

## Appendix 4: Indicators Of Abuse And Neglect

The framework for understanding children’s needs:



<b>Physical abuse</b>	
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.	
<b>Child</b>	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Bite-marks – site and size
Repeated or multiple injuries including fractures	Fabricated or induced illness
<b>Parent</b>	<b>Family/environment</b>
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community
Fear of medical help/parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement
Over chastisement of child	

<b>Emotional abuse</b>	
<p>The persistent emotional maltreatment of a child such as to cause severe and persistent 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 over protection 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 cyber-bullying), 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, though it may occur alone.</p>	
<b>Child</b>	
Self-harm	Over-reaction to mistakes/inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner', frozen watchfulness particularly pre-school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
<b>Parent</b>	<b>Family/environment</b>
Observed to be aggressive towards child or others	Marginalised or isolated by the community
Intensely involved with their children, never allowing anyone else to undertake their child's care	History of mental health, alcohol or drug misuse or domestic violence
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	History of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement
Overly critical of the child	Lack of support from family or social network

<b>Neglect</b>	
<p>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:</p> <ul style="list-style-type: none"> <li>• Provide adequate food, clothing and shelter (including exclusion from home or abandonment)</li> <li>• Protect a child from physical and emotional harm or danger</li> <li>• Ensure adequate supervision (including the use of inadequate care-givers)</li> <li>• Ensure access to appropriate medical care or treatment</li> </ul> <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>	
<b>Child</b>	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or kindergarden
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
<b>Parent</b>	<b>Family/environment</b>
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment or risk from animals
Mental health, alcohol or drug difficulties	

<b>Sexual abuse</b>	
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.	
<b>Child</b>	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention/concentration (world of their own)
Pain, bleeding, bruising or itching in genital and/or anal area	Sudden changes in schoolwork habits
Sexually exploited or indiscriminate choice of sexual partners	Frequently absent from school
<b>Parent</b>	<b>Family/environment</b>
History of sexual abuse	Marginalised or isolated by the community
Excessively interested in the child	History of mental health, alcohol or drug misuse or domestic violence
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement

## Appendix 5: Child Protection Record of Concern Form

<b>Name of Child / young person:</b>		<b>Date of birth and age:</b>	
<b>Male/female :</b>	<b>Ethnic Origin :</b>	<b>Disability Y/N :</b>	<b>Religion :</b>
<b>Day &amp; date</b>	<b>Month</b>	<b>Year</b>	<b>Time recorded / reported</b>
<b>Initial report of the concern / s:</b> <i>In factual terms; and use of open ended questions to clarify e.g. Who, what, when and how            What did the CYP say? How are they feeling? How is their behaviour? Are there any signs of injuries or pain? ( if so illustrate            on body map) Are any other children or adults involved?</i>			
<b>Additional information:</b> <i>Your views on what you know about the CYP e.g. Any previous concerns? How are they doing in            school? Any comments on their presentation, their personal circumstances (such as health, development and whether they            have any additional needs), their identity, race, religion and/or if known, their social relationships with their family, friends            and wider networks?</i>			
<b>Your response and actions to the concern:</b> <i>What you have done / said to CYP or agreed to do?</i>			
<b>Your name :</b> <b>Your role or position:</b> <b>Your signature :</b> <i>If not an employee of the school, please ensure you provide your contact details, should the DSP need to contact you regarding your            concern.</i>			

<p><b>Headteacher/ DSP's immediate response and actions taken:</b> <i>Include sharing and gathering information, speaking to CYP, parents or carers and gauging their response. This may also include undertaking a professional consultation. Has any immediate risk assessment been carried out if so what?</i></p>	
<p><b>Information shared with Parents / carers?</b> <i>Are they aware of school's concerns / actions carried out to support / safeguard CYP? Do you have consent for this? If not rationale for not sharing information?</i></p>	
<p><b>Information shared with other staff/ agencies?</b> <i>Who, what, how and your rationale for this?</i></p>	
<p><b>Outcome for the CYP:</b> <i>What level of intervention is required to safeguard and promote the CYP welfare? i.e. where does this level of need sit on the <b>Continuum of Need document</b></i>  <a href="http://www.thegrid.org.uk/info/welfare/child_protection/referral/index.shtml#need">www.thegrid.org.uk/info/welfare/child_protection/referral/index.shtml#need</a>  <i>- Universal, Targeted, Intensive Support or Specialist/Safeguarding?</i></p>	
<p><b>Feedback given to member of staff reporting concern:</b> <i>This is to be an overview omitting any confidential information, consider 'need to know'</i></p>	
<p><b>Your name :</b></p>	
<p><b>Your role or position:</b></p>	
<p><b>Date, day and time of this recording :</b></p>	<p><b>Your signature :</b></p>

**Appendix 6: Child Protection Enquiry Letter**

# Langley Hill Independent School

## CHILD PROTECTION

As you will be aware, it is a legal requirement that schools should be informed of any child protection issues that have arisen in a pupil's previous school. I would therefore, be grateful if you would complete and return this form to us in respect of the following pupil who will be joining Langley Hill Independent School on .....

**Name:** .....

**Date of Birth:** .....

**Current School:** .....

1. Is this child currently on your register of children with CP concerns? YES/NO
2. If you have no concerns currently, have any CP concerns arisen in the past? YES/NO

If you have answered YES to either one or both the questions above, please provide further details, in confidence, to the Designated Safeguarding Lead (DSL), Usha Sahni either by post or by email to Usha.Sahni@LangleyHill.org.uk marked Private and Confidential.

If you have answered NO to both the questions, please return this form to Usha Sahni (DSL) confirming the information provided.

**Signed:** ..... Designated Safeguarding Lead

**Date:** .....