



STAHS Policies

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P01: SAFEGUARDING AND CHILD PROTECTON

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## Contents

KEY CONTACT DETAILS FOR SAFEGUARDING CHILDREN AT STAHS.....	4
External Agencies .....	4
Key School Contact Details.....	4
CONCERNS ABOUT A CHILD .....	6
Definitions of safeguarding and types and signs of abuse .....	6
PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD .....	6
Contextual Safeguarding.....	7
Early Help and Pastoral Support .....	8
What staff should do if they have concerns about a child .....	9
What staff should do if a child is in danger or risk of harm .....	9
What staff should do if a child is seen as at risk of radicalisation .....	9
What staff should do if they discover an act of Female Genital Mutilation (“FGM”) .....	10
What staff should do if they have concerns that children are at risk from or involved with serious violent crime.....	10
What staff should do if a child goes missing from education.....	10
What staff should do if they have concerns about another staff member .....	10
What staff should do if they have concerns about safeguarding practices in the School.....	10
CONFIDENTIALITY PROCEDURES TO FOLLOW IN THE EVENT OF A DISCLOSURE .....	11
ARRANGMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS.....	11
ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS).....	13
STAFF CODE OF CONDUCT .....	14
SAFER RECRUITMENT .....	15
MANAGEMENT OF SAFEGUARDING .....	15
TRAINING.....	16
All Staff .....	16
DSL(s).....	16
OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES ..	16
THE SCHOOL’S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES.....	17
Looked after children .....	17
Arrangements for visiting speakers .....	17
EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS.....	18
Disqualification from working in childcare .....	18
Use of mobile phones and cameras.....	18
DSL for the EYFS .....	18
Duty to notify Ofsted.....	19
policy information .....	20
APPENDIX 1 – SIGNS AND TYPES OF ABUSE.....	21



## KEY CONTACT DETAILS FOR SAFEGUARDING CHILDREN AT STAHS

### External Agencies

<b>Disclosure and Barring Service</b>	Address:  Telephone:  Email:	DBS Customer Service PO Box 3961 Royal Wootton Bassett SN4 4HF  03000 200 190  <a href="mailto:customerservices@dbs.gov.uk">customerservices@dbs.gov.uk</a>
<b>Teaching Regulation Agency</b>	Address:  Telephone:  Email:	Teacher Misconduct Ground Floor South Cheylesmore House 5 Quinton Road Coventry CV1 2WT  0207 593 5393  <a href="mailto:Misconduct.teacher@education.gov.uk">Misconduct.teacher@education.gov.uk</a>
<b>OFSTED Safeguarding Children</b>	Telephone:  Email:	0300 123 4666  <a href="mailto:whistleblowing@ofsted.gov.uk">whistleblowing@ofsted.gov.uk</a>
<b>Independent Schools Inspectorate</b>	Telephone:  Email:	0207 6000100  <a href="mailto:concerns@isi.net">concerns@isi.net</a>
<b>Hertfordshire Safeguarding Children Partnership</b>	Address:  Telephone:	Hertfordshire Safeguarding Children Partnership Team Room 152 Postal Point CHO116 County Hall Hertford SG13 3DQ  0300 123 4043
<b>Hertfordshire Designated Officer (LADO)</b>	Telephone:	01992 555420
<b>NSPCC Helpline</b>	Telephone:	For adults who are concerned about a child: 0808 800 5000  For children and young people (Childline): 0800 1111

### Key School Contact Details

<b>Governors</b>	<b>Chair of Governors</b> Mrs Heather Greatrex
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	<p>01727 792514 (via the School)</p> <p><a href="mailto:Greatrex.Heather@stahs.org.uk">Greatrex.Heather@stahs.org.uk</a></p> <p><b>Nominated Safeguarding Governor</b> Mr Neil Enright</p> <p>01727 792514 (via the School)</p> <p><a href="mailto:Enright.Neil@stahs.org.uk">Enright.Neil@stahs.org.uk</a></p>
<p><b>Designated Safeguarding Lead (“DSL”) and Deputy Designated Safeguarding Leads (“DDSL”)</b></p>	<p><b>Main DSL for the School</b> Mrs Rachel Parker Deputy Head Pastoral 07714 248873 01727 792205 <a href="mailto:parkerr@stahs.org.uk">parkerr@stahs.org.uk</a></p> <p><b>DDSLs for the Senior School</b> Mrs Jennie Douglas Senior Housemistress 01727 792223 <a href="mailto:jdouglas@stahs.org.uk">jdouglas@stahs.org.uk</a></p> <p>Mrs Helen Monighan Head of Sixth Form 01727 792222 <a href="mailto:Monighanhw@stahs.org.uk">Monighanhw@stahs.org.uk</a></p> <p><b>DSL for the Prep School</b> Mrs Judy Rowe Head of Prep School 01582 839270 <a href="mailto:roweja@stahs.org.uk">roweja@stahs.org.uk</a></p> <p><b>DDSLs for the Prep School</b> Mrs Lucy Still Deputy Head Prep (Pastoral and Co-curricular) 01582 839270 <a href="mailto:still@stahs.org.uk">still@stahs.org.uk</a></p> <p>Mrs Elizabeth Courtney-Magee Head of Pre-Prep (EYFS) 01582 839270 <a href="mailto:courtneymageee@stahs.org.uk">courtneymageee@stahs.org.uk</a></p>

<p><b>Designated Teacher for Looked After Children</b></p>	<p>Mrs Rachel Parker Designated Teacher for Senior School 01727 792205 <a href="mailto:parkerr@stahs.org.uk">parkerr@stahs.org.uk</a></p> <p>Mrs Judy Rowe</p>
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	Designated Teacher for the Prep School 01582 839270 <a href="mailto:roweja@stahs.org.uk">roweja@stahs.org.uk</a>
<b>Head</b>	Mrs Amber Waite 01727 792514 <a href="mailto:head@stahs.org.uk">head@stahs.org.uk</a>

## CONCERNS ABOUT A CHILD

The School always has a duty to consider the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is **everyone's** responsibility.

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

The School has arrangements for listening to children and providing early help. Details of these arrangements can be found in this Policy and in the STAHS publication *Keeping Safe: A Pupil's Guide to Safeguarding*.

### Definitions of safeguarding and types and signs of abuse

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

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

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

Staff are referred to Appendix 1 of this policy for further details of the types of abuse and possible signs of abuse.

## PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

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

The guidance, *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR should not be allowed to

stand in the way of the need to promote the welfare, and protect the safety of children. If in doubt about what information can and should be shared, staff should speak to the School's Designated Safeguarding Lead ("DSL").

Upon receiving a disclosure of allegation or complaint of abuse or neglect from a child or any third party, all staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. STAHS uses CPOMS safeguarding software for recording all such information. If CPOMS is unavailable, staff should take careful notes, signed and dated, and ensure they are confidentially delivered to the DSL. Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the DSL or their deputy), although a disclosure should not be stopped or compromised because there is only one member of staff present

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School manages this by discussing the wishes and feelings of the pupil at the time of disclosure or an appropriate time afterwards, and recording these on the CPOMS record. The School operates its processes with the best interests of the pupil at their heart.

## Contextual Safeguarding

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

## Early Help and Pastoral Support

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

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with Hertfordshire Safeguarding Children Partnership's referral threshold document (which can be found at the Hertfordshire website [Information for professionals and volunteers](#)). The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

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

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn into 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 themselves
- 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 experiencing, or is at risk of experiencing family ostracism
- is a privately fostered child.

There is a difference between safeguarding children who have suffered or are likely to suffer significant harm and those who may, for whatever reason, be in need of additional support such as listening services and early help. STAHS has a well-developed system of pastoral care through which we are able to provide additional support and early intervention for children in need of such help.

The pastoral teams in the Prep and Senior Schools provide pastoral support for pupils in a variety of ways, from informal chats and simply spending time with pupils to noticing when behaviour changes and reporting these changes to staff who are trained to help. The School also provides additional, confidential support through the School's Counselling Service, the Chaplaincy, and the School Nurses. In some cases, further interventions may be necessary and these can lead to inter-agency assessment using local processes which will be overseen by the DSL.

The School regularly share information alerting appropriate staff to be aware of pupils who may need additional support. This information may be shared electronically or in-person, but regardless of how information is shared, the School always respects the confidentiality of pupil information and no member of staff should ever divulge such information to any parent, pupil or other member of staff unless it is appropriate to do so (e.g., there is immediate risk to the pupil and the other person may be in a position to prevent harm).

The School works closely with parents to ensure that the support offered at the school is extended to the home where appropriate, and will help parents engage with outside agencies to ensure that their child is receipt of appropriate wrap-around care should they need it.

## What staff should do if they have concerns about a child

If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. If a member of staff continues to have concerns, they should challenge any real or perceived inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing (normally, on CPOMS).

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

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

The School's Local Safeguarding Children Executive is Hertfordshire Safeguarding Children Partnership. A full copy of their local procedures can be found [on their website](#).

The School promotes the safeguarding of children at all times, and recognises that there are occasions outside of the normal teaching structure that require special consideration. These include:

- Close one-to-one teaching, for example in music instruction where peripatetic teachers normally teach one-to-one and in PE and Sport instruction where close one-to-one demonstration or some contact between staff and child is required.
- Supervised changing, for example, pupils changing into PE clothing in the Prep School.

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

All staff complete Prevent training before joining the School. Staff should follow the guidance outlined in this training and in the related document The Prevent Duty. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism, they must call 999. Advice and support can also be sought from the Hertfordshire Safeguarding Children Partnership's [Prevent Programme](#).

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and the nominated Safeguarding Governor to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly reviewed.

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

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

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

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

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

## What staff should do if a child goes missing from education

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School’s procedures for unauthorised absence and for dealing with children who go missing from education are outlined in the STAHS guidance document *Child Missing in Education*. Further details can also be found at Appendix 1 of this policy.

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

The School will report to Hertfordshire Safeguarding Children Partnership a pupil who fails to attend school regularly or has been absent from school without the School’s permission for a continuous period of 10 school days or more.

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

If staff have concerns about another staff member, then this should be referred to the Head or Head of Prep (who will, in turn, inform the Head). Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer at Hertfordshire Safeguarding Children Partnership.

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

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

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts section at the start of this policy.

## CONFIDENTIALITY PROCEDURES TO FOLLOW IN THE EVENT OF A DISCLOSURE

STAHs has an obligation to work in partnership with parents in order to promote the welfare of children. The School also aims to build up relationships of trust with children. Children and parents should feel able to raise with the School any concerns about safety and welfare in the knowledge that these will be dealt with sensitively.

Due to the sensitive nature of such concerns, staff at STAHs will operate on the presumption that anything imparted in confidence will be treated in confidence. This is subject to three qualifications:

- Anything imparted “in confidence” to one member of staff or person approached as an associate of the School may be shared with a restricted number of colleagues, if that person feels in need of support and guidance from them. Whenever possible, the child will be consulted and told who the information will be shared with. The child’s wishes should be considered carefully before sharing information with any other staff.
- If concerns are raised about the safety or welfare of a child, the person approached is obliged, as outlined in this Safeguarding and Child Protection Policy, to pass that information on to the School’s Designated Safeguarding Lead (DSL), for consideration as to whether it should be shared with appropriate agencies, parents or members of staff. In these circumstances, the person approached would not, except in an emergency, breach the confidence without letting the child know that they intended doing so.
- STAHs must pass on information when legally obliged to do so, for example, by a court of law.

Staff receive annual updates and training to remind them of the appropriate behaviour to display in the event of a disclosure from a child.

Children must feel able to share concerns with staff. Problems may arise when a child consults a member of staff about a problem and does not want that information to be shared with parents. Whilst staff will try to encourage children to share the information with parents where that is appropriate, there may be circumstances in which any pressure to pass the information on could result in the child keeping the problem to themselves, or not sharing concerns in the future.

Parents must be reassured that it is the aim of the School always to act in the best interests of the child, and to encourage the fullest possible involvement and consultation with parents.

Although decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

The STAHs Pupil Physical and Mental Health Policy outlines the expectations pupils can have of confidentiality when speaking to the School Nurse or Counsellors.

## ARRANGMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include bullying (including cyberbullying), physical abuse, initiation/hazing violence and rituals,

upskirting, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours be dismissed as the same or “just having a laugh”. The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children. This may include (but is not limited to) regular catch-up sessions between the pupil and the pupil’s Housemistress, class teacher or other member of the pastoral team, and regular meetings between the pupil, their parents and an appropriate member of the pastoral team.

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

- All pupils are taught how to keep themselves safe and how to identify and report peer on peer abuse.
- All pupils in the Senior School and older pupils in the Prep School are provided with the STAHS publication *Keeping Safe: a pupil’s guide to safeguarding*.
- As part of the School’s PSHEE curriculum, and additionally through special pastoral lessons and workshops, all pupils are taught how to recognise and foster healthy relationships with their peers, and how to recognise and report when these relationships are abusive.

Where an issue of pupil behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the School’s Anti-Bullying and Behaviour Management policies:

- A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation. The School will take advice from the Hertfordshire Safeguarding Children Partnership on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Hertfordshire Safeguarding Children Partnership, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the Hertfordshire Safeguarding Children Partnership and/or the police as appropriate.
- Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children’s social care and/or a report to the police against a victim’s wishes, the reasons should be explained to the pupil and appropriate specialist support offered.
- The School’s approach to sexting is outlined in the STAHS guidance document *Sexting and Youth Produced Sexual Imagery*.
- In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by Housemistresses, class teacher and/or School counsellors as appropriate, and support from external agencies will be sought as appropriate.
- When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:
  - the victim;
  - the alleged perpetrator; and
  - the other children (and, if appropriate, staff) at the School.

- Risk assessments will be recorded (normally on CPOMS) and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing School premises and School transport.

## ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS)

The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and the Hertfordshire Safeguarding Children Partnership's arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil or
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the police. Historical (non-recent) allegations of abuse should be referred to the police and also the LADO.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' (the LADO) or, in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the LADO on a no-name basis.

Concerns about the behaviour of a member of staff should be referred to the Head for staff working on the Senior School site and the Head of the Prep School for staff working on the Prep school Site. The Head of Prep will inform the Head if any concern raised regarding a member of the Prep School staff.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the Head, who will act as 'case manager'. If an allegation is reported to the DSL or other member of staff, they should report to the Head as soon as possible. In some cases, the Head may delegate the role of 'case manager' to the DSL of the Senior or Prep School, but will be kept informed of the progress of the case at all times. Where the Head is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the Chair of Governors and LADO. However, staff may consider discussing any concerns with the DSL and may make any referral via them.
2. The case manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come

to the School's attention and appear to meet the criteria or that are made directly to the police and/or children's social care.

3. The case manager will ensure that the individual who is the subject of the allegation is informed as soon as possible and given an explanation of the likely course of action, unless there is an objection by children's social care or the police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the LADO, *WT* and *KCSIE* when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
5. The case manager will ensure that parents are informed as soon as possible and kept informed about the progress of the case, subject to any advice from children's social care or the police
6. The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
7. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse ("IICSA"). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

## STAFF CODE OF CONDUCT

The School's *Code of Conduct for Staff and Volunteers* can be found in the Staff Handbook area of SharePoint, and on the School's website. The aim of the Code of Conduct is to provide clear guidance about behaviour and actions to avoid placing pupils or staff at risk of harm or of allegation of harm to a pupil.

## SAFER RECRUITMENT

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

Full details of the School's safer recruitment procedures for checking the suitability of staff, governors and volunteers to work with children and young people is set out in the School's *Recruitment and Selection Procedures*.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the School's *Recruitment and Selection Procedures*.

## MANAGEMENT OF SAFEGUARDING

The School's DSL is Rachel Parker, and the Prep School's DSL is Judy Rowe. Both are members of the Executive Team.

The Deputy DSLs are listed in the Key Contacts section at the start of this policy. In the absence of the DSL, all reports should be made to a Deputy DSL. This ensures there is the required cover for the role at all times.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the governors to review and update the School's safeguarding policy. Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

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

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/or DDSs will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School shares the contact details of all members of the Executive Team (including the Head, the DSL and the Prep DSL) with all staff, along with a rota of which members of the Executive Team are contactable at all times. Concerns should be passed along to the duty member of the Executive Team, who will be able to contact the DSL or Prep DSL, or failing this, will be able to contact Hertfordshire Safeguarding Children Partnership to seek advice.

Full details of the DSL's role can be found at Annex B of *KCSIE*.

Whilst Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

## TRAINING

Induction and training are in line with advice from Hertfordshire Safeguarding Children Partnership.

### All Staff

All new staff (including temporary staff and volunteers) will be provided with induction training that includes:

- The child protection policy
- The role and identity of the DSL and all Deputy DSLs
- The Behaviour Policy
- The Code of Conduct for all Staff and Volunteers (including guidance on staff/pupil relationships and communications including the use of social media)
- The School's whistleblowing procedures
- The Acceptable Use of Technologies Policy
- The safeguarding response to children who go missing from education
- A copy of Part One of *KCSIE*
- School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE* (and Part Five of *KCSIE*)
- Completion of questions on *KCSIE*
- Understanding radicalisation and staff responsibilities under the Prevent duty
- Before taking up their post, all staff receive in-person safeguarding and child protection training led by the DSL, or where this is not possible they complete online safeguarding and child protection training and receive in-person training as soon as possible once they start work.

Copies of the above documents are provided to all staff during induction, and are available through the Staff Handbook section of SharePoint.

### DSL(s)

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

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The Prep School DSL and all Deputy DSLs are trained to the same level as the DSL.

## OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Mr Neil Enright is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. He is a member of the Governing Body.

The School considers its obligation to review safeguarding practices a matter of its everyday concerns. A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The Governing Body, guided by the designated safeguarding governor, reviews all Safeguarding policies and procedures annually in conjunction with advice from the Independent Schools Inspectorate with respect to the statutory safeguarding obligations of schools.

In addition, the designated safeguarding governor visits the school at least annually to inspect the safeguarding practice in the school, and to ensure that the policies are followed effectively. The outcomes of these visits are reported to the full Governing Body.

The School draws on the expertise of staff, including the DSLs and Deputy DSLs, in shaping the School's safeguarding arrangements and policies.

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

## THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

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

Internet safety is an integral part of the School's ICT curriculum, and is also embedded in PSHEE and sex and relationships education ("SRE").

The School has appropriate filters and monitoring systems (including Smoothwall for Education) in place to safeguard children from potentially harmful and inappropriate material online. These systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in the School's guidance document *e-Safety*, which also includes detail on the use of mobile technology in School (and accessing 3G, 4G and 5G technology on School premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

### Looked after children

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

Rachel Parker (Senior School) and Judy Rowe (Prep School) are the designated members of staff who have responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

### Arrangements for visiting speakers

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

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

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

## EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS

### Disqualification from working in childcare

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

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

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

### Use of mobile phones and cameras

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Acceptable Use Policy.

Staff at the Prep School may not use any personal phone or camera in the presence of children. School phones and cameras should be used. Staff at the Senior School may not use their personal phone or camera to take photo or video images of children; school devices should be used instead. Staff who act in breach of this may be subject to disciplinary action.

Parents may only take photos during public-facing events such as sports days or plays, and may not use personal devices on trips or within the school building or grounds without express permission from the Head or Head of Prep. Parents who act in breach of this may be found to be in violation of the Parent Contract, and where appropriate may be reported to the police.

### DSL for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the early years setting is Elizabeth Courtney-Magee.

## Duty to notify Ofsted

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

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

## POLICY INFORMATION

Policy and related documents	
Document title	Availability
P01: Safeguarding and Child Protection	Yes – on website
Child Missing in Education	Yes – on Parent Portal
Code of Conduct for all Staff and Volunteers	Yes – on website
e-Safety	Yes – on Parent Portal
Intimate Care: Guidelines Regarding Children	Yes – on Parent Portal
Keeping Safe – a Pupil’s Guide to Safeguarding	Yes – on website
Leaflet for Volunteers School Helpers (Prep School)	Yes – on website
Leaflet for Volunteers School Trips (Prep School)	Yes – on website
Missing Pupil	Yes – on Parent Portal
Pupil Supervision	Yes – on Parent Portal
Prevent	Yes – on Parent Portal
Recruitment and Selection Procedures	Yes – on request
Safeguarding at STAHS – a Guide for Visitors (Senior School)	Yes – on website
Sexting and Youth Produced Sexual Imagery	Yes – on Parent Portal
Staff Induction Checklist (including safeguarding)	Yes – on request
Visiting the School	Yes – on website

Policies and related documents as indicated are available request from [XXXXX]  
 St Albans High School for Girls, 3 Townsend Avenue, St Albans AL1 3SJ. Tel: 01727 853 800

This policy can be made available in large print or other accessible format if required.

## APPENDIX 1 – SIGNS AND TYPES OF ABUSE

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

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

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

**Upskirting:** is a criminal offence and typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

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

givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Serious violence:** indicators which may signal that children are at risk from, or are involved with serious violent crime include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

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

**Child sexual exploitation:** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

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

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

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

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM.

To give an example of indications that a girl has already been subjected to FGM:

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

**If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.**

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

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

**Radicalisation:** Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

**Special educational needs and/or disabilities:** Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

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

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

Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. The School should be mindful that children can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse. Domestic Abuse may lead to other safeguarding concerns, and should therefore be managed under this policy.

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

**Children who go missing from school:** A child going missing from School is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the STAHS guidance document *Child Missing in Education*. All unexplained absences will be followed up in accordance with this guidance.

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

- fulfil its duty to identify children of compulsory school age who are missing from education; and
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.
- School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

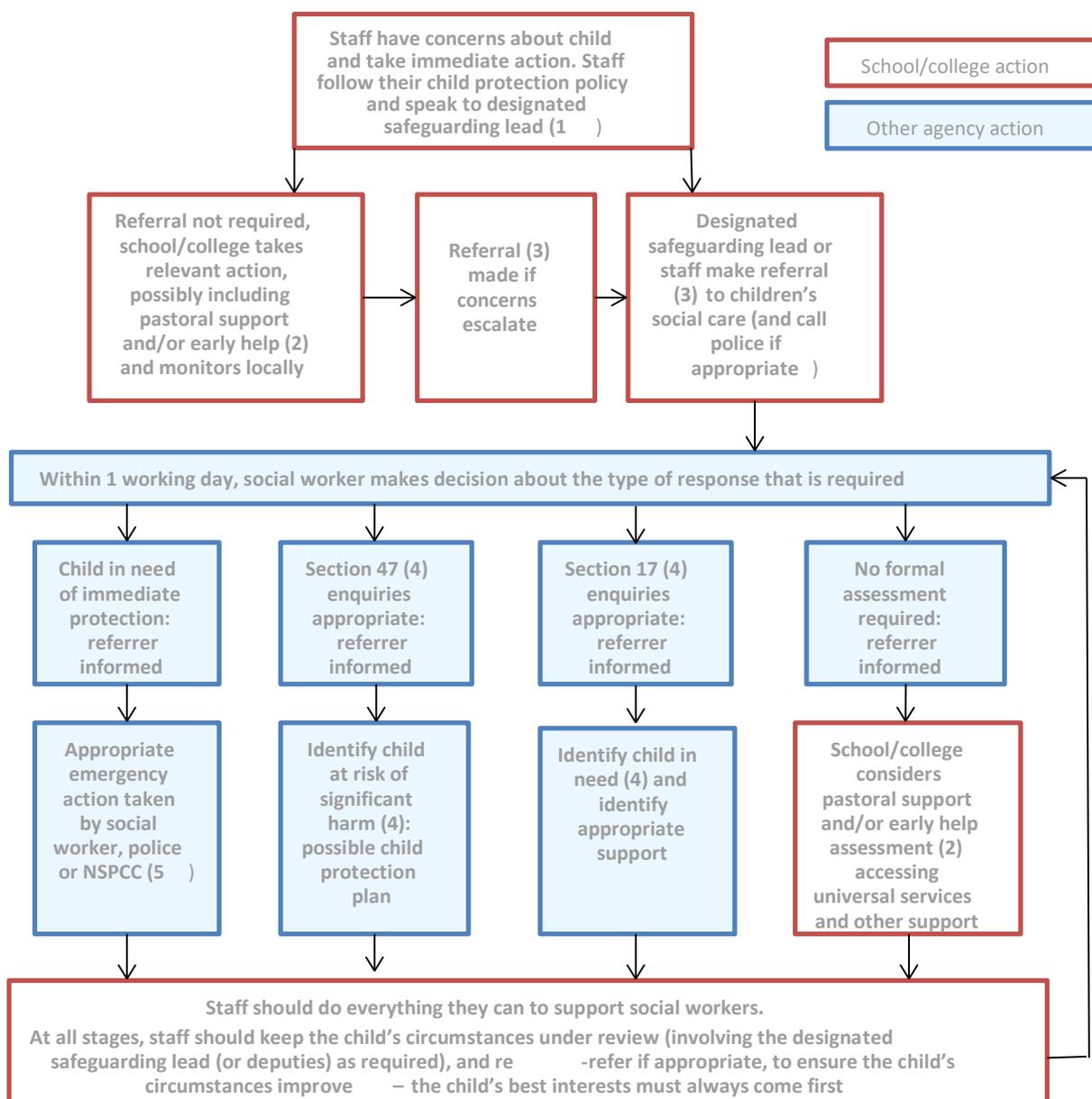
**Children and the court system:** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds available on the gov.uk website.

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

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

**Children with family members in prison:** Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## APPENDIX 2 – ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#). (5) This could include applying for an Emergency Protection Order (EPO).