



Safeguarding (Child Protection) Policy (Includes Extremism and Radicalisation)

Important Note

Unless otherwise stated, all Policies of St Hilda's School apply to the school in its entirety. This comprises all staff and pupils in the Early Years Foundation Stage (EYFS), the Junior School (Key Stage 1) and the Senior School (Key Stage 2).

REVIEW DATE: **14 January 2019**

REVIEWED BY: **Designated Senior Person for Safeguarding:**
Dan Sayers (Headmaster)
Deputy Designated Senior Persons for
Safeguarding:
Nikki Comer (Deputy Headteacher)
Beth Bishop (Head of EYFS)

This policy is reviewed by the Governors on an annual basis.

SIGNED: *John Hutchinson* **Chair of Governors**

DATE: 08.02.19

SIGNED: *D. J. Sayers* **Headmaster**

DATE: 17.01.19

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1. INTRODUCTION

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play, and should consider at all times, what is in the **best interest** of the child.

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

This Safeguarding/Child Protection Policy forms part of a group of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Staff Code of Conduct, Safer Recruitment Policy, Behaviour and Exclusions Policy, Physical Intervention Policy and Mobile Phone Usage Policy, Preventing and Tackling Bullying and E-safety and Computing Acceptable Usage Agreement Policy.

This policy is made available on the school's website for the information of parents and guardians of pupils of St Hilda's School.

Purpose of a Safeguarding/ Child Protection Policy

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

To enable all staff and those associated in any way in the teaching, management or running of the school to have a clear understanding of how these responsibilities should be carried out.

Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures

The school follows the procedures established by the Hertfordshire Safeguarding Children Board: *A guide to procedure and practice for all agencies in Hertfordshire working with children and their families*. See link: [Hertfordshire Safeguarding Children's Board](#).

School Staff and Volunteers

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

All school staff will receive appropriate safeguarding children training (which is updated regularly – Hertfordshire Safeguarding Children Board advises every 3 years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members should receive safeguarding and child protection updates (for example via email, e-bulletins and staff

meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person.

Mission Statement

To establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.

To establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of any child.

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

To ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.

To include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

To contribute to the five Every Child Matters Outcomes: -

- ***Be healthy***
- ***Stay safe***
- ***Enjoy and achieve***
- ***Make a positive contribution***
- ***Achieve economic well-being***

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Staff members working with children are advised to maintain an attitude of 'it could happen here' 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 annually by the Governors. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Senior Person and through staff appraisal measures.

2. STATUTORY FRAMEWORK

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

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

- **Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures** (Electronic)
- *Keeping Children Safe in Education* (DfE September 2018)
- *Keeping Children Safe in Education Part One: information for all school and college staff* (DfE September 2018) – Appendix 3(a)
- *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)*

Working Together to Safeguard Children (DfE 2018) requires all schools to follow the procedures for protecting children from abuse which are established by the Hertfordshire Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse. These procedures should also cover circumstances where a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

Furthermore

Keeping Children Safe in Education (DfE September 2018) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the Hertfordshire Safeguarding Children Board
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A Designated Senior Person (referred to in 'Keeping Children Safe in Education (DfE, September 2018 as Designated Safeguarding Lead') should have responsibility for co-ordinating action within the school and liaising with other agencies
- Staff with the designated safeguarding lead should undergo updated child protection training every two years
- Updated Regulatory Requirements 'Keeping Children Safe in Education' came into force in September 2018. All staff including volunteers and contract personnel who are in contact with children under the age of 8 are required to complete a self-declaration to ensure their suitability to work with children, as described under the The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 annually.

Keeping Children Safe in Education (DfE September 2018) also states:

Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (Code of Conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school website or by other means.

3. THE DESIGNATED SENIOR PERSON

(Referred to in 'Keeping Children Safe in Education (DfE, September 2018) as Designated Safeguarding Lead')

The Designated Safeguarding Lead (and any Deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. Governing bodies and proprietors should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The Designated Senior Person for Child Protection (including EYFS) in St Hilda's School is the Headmaster.

The school also has a policy of appointing at least one Deputy DSP who is required to act in the event of absence/unavailability of the DSP.

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

The two Deputy Designated Senior Persons for Child Protection in St Hilda's School are the Deputy Headteacher and Head of EYFS. All designated Senior Persons are trained to the same safeguarding standards.

Contact details are as follows:

Designated Senior Person:	Headmaster@sthildasharpenden.co.uk
Deputy Designated Senior Person:	ncomer@sthildasharpenden.co.uk
EYFS Deputy Designated Senior Person:	bbishop@sthildasharpenden.co.uk

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

Refer all cases of suspected abuse to the Local Authority Children's Services (Safeguarding and Specialist Services) and:

- Police (cases where a crime may have been committed).
- Channel programme where there is a radicalisation concern.
- Liaise with the head teacher or principal to inform him or 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 in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.

Training

The designated safeguarding lead should receive formal training carried out every two years. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meetings with other DSP's 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 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 are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising Awareness

The designated safeguarding lead should ensure the school policies are known and used appropriately:

- Ensure the schools child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure 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.
- Link with the local Safeguarding Children's Board LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

4. THE BOARD OF GOVERNORS

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

It is the policy of the school to appoint a member of the Governors to take lead responsibility for all matters relating to safeguarding/child protection.

The nominated Governor for safeguarding/child protection is:

Mrs Mary Piachaud

The responsibilities placed on governing bodies and proprietors include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy is in place, together with a staff Code of Conduct.
- Ensure staff are provided with Part One of the Keeping Children safe in Education (DfE 2018) – Appendix 3(a) and are aware of the specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Appointing an appropriate senior member of staff to act as the Lead Designated Senior Person. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Senior Person.
- Ensuring that all of the Designated Senior Persons (including deputies) should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSP's, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of Keeping Children Safe in Education (DfE 2018) – available at http://www.thegrid.org.uk/info/welfare/child_protection/policy/national.shtml.
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.

5. SCHOOL PROCEDURES - STAFF RESPONSIBILITIES

If any member of staff is concerned about a child he or she must inform the DSP. Any concerns about a child's welfare should be acted on immediately. Early information sharing is vital for effective identification.

The member of staff must record information regarding the concerns on the same day that the concern arises. The recording must be a clear, precise, factual account of the observations. Staff may use a Record of Concern sheet available online and in the Staff Room.

The DSP will make a referral to the Hertfordshire Safeguarding Children Board after a discussion with the parents, unless to do so would place the child at further risk of harm when a referral will be made prior to a discussion with parents.

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

If a pupil who is (or has been the subject of) a child protection plan changes school, the DSP will inform the social worker responsible for the case and transfer the appropriate records to

the DSP at the receiving school. This will be done in a secure manner, and will be passed separately from the child's academic file.

The Designated Senior Person is responsible for making the senior management team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

As a person who works with children, staff have a duty to refer safeguarding concerns to the designated senior person for child protection. However, if:

- concerns are not taken seriously by an organisation or action to safeguard the child is not taken by professionals and
- the child is considered to be at continuing risk of harm

then Staff should contact Hertfordshire Children's Services (including out of hours) on 0300 123 4043. Local authorities have a duty to investigate concerns under the Children's Act 2004.

If, at any point, there is a risk of immediate harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

If the allegations raised by the staff member are against other children the school should follow section 4.4 of the Hertfordshire Safeguarding Children Board Procedures Manual - Children Who Abuse Others (<http://hertsscb.proceduresonline.com/chapters/contents.html>). Refer to "**The Child Protection Safeguarding Handbook for Schools**".

6. WHEN TO BE CONCERNED

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, all professionals 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.

Types of abuse may include:

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

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

emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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. The sexual abuse of children by other children is a specific safeguarding issue in education.

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

Schools and their 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

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

All staff should be aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalation. This also includes staff monitoring the situation and feeding back to the Designated Senior Person 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.

Staff and volunteers working within the school should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour such as gang involvement.

- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence or who are misusing drugs or alcohol themselves.
- Children who are showing early signs of abuse and/or neglect.
- Children who are at risk of modern slavery, trafficking, exploitation or radicalisation

School staff members should 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 2 for information on indicators of abuse and for specific safeguarding issues.

Children with special educational needs and disabilities

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 barrier difficulties.
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation.
- Isolation.

Peer on peer abuse

Education settings are an important part of the inter-agency framework not only in terms of 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 educational 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; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer to peer abuse can manifest itself in many ways:

- Bullying including cyberbullying or "banter"
- Physical abuse, such as hitting, kicking or biting
- Sexual violence, including sexting and harassment
- Initiation of hazing types of violence or rituals

Peer on peer abuse can have a gendered nature, (i.e. that it is more likely that girls will be victims and boys perpetrators), but all peer on peer abuse is unacceptable and will be taken

seriously. We do not tolerate this. Severe harm may be caused to children by abusive and bullying behaviour of other children.

St Hilda's ensures that all girls receive online safety training (using CEOP guidelines) at the start of each academic year, as well as receiving guidance on dealing with all forms of abuse, including peer on peer. Bullying will not be dismissed as "just having a laugh" or "part of growing up".

Any pupils who are victims of peer-on-peer abuse will receive support from their form tutor or mentor as appropriate. The DSP will be alerted as soon as possible and any online evidence will be gathered to form a record of what has taken place. Any concerns will be forwarded to the appropriate authorities as with all other safeguarding concerns.

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 **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.thegrind.org.uk/info/welfare/child_protection/reference/index.shtml#sex**

Guidance on responding to and managing child on child sexual violence and sexual harassment can be found at:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Children Missing In Education

The School recognises its legal duty to report certain attendance issues to the local authority – specifically, ten days of unauthorised absence (other than for reasons of sickness or leave of absence), failure to attend regularly, and deletion from the school register when the next school is not known. In this last case, the school is required to report the circumstances as soon as possible to the local authority in which the pupil lives. St Hilda's will make contact with the parental guardian of a pupil who is identified by the School as missing education. Contact may be by telephone, email or a visit to the pupil's place of residence. Missing education will be identified as a safeguarding matter as set out in DfE Children Missing in Education 2016.

Contextual Safeguarding

Safeguarding behaviours can be associated with factors outside of the School. The DSL should give regard to the context within which such incidents or behaviours occur. 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.

7. DEALING WITH A DISCLOSURE

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

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.

- Never promise a child that you will not tell anyone – it might be necessary to refer to Children Schools and Families in the best interests of the child.
- Reassure the child that what has happened is not her fault.
- Stress that it was the right thing to tell.
- Listen, only asking questions when necessary to clarify a fact. It is important that no leading questions are asked. (What, when and where questions are best).
- 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 DSP without delay.

Support

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

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

8. RECORD KEEPING

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

When a child has made a disclosure, the member of staff/volunteer is required to:

- Make brief notes as soon as possible after the conversation. Use the school record of concern sheet wherever possible.
- Not destroy the original notes in case they are needed by a court.
- 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 (visible without removing clothing).
- Record statements and observations rather than interpretations or assumptions.

All records need to be given to the DSP promptly. No copies should be retained by the member of staff or volunteer.

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

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

9. CONFIDENTIALITY

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

All staff (both teaching and non-teaching) have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (CSF Safeguarding and Specialist Services and the Police).

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tells 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.

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.

10. COMMUNICATION WITH PARENTS

St Hilda's School will:

Ensure the child protection policy is available publicly either via the school website or by other means.

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

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

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

11. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

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

- Behaved in a way that has, or may have, harmed a child.
- Possibly committed a criminal offence against/related to a child.
- Behaved towards a child in a way which indicates he or she is unsuitable to work with children.

This applies to any child that the member of staff/volunteer has contact with in personal, professional or community life.

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

The Education Act 2002 introduced reporting restrictions preventing the reporting of any identification of a teacher who has been accused by, or on behalf of, a pupil. All efforts to maintain confidentiality must be made until the accused is charged with an offence.

If staff members have concerns about another staff member or volunteer then this should be referred to the Headmaster. Where there are concerns about the Headmaster, this should be referred to the Proprietor without informing the Head. If staff are concerned about immediate or serious harm, the police should be informed immediately.

The Proprietor in this school is:

NAME:

CONTACT NUMBER:

Mary Piachaud

01582 712307

In the event of allegations of abuse being made against the Headmaster, or where a staff member feels unable to raise an issue with the Proprietor or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Deputy Designated Senior Person if appropriate, making any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2018, for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. He or she 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 a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said, and details of anyone else present. This record should be signed and dated and immediately passed on to the Headmaster.

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

The Headmaster will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to CSF social care in consultation with the Local Authority Designated Officer SOOHS (Out of Hours Service-Children's Services) – 03001234043.

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

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegations and there has been a deliberate act to deceive.
- **False:** there is sufficient evidence to disprove the allegations.
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. There is, therefore, no implication of guilt or innocence.
- **Unfounded:** to reflect cases where there is no evidence or proper basis which support the allegations being made.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Headmaster should, as soon as possible, following briefing from the Local Authority Designated Officer (LADO), inform the subject of the allegation.

If staff are found guilty of, or complicit in, safeguarding failures, this will be treated as a gross misconduct within the procedures set out in the Staff Handbook and Code of Conduct. In cases which lead to dismissal of staff, reports will be sent to the DBS and/or Teaching Regulation Agency (TRA).

For further information see:

HSCB Inter-agency Child Protection and Safeguarding Children Procedure (2010): Section 4.1.1 Managing Allegations Against Adults who work with Children and Young People

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

Children's Services 0300 123 4043.

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

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school Code of Conduct / staff behaviour policy and Safer Recruitment Consortium document *Guidance for safer working practice for those working with children and young people in education settings* (September 2015) available at

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 behaviour management policy for more information.

Technology

The use of technology by staff within the School environment, and around pupils more generally, has safeguarding implications. St Hilda's has dedicated policies relating to the use of mobile phones, internet and photography / videography which must be read in conjunction with this policy.

12. FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or

already having suffered FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44). With effect from October 2015, it is mandatory for FGM to be reported to the police.

Section 5B of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a legal duty upon teachers, along with social workers and healthcare professionals, 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 examine pupils. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, this should be reported to the Designated Senior Person (DSP) or Deputy Designated Senior Person (DDSP), who will promptly report any concerns to the police.

13. CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Allegations of child on child sexual violence or harassment are likely to be complex, requiring decisions to be made quickly and often under pressure. Further specific guidance can be found here **<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>**.

APPENDIX 1

Safeguarding Pupils from Extremism and Radicalisation

The policy is written with due regard to the following:

Prevent Duty Guidance: for England and Wales (March 2015) (Prevent)
Keeping Children Safe in Education (Sep 2018) (KCSIE)
Channel Duty Guidance (April 2015) (Channel)
ISI Handbook: The Regulatory Requirements (Sept 2018)

Prevent is supplemented by non-statutory advice and a briefing note:

The Prevent duty: Departmental advice for schools and childminders (June 2015)
The use of social media for on-line radicalisation (July 2015)

Mr Dan Sayers is the person responsible for implementing the Prevent duty under his existing role as Designated Senior Person (DSP).

Introduction

St Hilda's School is committed to providing a secure environment for pupils, where children feel and are kept safe. All staff recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy and the procedures therein, staff and visitors will contribute to the school's delivery of the outcomes to all children, as set out in s10 (2) of the Children's Act 2004. This Preventing Extremism and Radicalisation section of the Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.

Aims and Objectives

When operating this policy the school uses the following accepted Governmental definition of extremism which 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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our school or community. Our pupils see St Hilda's School as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people.

Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, will enable them to challenge and debate in an informed way.

We provide a broad and balanced curriculum, primarily through PSHCE lessons and assemblies so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a member of staff is proven the matter may be dealt with through the school's disciplinary procedures.

The DSP has undertaken Prevent awareness training so he can provide advice and support to other staff members.

All adults working with children at St Hilda's undertake an online course from Channel, at http://course.ncalt.com/Channel_General_Awareness/01/index.html

Additional guidance can be obtained from:

<https://www.gov.uk/government/publications/channel-guidance>

St Hilda's has a dedicated Prevent Duty Risk Assessment. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

We will work with our parent body and the local community in our efforts to ensure we understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities. Additionally in such instances our school will seek external support from appropriate local services working to prevent extremism.

We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another, essentially our similarities and differences.

Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example, staff may be aware of information about a child's family that may equally place a child at risk or harm.

E-Safety

The school ensures that children are safe from terrorist and extremist material when accessing the internet in school. For more information please see our E Safety Policy and Acceptable Usage Agreement, and Internet and E-Mail Acceptable Use Policy (AUP) for pupils.

The Role of the Governors

The Board of Governors will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibility, in order to support the school in tackling extremism and radicalisation.

Parents

Parents who have concerns about their children may look to the school as a trusted source of advice on how to keep their children safe from these risks. All Prevent materials used by the School will be provided to parents on request.

Outside Speakers Protocol

This policy applies to all sections of the school.

The "prevent" statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers who might fall within the scope of the Prevent duty, whether invited by staff or pupils, are suitable and appropriately supervised. This means that even in cases where specific vetting checks are not prescribed by KCSIE Sept 2018, in Part 4, for example, when speakers will not be left alone with pupils, schools must take action to ensure that they are suitable. (The precise action is not prescribed although an internet search, for example, may sometimes be more instructive than formal vetting checks).

Occasionally, we have speakers who enrich the children's experience of school, providing information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience.

Our responsibility to our pupils is to ensure that the information they receive is aligned to the ethos and values of the school and the identified British Values.

The following protocols apply:

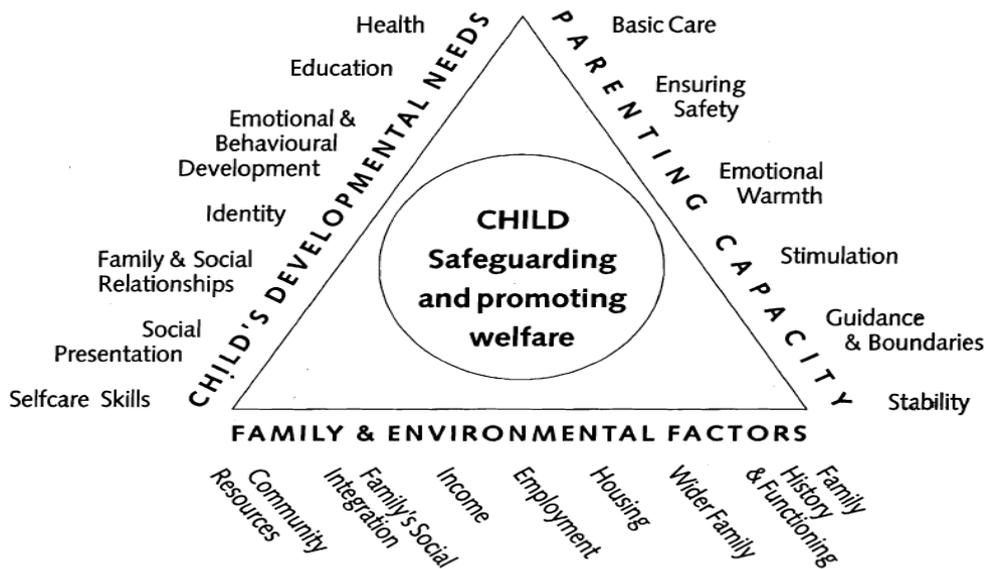
- The purpose of the speaker must be clearly defined as to the information the speaker/visitor wishes to communicate. The information must align to the core values and ethos of the school and to British and Universal Values.
- The member of staff organising the event must ascertain that all information communicated by the visitor/speaker must be lawful.
- The Speaker will be issued with a visitor's badge which they must wear at all times. Visitors will be accompanied in the buildings at all times.
- A member of staff will be present during the visit, who will monitor that the speech aligns with the values and ethos of the school and British Values. In the unlikely event that the speech does not meet this requirement, immediate action will be taken by the member of staff to balance the information given.

PREVENT concerns should be reported to the staff and governors of St Hilda's, the local police authority (101) or the DfE dedicated non-emergency helpline: 020 7340 7264 (emtremism@education.gsi.gov.uk)

APPENDIX 2

Indicators of Abuse and Neglect (DfE 2016)

The framework for understanding children’s needs:



Working Together to Safeguard Children (DfE, 2018)

Physical abuse	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size 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	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	Family/environment
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	

Emotional abuse

Emotional abuse is 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 children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).

Child

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
Parent	Family/environment
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	Past history in the care 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.

Neglect

Neglect is 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.

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour

Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
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; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse	
<i>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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.</i>	
Child	
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 school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
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 3

Keeping Children Safe in Education: Information for all School Staff (DfE 2018)

What school staff should know and do

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.
2. Children includes everyone under the age of 18.
3. Where a child is suffering harm, or is likely to do so, **immediate** action should be taken to protect that child. ¹ Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. ²

The Role of the school

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*. ³ Schools and Colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
5. St Hilda's has a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The role of school staff

6. The *Teacher Standards 2011* ⁴ state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
7. All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

Such action might be taken under the Children Act 2004.

¹ Such action might be taken under the Children Act 2004.

² Department for Education guidance: [Working Together to Safeguard Children 2018](#)

³ ~~The Teachers' Standards~~ apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

8. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What school staff need to know

9. All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a Code of Conduct); and the designated safeguarding lead.
10. All staff members should also receive appropriate child protection training which is regularly updated.

What school and college staff should look out for

11. All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
12. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
13. There are various expert sources of advice on the signs of abuse and neglect.
14. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. One good source of advice is provided on the [NSPCC website](#). Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 20-25. ⁵
15. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to children's social care.
16. A child going missing from education is a potential indicator of abuse or neglect.
17. School staff members should follow the school's procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

⁵ Department for Education (DfE) [training materials on neglect](#)

What school and college staff should do if they have concerns about a child

18. If staff members have concerns about a child they should raise these with the school's designated safeguarding lead. This also includes situations of abuse which may involve staff members. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. ⁶ Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 2004. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.
19. **If at any point, there is a risk of immediate harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**
20. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action. ⁷

⁶ [Advice on whistleblowing](#) can be found on GOV.UK

⁷ [Brandon et al, Learning from Serious Case Reviews \(SCRs\) 2011](#)

This policy will be reviewed annually, by the Senior Management Team, in line with the school's review schedule for policies.

APPENDIX 3 (a)

Keeping Children Safe in Education: Information for all School Staff (DfE 2018)

Part One: Information for all school staff

Annex A: Further information

The CPSLO Service have decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to likely frequent change in content.

It is **essential** that **all** staff have access to this online document and read Part 1 and Annex 3 A, which provides further information on:

- children missing from education
- child sexual exploitation
- 'honour based' violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

Staff will be required to sign to say they have read these sections annually and will subsequently be re-directed to these online documents again should any changes occur (please see Appendix 4).

APPENDIX 4

Declaration for Staff: Child Protection Policy and Keeping Children Safe in Education (DfE September 2018)

School name: **St Hilda's**

Academic Year

Please sign and return to **Dan Sayers** (DSP) 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 document(s):

- (1) The School's Safeguarding Policy
- (2) **Part 1 and Annex A** of 'Keeping Children Safe in Education' DfE Guidance, 2018

I am aware that the DSPs are:

Mr Dan Sayers (Headmaster)

Mrs Nikki Comer (Deputy Headteacher)

Mrs Beth Bishop (Head of EYFS)

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 Staff Room.

Signed _____ Date _____

APPENDIX 5

WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)

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 , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSP) .

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 HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's Designated Safeguarding Lead (DSP)
- Responsibility to take appropriate action, do not delay.

Refer

- DSP will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03001234043 .

APPENDIX 6

CONTACT DETAILS

Designated Senior Person: **Headmaster@sthildasharpenden.co.uk**
Deputy Designated Senior Person: **ncomer@sthildasharpenden.co.uk**
EYFS Deputy Designated Senior Person: **bbishop@sthildasharpenden.co.uk**

Proprietor: Mary Piachaud 01582 712307

Hertfordshire Safeguarding Children Board (Out of Hours Service-Children's Services): 0300 1234043

NSPCC whistleblowing helpline: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Child Protection Consultation Line for Schools: 01438 737 511

PREVENT concerns should be reported to the staff and governors of St Hilda's, the local police authority (101) or the DfE dedicated non-emergency helpline: 020 7340 7264 (**emtremism@education.gsi.gov.uk**)