

## CHILD PROTECTION AND SAFEGUARDING POLICY 2020

*Our mission is to develop happy, confident and successful children  
who are well prepared for their future.*

This policy applies to all pupils and staff at Westbrook Hay Prep School including EYFS

### 1. KEY EXTERNAL CONTACT DETAILS

Organisation	Name	Emails/contact numbers
Team Manager CPSLO	Kassianne Papageorgiou	<a href="mailto:kassianne.papageorgiou@hertfordshire.gov.uk">kassianne.papageorgiou@hertfordshire.gov.uk</a> 01992 556979
Dacorum Child Protection School Liaison Officer (CPSLO)	Freya Rymer	<a href="mailto:freya.rymer@hertfordshire.gov.uk">freya.rymer@hertfordshire.gov.uk</a> 01992 588182
CPSLO- West 1	Stephen Clarke  Keri Kaye Co-ordinator	Mobile: 07788 567906 Office: 01992 556976  01992 556909
The Consultation Hub	CPSLO's Social Workers Families First Coordinators	01438 737511
Multi-Agency Safeguarding Hub (MASH)	Children's Services	0300 123 4043 To make a child protection referral or complete and submit a child protection on-line contact referral on: <a href="https://eservices.hertfordshire.gov.uk/services/child-protection-referral">https://eservices.hertfordshire.gov.uk/services/child-protection-referral</a> or <a href="https://www.hertfordshire.gov.uk/media-library/documents/childrens-services/hscb/child-protection-referral-form.pdf">https://www.hertfordshire.gov.uk/media-library/documents/childrens-services/hscb/child-protection-referral-form.pdf</a>
HSCP <i>(previously known as HSCB)</i>	The Hertfordshire Safeguarding Children Partnership (HSCP)	0300 123 4043 <a href="https://www.hertfordshire.gov.uk/services/Childrens-social-care/Child-protection/Hertfordshire-Safeguarding-Children-Partnership/hscp.aspx">https://www.hertfordshire.gov.uk/services/Childrens-social-care/Child-protection/Hertfordshire-Safeguarding-Children-Partnership/hscp.aspx</a>
Police	Police	999
LADO <i>(Local Authority Designated Officer)</i>	Allegations Against Staff	0300 123 4043 <a href="https://www.thegrid.org.uk/info/welfare/child_protection/allegations/">https://www.thegrid.org.uk/info/welfare/child_protection/allegations/</a>
Hertfordshire Grid for Learning	Support and Advice about Extremism/Radicalisation/ Terrorism and The Prevent Duty	<a href="http://www.thegrid.org.uk/leadership/safeguarding/anti-radicalisation.shtml">http://www.thegrid.org.uk/leadership/safeguarding/anti-radicalisation.shtml</a>

Hertfordshire Grid for Learning	Hertfordshire Grid for Learning	<a href="https://www.thegrid.org.uk/leadership/safeguarding/index.shtml#hscb">https://www.thegrid.org.uk/leadership/safeguarding/index.shtml#hscb</a>
NSPCC <i>(National Society for the Prevention of Cruelty to Children)</i>	0800 800 5000 <a href="https://www.nspcc.org.uk/">https://www.nspcc.org.uk/</a>	
Childline	0800 1111 <a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a>	
DBS <i>(Disclosure and Barring Service)</i>	<a href="https://www.thegrid.org.uk/schoolworkforce/human_resources/dbs/dbs.shtml">https://www.thegrid.org.uk/schoolworkforce/human_resources/dbs/dbs.shtml</a>  DBS helpline: 03000 200 190	

## 2. KEY SCHOOL CONTACT DETAILS

Role	Name	Email
Head	Mark Brain Head teacher	<a href="mailto:headmaster@westbrookhay.co.uk">headmaster@westbrookhay.co.uk</a>
Designated Safeguarding Lead (DSL)	Elizabeth Ashfield Head of Inclusion/SENCo	<a href="mailto:elizabeth_ashfield@westbrookhay.co.uk">elizabeth_ashfield@westbrookhay.co.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	Victoria Gibbs Head of Pre Prep	<a href="mailto:victoria_gibbs@westbrookhay.co.uk">victoria_gibbs@westbrookhay.co.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	Patrick Ross Reception Teacher/EYFS After school leader	<a href="mailto:patrick_ross@westbrookhay.co.uk">patrick_ross@westbrookhay.co.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	Samantha Taylor Learning Support Teaching Assistant/ELSA in training	<a href="mailto:sam_taylor@westbrookhay.co.uk">sam_taylor@westbrookhay.co.uk</a>
Nominated Safeguarding Governor	Andrew Newland	<a href="mailto:andrew_newland@westbrookhay.co.uk">andrew_newland@westbrookhay.co.uk</a>
Chair of Governors	Andrew Newland	<a href="mailto:andrew_newland@westbrookhay.co.uk">andrew_newland@westbrookhay.co.uk</a>
Designated Teacher for Looked After Children	Elizabeth Ashfield	<a href="mailto:elizabeth_ashfield@westbrookhay.co.uk">elizabeth_ashfield@westbrookhay.co.uk</a>
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2020)		

**IF YOU BELIEVE A CHILD IS AT IMMEDIATE RISK OF SIGNIFICANT HARM OR INJURY, CALL THE POLICE ON 999.**

### 3. ACRONYMS USED IN THIS POLICY

<b>CAF</b>	Common Assessment Framework: A national, standard approach to assessing any additional/unmet needs a child or young person may have and for deciding how any such needs can be identified and should be met effectively (This has now been replaced with the Families First Assessment- FFA)
<b>CSE</b>	Child Sexual Exploitation
<b>DBS</b>	Disclosure and Barring Service: Helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority
<b>DfE</b>	Department for Education
<b>DSL</b>	Designated Safeguarding Lead
<b>DDSL</b>	Deputy Designated Safeguarding Lead
<b>DOFA</b>	Designated Officer for Allegations: The current term for the Local Authorities member of staff who has the management and oversight of allegations against people that work with children
<b>DST</b>	Designated Safeguarding Team
<b>EAL</b>	English as an Additional Language
<b>ELSA</b>	Emotional Literacy Support Assistants
<b>EYFS</b>	Early Years Foundation Stage: The set of Welfare, Learning and Development Requirements, which has to be followed by providers of care for children aged from birth to 5 years old
<b>FFA</b>	Families First Assessment (previously known as a CAF)
<b>FGM</b>	Female Genital Mutilation HBV Honour based violence
<b>GDPR</b>	General Data Protection Regulations
<b>HSCB</b>	Hertfordshire Local Safeguarding Children's Board (previously known as HSCP)
<b>HSCP</b>	Hertfordshire Safeguarding Children Partnership (currently now known as HSCB)
<b>ISI</b>	The Independent Schools Inspectorate: The agency responsible for the inspection of the majority of Independent schools. ISI is a Government approved inspectorate and the quality of its service is monitored by Ofsted on behalf of the DfE
<b>KCSIE</b>	Keeping Children Safe in Education: A government publication
<b>LAC</b>	Looked after child: A child in the care of the local authority
<b>LADO</b>	Local Authority Designated Officer: Historical term for the Local Authorities member of staff who deals with allegations made against staff

<b>MASH</b>	Multi Agency Safeguarding Hub: A county's first point of contact for new safeguarding concerns Ofsted Office for Standards in Education, Children's Services and Skills: Inspect and regulate services that care for children and young people
<b>MHFA</b>	Mental Health First Aider
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SCR</b>	Single Central Record: a record of check taken during the recruitment of staff
<b>TAC</b>	Team around the Child
<b>TRA</b>	Teaching Regulation Authority: responsible for investigating allegations of serious misconduct against teachers in England

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## 4. INTRODUCTION

**“It could happen here”  
(KCSiE September 2020)**

Westbrook Hay School is committed to safeguarding and promoting the welfare of children and we aim to create a culture of vigilance. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (July 2018- updated Feb 2019)
- Keeping Children Safe in Education- KCSiE (September 2020)
- The Procedures of Hertfordshire Safeguarding Children Partnership (HSCP)
- Statutory framework for the Early Years Foundation Stage (April 2017)

This policy also takes into account the procedures and practice of Hertfordshire local authority as part of the inter-agency safeguarding procedures set up by the Hertfordshire Safeguarding Children Partnership (HSCP). A guide to procedures and practice for all agencies in Hertfordshire working with children and their families. <https://hertsscb.proceduresonline.com/index.htm>

The aim and purpose of this policy is to ensure:

- staff, parents, volunteers and governors are informed about the school's responsibilities for safeguarding children;;
- that everyone has a clear understanding of how these responsibilities should be carried out;
- all our pupils are safe and protected from harm;
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe;
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

All staff have a responsibility to provide a safe environment in which children can learn. 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 Partnership advises every three 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 safeguarding children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the DSL, including The Child Protection Policy and the staff code of conduct (Staff Behaviour Policy).

## SCOPE

**Safeguarding** is defined as:

- ensuring that children grow up with the provision of safe and effective care;
- taking action to enable all children to have the best life chances;
- preventing impairment of children's health or development and;
- protecting children from maltreatment.

The term ‘safeguarding children’ covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

**Child Protection** is one element of safeguarding. It refers to those actions that are taken to protect specific children who may be suffering, or at risk of suffering, significant harm. This includes child protection procedures, which detail how to respond to concerns about a child.

This policy is written with regard to KCSiE 2020 and should be read in conjunction with the following related policies and procedures:

Safer Recruitment , Selection and Disclosures Policy and Procedures	Supervision of Pupils Changing (clothing) Policy
Anti-Bullying Policy	Special Educational Needs and Disability Policy
Behaviour Management Policy	Induction of New Staff
The Prevent Duty Policy	ICT Acceptable Use Policy
First Aid and Medical Policy	Whistleblowing Policy
Health and Safety Policy	Coronavirus Risk Assessment
Missing Child Policy and Procedures	Children Missing in Education
Pupil Supervision Policy	Equal Opportunities Policy
Data Protection Policy	Taking, Using and Storing Images of Children
The National Teachers’ Standards	Social Media and the Use of Social Media for Work Policies
The Role of the DSL	E-Safety Policy
The Westbrook Hay Charter	
Staff Behaviour Policy	

## 5. POLICY STATEMENT

This policy applies to Westbrook Hay Prep School, which includes the EYFS setting. This policy is reviewed and updated annually (as a minimum) and is available on the school website [www.westbrookhay.co.uk](http://www.westbrookhay.co.uk), in the Staff Handbook and in hard copy from the School Office. It can be made available in large print or other accessible format if required.

**This policy applies to all staff in our school.**

For the purposes of this policy references to ‘staff’ throughout relates to all of the following groups:

- **All members of staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity e.g. peripatetic, governors, agency staff;
- **Volunteers-** are people who performs an activity that involves spending time, unpaid in school (except for approved expenses);
- **Casual workers;**
- **Temporary and supply staff**, either from agencies or engaged directly;
- **Student placements**, including those undertaking initial teacher training and apprentices;
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

We use the terms “must” and “should” throughout the guidance. We use the term “must” when the person in question is legally required to do something and “should” when the advice set out should be followed unless there is good reason not to.

**Any safeguarding concerns or disclosures of abuse relating to a child during the school day or outside of school hours are within the scope of this policy**

## EXPECTATIONS

**In line with KCSiE September 2020 safeguarding is the responsibility of everyone in the organisation and we should always act in the best interests of the child**

All staff at Westbrook Hay, whether teaching or non-teaching, volunteers or Governors, play an important part in safeguarding for children, and to this effect they are required to ensure that the correct procedures are followed, in order to protect children from abuse or further abuse.

All members of staff are advised to maintain an attitude of ‘**it could happen here**’ where safeguarding is concerned and should understand they **have a responsibility to take appropriate action and report concerns or allegations of risk of harm to pupils, working with other services as needed.**

To this effect, all staff should be:

- familiar with this safeguarding policy;
- alert to signs and indicators of possible abuse;
- able to record and report concerns as set out in this policy;
- able to deal with a disclosure of abuse from a pupil.

In addition, teaching staff:

- are involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required;
- consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Refer to KCSiE Part two: 93.

In line with KCSiE (September 2020), Westbrook Hay require **all** staff and volunteers in school to be familiar with and **understand** the school’s safeguarding policy and in addition required to read Part 1 of KCSiE (September 2020) which includes Annexe A; important additional information about specific forms of abuse and safeguarding issues and links to additional advice and guidance. See Appendix 3 for staff declaration

If Staff have any concerns about a child’s welfare, they should act on them immediately. If staff are unsure, they should always speak to a member of the schools designated safeguarding team.



## 6. STATUTORY FRAMEWORK

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

- KCSiE (DfE), September 2020;
- Working Together to Safeguard Children (DfE 2018);
- The Children Act 1989;
- The Children Act 2004;
- Children and Social Work Act 2017;
- Education Act 2002 (Section 175/157) ;  
*Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.*
- Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic);
- The Education (Pupil Information) (England) Regulations 2005;
- Sexual Offences Act (2003);
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty);
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015);
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place);
- Serious Violence Strategy 2018.

## 7. THE DESIGNATED SAFEGUARDING LEAD

Westbrook Hay Governing body must ensure that an appropriate senior member of staff, from the school leadership team, is appointed to do the role of DSL.

During term time and individual arrangements for out of hours/out of term the DSL and or a Deputy will always be available for staff in the school to discuss any safeguarding.

**The DSL for Child Protection in Westbrook Hay Prep School is:**

- **Mrs Liz Ashfield**

There are Deputy DSL (DDSL) in the absence of the lead DSL.

**The Deputy DSL for Child Protection in the school are:**

- **Mrs Victoria Gibbs**
- **Mr Patrick Ross**
- **Mrs Samantha Taylor**

**The broad areas of responsibility for the DSL are:**

- Managing Child Protection Contact Referrals and cases;
- Contacting the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention;
- Completing Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern;

- Liaising with the Head Teacher or Principal to inform him/her of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact Referral by liaising with relevant agencies;
- Supporting staff who make Child Protection Contact Referrals and other service referrals;
- Sharing 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;
- Ensuring they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

## TRAINING

The DSL must undergo formal training every two years. The DSL must also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via online fresher training, updates from MyConcern platform, e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- be able to keep detailed, accurate, secure written records of concerns, Child Protection Contact Referrals alongside referrals to other agencies;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening and responding to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### Raising Awareness: The DSL should:

- ensure that the school policies are known, understood and used appropriately;
- work with the governing body to ensure that the school's child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly;
- ensure the safeguarding and child protection policy is available publicly and that parents are aware that advice regarding child protection concerns could be sought from the Child Protection Consultation Hub and that Child Protection Contact Referrals about suspected abuse or neglect may be made. Ensure parents are aware of the school's statutory role regarding safeguarding of children;

- link with Hertfordshire Safeguarding Children’s Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- ensure that when children leave the school, they ensure the file for safeguarding and any child protection information is sent to any new school/college as soon as possible but transferred separately from the main pupil file. The file should not be sent until the child is physically attending the new school;
- 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 unless the case is currently open and in line with data protection guidelines (see Record keeping Guidance on Hertfordshire Grid for Learning for further information);
- consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

## 8. THE GOVERNING BODY

Westbrook Hay’s Governing body 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 or colleges are always effective and comply with the law.

Governing bodies must have a nominated safeguarding to take responsibility for the schools safeguarding arrangements.

**Westbrook Hay’s nominated governor for child protection is:**

- **Mr Andrew Newland**

The responsibilities placed on the governing body 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 behaviour policy (Staff code of conduct);
- ensuring staff are provided with Part One of KCSiE 2020 and Annex A and are aware of 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 DSL;
- ensuring that all of the DSLs, including deputies, should undergo formal child protection training every two years, in line with KCSiE and HSCP procedures, and receive regular, at least annual, safeguarding updates via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments, for example;
- 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, including online safety. Schools should consider this as part of providing a broad and balanced curriculum;
- 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 KCSiE 2020.

## 9. WHEN TO BE CONCERNED

Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the Indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

**Abuse:** 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. Abuse can take place wholly online, or technology maybe used to facilitate offline abuse. Children maybe abused by an adult or adults or by another child or children.

<b>Physical abuse</b>	
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	
<b>Child</b>	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
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 -
<b>Parent</b>	<b>Family/environment</b>
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

**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 over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

<b>Child</b>	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
<b>Parent</b>	<b>Family/environment</b>
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	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

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.

### 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	

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

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the DSL/DDSL. The DSL/DDSL are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to a safeguarding concern.

**Any staff member should be able to make a Child Protection Contact Referral to Children’s Services if necessary.**

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

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

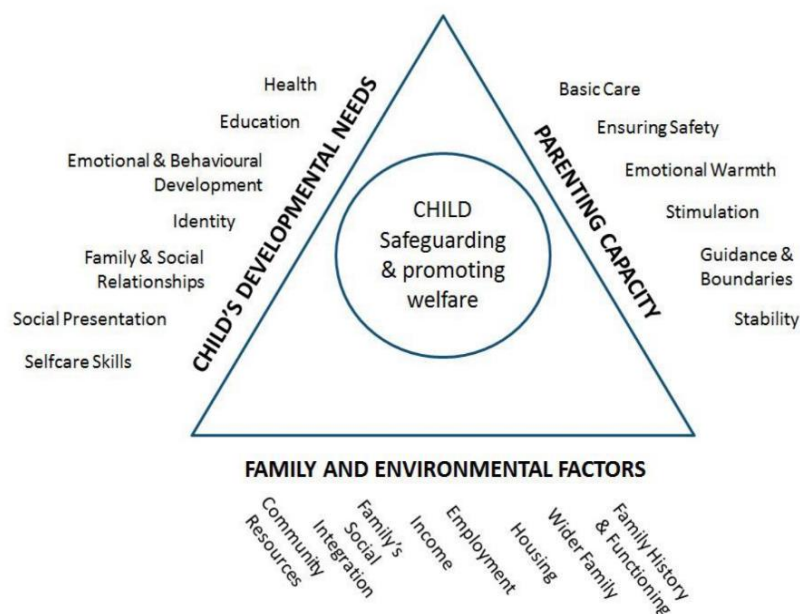
**Options will then include:**

- managing any support for the child internally via the school own pastoral support processes;
- completing a Families First Assessment or a Request for Support referral;
- a Child Protection Contact Referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

**Contextual Safeguarding**

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside of Westbrook Hay and/or can occur between children outside a school environment. All staff, but especially the DSL and their Deputies should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means 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.

Children’s social care assessments should consider such factors and staff should provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Staff should ensure contextual detail is included on any ‘My Concern’ record. Additional information regarding contextual safeguarding is available at <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>





## A child centred and coordinated approach to safeguarding

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, each professional 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.

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

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

Families First is Hertfordshire's strategy for early help for families. A directory of early help services is available at [www.hertfordshire.gov.uk/familiesfirst](http://www.hertfordshire.gov.uk/familiesfirst) which 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 escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing/escalation of concerns so that consideration can be given to a Child Protection Contact Referral to Children's Services if the child's situation doesn't appear to be improving.

If early help is appropriate, the DSL or a Deputy will generally lead on liaising with other agencies and setting up a Families First Assessment as appropriate.

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

At Westbrook Hay, all staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect** as well as being 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.

### **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 barriers and difficulties;
- reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child);
- disabled children who 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;
- a lack of choice/participation;
- isolation.

### **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 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" or "boys being boys". 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 on an individual basis.

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

Pupils Chromebooks and iPads are managed by the school. They are each installed with a keyword detection software called 'Man in the Middle'. The software picks up on keywords e.g. self-harm, offensive language, terrorism etc. Once detected, it sends an email to the Head of IT, where a thorough investigation is carried out. Pupils are not permitted to use or bring mobile phones to school unless an agreed arrangement has been given from the head teacher.

The School's firewall is 'Smoothwall'. All school emails go through a filter called 'Pure Message'. The software carries out the same job as 'Man in the Middle' where it catches keywords and alerts the Head of IT. This includes both adult and child emails.

The Head of IT has software called 'Ranger Tutor' installed on the main teaching PC in the Red IT suite. The software enables him to see everything that is going on each PC in the IT suite. Therefore, everything is closely monitored.

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

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which 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;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

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

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

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

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

- provides a developmentally appropriate PSHE and RSE curriculum, which develops pupils' understanding of acceptable behaviour and keeping themselves safe;
- has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued;
- ensures victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools);
- has relevant policies in place (e.g. behaviour policy).

Where there is an allegation or concern that a child has abused others, Section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual, 'Children Who Abuse Others':

[https://hertsscb.proceduresonline.com/chapters/p\\_chil\\_abuse.html](https://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html)

Staff should also refer to Part five of KCSiE DfE 2020 – 'Child on child sexual violence and sexual harassment':

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

- Increased absence from school;
- Change in friendships or relationships with older individuals or groups;
- Significant decline in performance;
- Signs of self-harm or significant change in wellbeing;
- Signs of assault or unexplained injuries;
- Unexplained gifts/new possessions.

Also refer to **Schools Toolkit** the characteristics of young peoples' vulnerability to CSE and CCE on the HGFL:

[http://www.thegrid.org.uk/info/welfare/child\\_protection/reference/documents/toolkit\\_criminal\\_sexual\\_exploitation\\_part2\\_dec18.docx](http://www.thegrid.org.uk/info/welfare/child_protection/reference/documents/toolkit_criminal_sexual_exploitation_part2_dec18.docx)

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A KCSiE DfE 2020.

### **Mental Health**

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

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

### **PREVENT: *Safeguarding Children and Young People from Radicalisation***

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.

All schools are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism." KCSiE DfE 2020

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children's behaviour, which could indicate that they may be in need of Prevent support. They must act

proportionately to the concern using the Prevent 'notice, check, share' approach, which may lead to the DSL making a Prevent referral.

Local Hertfordshire County Council guidance on Prevent is featured at 6.25 of the Hertfordshire Safeguarding Children's Partnership CP procedures which outlines the specific duties in Hertfordshire. This guidance also features advice on making a Prevent referral.

[https://hertsscb.proceduresonline.com/chapters/p\\_prevent\\_guide.html](https://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html)

## Domestic Abuse

Domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, 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.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. **See Appendix 5 for information regarding Operation Encompass**

## 10. DEALING WITH A DISCLOSURE

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 tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

If a child discloses that he or 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 might not be possible to keep;
- never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child;
- reassure him or her that what has happened is not his or her fault;
- stress that it was the right thing to tell;
- listen, only asking questions when necessary to clarify what is being said;
- not criticise the alleged perpetrator;
- explain what has to be done next and who has to be told;
- make a written record (see Record Keeping);
- pass the information to the DSL without delay (if a DSL or Deputy is not available, staff must inform a senior member of staff or complete a child protection contact referral if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed).

**DO NOT**

- Do not promise anything you can't deliver, including keeping secrets / confidentiality
- Do not ask leading questions (avoid 'who, what, when, where' questions)
- Do not ask the person to repeat the disclosure over and over
- Discuss with friends / colleagues
- Do not make false promises or be judgemental
- Confront, question or inform an alleged abuser
- Ask the child to tell someone else instead or delay
- Take photos of injuries

**Responding to a child when abuse is disclosed**

**Remember: talk to TED**

**T: Tell**

**E: Explain**

**D: Describe**

**DO**

- Receive:** listen carefully & stay calm
- Respond:** Where necessary clarify, Explain what happens next
- Reassure:** Be sympathetic & acknowledge courage to disclose & remind them they are taken seriously
- Record:** via 'My Concern' as soon as possible, using the child's words
- Report:** Tell only the D/DSL
- Keep the child with you and contact a member of the Safeguarding Team immediately if they are / could be at immediate risk**

*Further information can be found in the school safeguarding policy in the online staff handbook*

## Support

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

If a member of staff receives a disclosure about potential harm caused by another staff member, they should see section 14 of this policy– *Allegations involving school staff/volunteers and the Staff Behaviour Policy*.

## 11. RECORD KEEPING

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

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 DSL.

- Record as soon as possible after the conversation. Use the schools Child Protection Recording system (MyConcern) which is online and icon shortcut is on every desktop (a paper version of the record of concern sheet is also available for staff members who do not have access to a computer or the internet. Ensure the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the child.
- Use the body map on the schools recording system (MyConcern) to indicate the position of any injuries and a clear description of the injury;

- Record statements and observations rather than interpretations or assumptions;
- Do not destroy the original records in case they are needed by a court;
- All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.

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

## 12. CONFIDENTIALITY

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

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.
- 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.

## 13. SCHOOL PROCEDURES

*Please see Appendix 1: KCSiE Pg18*

If any member of staff is concerned about a child, he or she must inform the DSL. The DSL will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold a Child Protection Contact Referral will be completed. If a Child Protection Contact Referral to Children's Services is made the DSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm.

While it is the DSL's role to make Child Protection Contact Referrals, any staff member can make a Child Protection Contact Referral to Children's Services if a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, Forced Marriage etc). In these circumstances a Child Protection Contact Referral should be made to Children's Services and/or the Police immediately. Where Child Protection Contact Referrals are made by another member of staff, the DSL should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England) , in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police via 101. **This is a mandatory reporting duty.**

### **KCSiE(DfE 2020:33):**

If the allegations raised are against other children, the school should follow section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Children Who Abuse Others. Please see the school's Anti Bullying policy for more details on procedures to minimise the risk of peer on peer abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and a factual account of any verbal disclosures and observations (record on MyConcern)

Particular attention should 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 and a written record will be kept.

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

The DSL is responsible for making the leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

## 14. COMMUNICATION WITH PARENTS

At Westbrook Hay we will ensure that our Child Protection Policy is available publicly via the school website.

Parents should be informed prior to a Child Protection Contact Referral, unless it is considered that by doing so it 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;

(The school may also consider not informing parent(s) where this would place a member of staff at risk).

The school will endeavour to ensure that parents understand the responsibilities placed on the school staff for safeguarding children.

Where reasonably possible Westbrook Hay will hold more than one emergency contact number for each pupil and student. KCSiE DfE 2020:63

## 15. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

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

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way which indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicated they may not be suitable to work with children.

This relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

In the event of allegations of abuse being made against the Head Teacher, where the Head Teacher is also the sole Proprietor of an independent school or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations



should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the DSL if appropriate make any referral via them.

**The Chair of Governors in this school is:**

**Mr Andrew Newland**

[andrew\\_newland@westbrookhay.co.uk](mailto:andrew_newland@westbrookhay.co.uk)

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

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

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 Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO Threshold Guidance may be used to inform this decision – found at:

[https://hertsscb.proceduresonline.com/chapters/p\\_manage\\_alleg.html](https://hertsscb.proceduresonline.com/chapters/p_manage_alleg.html)

**Children's Services – 03001234043**

**SOOHS (Out of Hours Service-Children's Services) – 03001234043**

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

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

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

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

**For further information see:**

Hertfordshire Safeguarding Children Partnership Procedures Manual Section 4.1 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](mailto:help@nspcc.org.uk)

### What school or college staff should do if they have concerns about safeguarding practices within the school?

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.
- Appropriate whistleblowing policy and procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's Head teacher.

### 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 (May 2019)* available at:

<https://www.saferrecruitmentconsortium.org/>

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 Westbrook Hay's behaviour management policy for more information.

### The EYFS (Early Years Foundation Stage Setting)

The Child Protection Policy also applies to the EYFS but the following additional requirements apply: Ofsted are to be informed as soon as is reasonably practicable, but at the latest within 14 days, of any allegations of serious harm or abuse by any person living, working or looking after children at the premises in positions of responsibility (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

The SENCO is the lead practitioner for safeguarding throughout the school, including for those children in the EYFS, however, we also have two DDSL's and one of them being Head of Pre Prep. We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements that affect the wellbeing of children.

Reviewed by Elizabeth Ashfield, DSL 1.12.20

Approved by Andrew Newland, Chair of Governors 10.12.20

Reviewed and Approved by the Board of Governors 22.03.21

Review due following publication of KCSIE, September 2021

## APPENDIX 1

### KCSIE 2020 PART ONE: INFORMATION FOR ALL SCHOOL AND COLLEGE STAFF ANNEX A: FURTHER INFORMATION

On publication of this Child Protection Policy, September 2020, the CPSLO Service has decided to provide the hyperlink only to KCSiE rather than the document in its entirety, due to the potential for updates to the content.

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

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

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

#### **Link to KCSiE (DfE, 2020):**

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

**APPENDIX 2**  
**WHAT SECTIONS SHOULD I READ AND KNOW**

<b>Part 1</b>	Safeguarding information for all Staff	All Staff (included in Appendix 2 of policy)
<b>Part 2</b>	The management of safeguarding	Governors, Head, Leadership Teams, DSL and Deputy DSL, SENCo
<b>Part 3</b>	Safer recruitment	HR, Head and Leadership Teams, (and any staff involved in interviewing candidates)
<b>Part 4</b>	Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers.	Governors, HR, Head and Leadership Team,
<b>Part 5</b>	Child on Child Sexual Violence and Sexual Harassment	All staff in direct contact with pupils
<b>Annex A</b>	Further safeguarding information	All staff in direct contact with pupils
<b>Annex B</b>	Role of the designated safeguarding lead	DSL, deputy DSL, Safeguarding Governor, HR
<b>Annex C</b>	Online safety	Network Manager, Head of PSHCEE, Subject Co-Ordinator – Computing and Digital Learning, Head of ICT, DSL and Deputy DSL's
<b>Annex D</b>	Boarding schools, residential special schools, residential colleges and children's homes	N/A
<b>Annex E</b>	Host families - homestay during exchange visits	N/A
<b>Annex F</b>	Statutory guidance - Regulated activity (children) - Supervision of activity with children which is regulated activity when <u>unsupervised</u>	Leadership Teams and Trip leaders if applicable
<b>Annex G</b>	Disclosure and Barring Service checks	HR
<b>Annex H</b>	Table of substantive changes from KSCIE September 2019	DSL and Deputy DSL, Safeguarding Governor

## APPENDIX 3 SAFEGUARDING AND CHILD PROTECTION DECLARATION

### Staff Declaration

I confirm I have received copies of the documents listed and am aware that the school's safeguarding suite of policies and all other relevant school policies are available to me on the school website [www.westbrookhay.co.uk](http://www.westbrookhay.co.uk) and in the Staff Handbook.

Keeping Children Safe in Education September 2020

Specifically (but not restricted to)

- KCSIE Part 1 (September 2020)
- KCSIE Annex A
- Child Protection Policy
- Staff Behaviour Policy
- Health and Safety Handbook
- Data Protection Policy for Staff
- Coronavirus Policy and Risk Assessment
- Staff Handbook

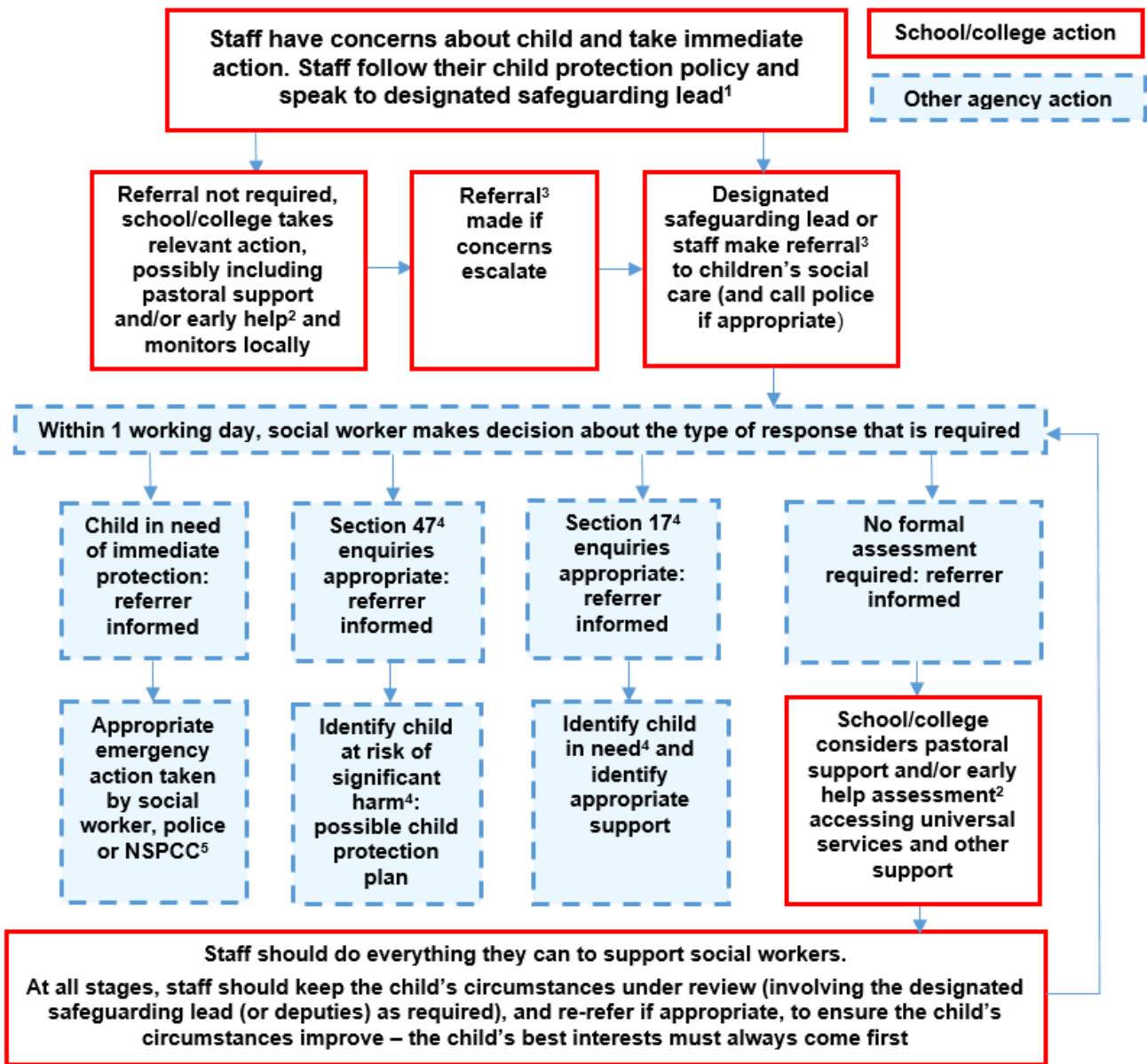
I confirm I have read and understood the above documents. I understand related school policies and procedures are available on the school website [www.westbrookhay.co.uk](http://www.westbrookhay.co.uk) and on request for HR.

Name:

Signed:

Date:

APPENDIX 4  
ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD



## APPENDIX 5

### OPERATION ENCOMPASS

Information sharing from Policy regarding Domestic Abuse notifications (December 2, 2019)

#### Operation Encompass Safeguarding Statement:

- Westbrook Hay School is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.
- Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.
- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information (MyConcern).
- We are aware that we must do nothing that puts the child/ren or the non abusing adult at risk.
- The Key Adults will use the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school once they are trained.

#### OUR KEY ADULTS ARE:

Mr Mark Brain (Head Teacher) and Mrs Liz Ashfield (DSL)

## APPENDIX 6 SAFEGUARDING GUIDANCE REGARDING COVID 19

**Coronavirus (COVID-19): safeguarding in schools, colleges and other providers May 2020 DfE**  
**Guidance for full opening (COVID-19): schools – 7 August 2020 DfE**

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, the school's **Safeguarding and Child Protection Policy** is fundamentally the same: children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.

This appendix sets out some of the adjustments we are making in line with the changed arrangements in the school and following advice from government and local agencies.

### **The current school position and local advice**

Normal Safeguarding procedures are in place and this appendix will be updated if the local advice changes.

### **Reporting arrangements**

The school arrangements continue in line with our **Safeguarding and Child Protection Policy**.

The Designated Safeguarding Team is:

**The DSL for Child Protection in Westbrook Hay Prep School is:**

**Mrs Liz Ashfield**

There are Deputy DSL (DDSL) in the absence of the lead DSL.

**The Deputy DSL for Child Protection in the school are:**

**Mrs Victoria Gibbs**

**Mr Patrick Ross**

**Mrs Samantha Taylor**

The school's approach ensures the DSL or a deputy is always on site while the school is open. In the unusual circumstance this is not possible the DSL or DDSLs will be contactable and the Head or a member of the Executive Group will email all staff by 9am to advise they are acting in an on-site safeguarding role together with contact details for the DSL or Deputy DSL.

Staff will continue to follow the **Safeguarding and Child Protection Policy** and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's Services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority.



### Identifying vulnerability

We have identified the most vulnerable children. We have put in place specific arrangements in respect of the following groups:

- Looked After Children – N/A
- Previously Looked After Children – N/A
- Children subject to a child protection plan – N/A
- Children who have, or have previously had, a social worker. There is an expectation that children with a social worker must attend school (or another school by arrangement), unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.
- Children with an EHCP – N/A
- Children on the edge of social care involvement or pending allocation of a social worker – A plan will be drawn up by the DSL to meet the individual needs of the child. This will be recorded on a Pastoral Action Plan. Where required these children will be offered a place at school as part of the 'keyworker group'.
- Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. These children can be offered care at school if required.

### Holiday arrangements

- The school will continue to review provision for children outside of term time.

### Attendance

- The school is following the attendance guidance issued by the government. Where a vulnerable child is expected and does not arrive at the school, the school will follow its attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent but if necessary will arrange a home visit by the school or another appropriate agency. A risk assessment will be undertaken to consider how to manage the implications of COVID-19 alongside other risks perceived to and by the child. The risk of COVID-19 does not override the duty on the school to ensure children and young people are safe.

### Staff will be aware of increased risk

- The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home including recognising the impact of online learning – see below. Staff will be aware of the mental health of both children and their parents and carers, and must inform the DSL about any concerns.

### Peer on peer abuse

- We recognise the potential for abuse to occur between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the signs of peer-on-peer abuse, including those between young people who are not currently attending our provision.
- Extra care should be taken where groups have mixed age or developmental stages, who are attending school as an interim measure.

## Risk online

- Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the school's premises.
- The school continues to ensure appropriate filters and monitors are in place. Our governing body will review arrangements to ensure they remain appropriate. The school has taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium. We have reviewed our Online Safety Policy and updated the Acceptable Use Agreements accordingly. The section below has been added to the staff AUA.

## Staff Protocol for using video conferencing and chat facilities

- Consent must be obtained in advance from parents and pupils via a Google form.
- The office will inform staff of pupils who do not have permission to be seen.
- All contact must be made using school email addresses and accounts.
- All face-to-face sessions should take place during school hours and during your normal timetabled/scheduled lesson.
- Teachers need to consider and be sensitive to the needs of individual pupils, and those who may be sensitive to certain topics or issues that may arise.
- Teachers must ensure that pupils have left the meeting before they close it.
- There must be a minimum of 3 pupils in each face-to-face interaction, unless permission is received from SMT and parents.
- Video conferencing and chat should only take place between 8.15am – 4.30pm
- Scheduled meeting links should be posted on the Google Classroom and teachers should make it clear that pupils are expected to check in.
- Teachers should be appropriately dressed.
- Teachers should keep a record of attendance.
- Teachers should communicate with SMT should any interactions not be appropriate or conducive to learning.
- Staff have read the 20 safeguarding considerations for live-streaming prior to delivering any live-streamed sessions. Safe Lessons by Video and Livestream.
- Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school, Childline, the UK Safer Internet Centre and CEOP.
- Parents and carers have received information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school their child is going to be interacting with online.
- Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre.

## Allegations or concerns about staff

- With such different arrangements, young people could be at greater risk of abuse. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the DSL.
- Any staff or volunteers from outside our setting will complete an induction which includes a safeguarding section, delivered by the DSL. This is to ensure they are aware of the risks and know how to take action if they are concerned.

- We have confirmed the arrangements to contact the LADO at the local authority - these remain unchanged.
- If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address:

[Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

### **New staff or volunteers**

- New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the school **Safeguarding and Child Protection Policy, the Behaviour Policy, the Whistleblowing Policy** and the Code of Conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.
- If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers, they have read Part 1, Part 5 and Annex A of Keeping Children Safe in Education (**Appendix 1** of this policy) , and where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

- Our child protection procedures during lockdown will still be maintained:

Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and available in all circumstances to protect the children.

- The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with DBS guidance.
- When undertaking ID checks on documents for the DBS it is reasonable to initially check these documents online through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The school will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by the School Office of who is working in the school each day.

### **New children at the school**

- Where children join our school from other settings, we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely before the child begins at our school and a call is made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe.
- In some unusual circumstances, this may not be possible. Information provided must include contact details for any appointed social worker and where relevant for the Virtual School Head.

Safeguarding information about children placed in our school will be recorded on MyConcern, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

- The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

**Westbrook Hay's Safeguarding COVID Checklist:**

- Ensure that someone is responsible for ensuring these actions are completed
- Ensure governors are aware of the Government's interim safeguarding guidance
- Ensure that someone is responsible for continuity in safeguarding leadership
- If you are a hub understand that you have the responsibility for safeguarding all children and staff
- Ensure DSL is available, in-person, by phone or video link
- Nominate a senior leader to be the onsite safeguarding lead
- Ensure staff know the new arrangements for DSLs and reporting concerns
- Understand what changes there may be for contacting the Local Authority Designated Officer LADO
- Understand what changes there may be for contacting Children's Services
- Understand what changes there may be for contacting social workers
- Know which children have social workers and how to contact them
- Know which children are LAC/PLAC, who their Virtual School Head is and how to contact them
- Know which children should be in school and follow up where they do not attend
- Ensure that emergency numbers and alternatives are kept up to date
- Ensure that there are safeguarding induction processes for new staff and volunteers
- Ensure that new staff, staff relocated to the school, and volunteers understand the staff code of conduct
- Ensure that any volunteers have been individually risk-assessed
- Ensure that each vulnerable child has an easily transferable record of why they are vulnerable,
- a copy of the EHCP and/or CIN or CP Plan,
- the name of their social worker and contact details, for LAC children
- the name of the relevant Virtual School Head
- Ensure there is a record of which staff are onsite daily
- Ensure that the SCR is up to date with any relocated staff or volunteers and the checks that have been made
- Ensure that your safer recruitment processes are clear and adhered to, for example, be aware of anyone unknown to the school offering themselves as a volunteer
- Ensure that staff are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers; and what support may be available
- Consider what to do if there are no IT staff available
- Ensure that the school has an online teaching and learning policy which considers safeguarding risks and that pupils, parents and staff know how to raise any safeguarding issues that may arise during any online learning
- Ensure that SLT has a plan for how any bereavements may be handled, including obtaining any support services.