

7a CHILD PROTECTION AND SAFEGUARDING POLICY

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

KEY EXTERNAL CONTACT DETAILS

Organisation	Name	Emails/contact numbers
Dacorum Child Protection School Liaison Officer (CPSLO)	Freya Rymer	freya.rymer@hertfordshire.gov.uk
Team Manager CPSLO & LADO	Frazer Smith	frazer.smith@hertfordshire.gov.uk
LADO Direct Line into unit		0199 255 5420
Multi-Agency Safeguarding Hub (MASH)	Children's Social Care referral	0300 123 4043 protectedreferrals.cs@hertscc.gcsx.gov.uk protectedreferrals.cs@hertfordshire.gov.uk

Hertfordshire children's social care department and other useful agencies are as follows:	
Consultation Hub for Child Protection Advice	01438 737511
Customer Service Centre	0300 1234043
UK Social Services (Care line)	0800137915
Child Protection and Sexual Crime Unit	01628 816935
Support and Advice about Extremism	<p>Police The PREVENT Team, Hertfordshire Police TEL: 999</p> <p>NON EMERGENCY NUMBER: 101 EMAIL: prevent@herts.pnn.police.uk</p> <p>Local Authority HSCB TEL: 0300 123 4043 EMAIL: http://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html</p> <p>Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk</p>

NSPCC	0800 800 5000
NSPCC whistleblowing advice line	Weston House, 42 Curtain Road London, EC2A 3NH 0800 028 0285 help@nspcc.org.uk
Childline	0800 1111
Disclosure and Barring Service	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbstdispatch@dbs.gsi.gov.uk
National College for Teaching and Leadership	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk TEL: 08456 014771

KEY SCHOOL CONTACT DETAILS

Role	Name	Email
Head	Mark Brain	headmaster@westbrookhay.co.uk
Designated Safeguarding Lead (DSL)	Liz Ashfield SENCO	elizabeth_ashfield@westbrookhay.co.uk
EYFS Deputy Designated Safeguarding Lead (DDSL)	Victoria Gibbs Head of Lower School	victoria_gibbs@westbrookhay.co.uk
Middle school Deputy Designated Safeguarding Lead (DDSL)	Roz Sharp Second Deputy Head of Middle School	roz_sharp@westbrookhay.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Nikki George School Secretary (EYFS) Patrick Ross Reception Teacher and LS After School Manager	nikki_george@westbrookhay.co.uk patrick_ross@westbrookhay.co.uk
Nominated Safeguarding Governor	Andrew Newland	andrew_newland@westbrookhay.co.uk
Chair of Governors	Andrew Newland	andrew_newland@westbrookhay.co.uk
Designated Teacher for Looked After Children	Liz Ashfield	elizabeth_ashfield@westbrookhay.co.uk
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2019)		

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

ACRONYMS USED IN THIS POLICY

CAF	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)
CSE	Child Sexual Exploitation
DBS	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
DfE	Department for Education
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
DOFA	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
DST	Designated Safeguarding Team
EAL	English as an additional Language
EYFS	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
FFA	Families First Assessment
FGM	Female Genital Mutilation HBV Honour based violence
HLSCB	Hertfordshire Local Safeguarding Children's Board
HSCP	Hertfordshire Safeguarding Children Partnership
ISI	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
KCSIE	Keeping Children Safe in Education: A government publication
LAC	Looked after child: A child in the care of the local authority
LADO	Local Authority Designated Officer: Historical term for the Local Authorities member of staff who deals with allegations made against staff

MASH	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
MHFA	Mental Health First Aider
SEND	Special educational needs and disabilities
SCR	Single Central Record: a record of check taken during the recruitment of staff
TAC	Team around the Child TRA Teaching Regulation Authority: responsible for investigating allegations of serious misconduct against teachers in England

INTRODUCTION

"It could happen here" (KCSIE September 2019)

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 (September 2019)
- The Procedures of Hertfordshire Safeguarding Children Board (HSCB)
- Statutory framework for the early years foundation stage (April 2017)

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

Arrangements for Managing Allegations of Abuse Against People Who Work With Children or Those Who Are in A Position of Trust, Hertfordshire Safeguarding Children Partnership Interagency Procedures Manual

http://hertsscb.proceduresonline.com/chapters/p_manage_alleg.html

- *Disqualification under the Childcare Act 2006*
- *Statutory guidance for local authorities, maintained schools, independent schools, academies and free schools, DfE (February 2015)*

www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

- *Education Act 2002*
 - *Section 175 – requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view of safeguarding and promoting the welfare of children.*
 - *Section 157 and the Education (Independent Schools Standards) (England) Regulations 2003 - require proprietors of independent schools (including academies and technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.*

- *Guidance for Safer Working Practice, Safer Recruitment Consortium (May 2019)*
- *Information Sharing: Advice for practitioners, DfE (July 2018)*
- *Keeping Children Safe in Education, DfE (September 2019)*
- *Sexual Offences Act, HM Government (2003)*
- *Teachers' Standards 2012, DfE (July 2011)*
 - *These standards set the minimum requirements for teachers' practice and conduct. Teachers, including Headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties*
- *What to do if you're worried a child is being abused, DfE (March 2015)*
 - *Non statutory advice which helps everyone who works with children to identify abuse and neglect and take appropriate action.*
 - *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, DfE (July 2018)*

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 Local Safeguarding Children Board (HLSCB).

The aim of this policy is to ensure:

- 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.

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.

Consequently, this policy should be read alongside the following policies relevant to the safety and welfare of our pupils:

Safer Recruitment Policy	Staff code of conduct
Anti bullying policy	Behaviour and Discipline Policy
Prevent Policy	Educational and welfare provision for SEND and EAL pupils
First Aid Policy	Induction of new staff
Health and Safety Policy	ICT acceptable use Policy
Mental Health Policy	Whistle-blowing Policy
Missing Pupil procedures	

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 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:

- **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
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **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 2019 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 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 must 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.

In line with KCSiE (September 2019), 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 2019) which includes Annexe A; important additional information about specific forms of abuse and safeguarding issues and links to additional advice and guidance. Staff must sign a declaration to this effect.

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

MANDATORY PROCEDURES

Staff Behaviour Policy (for safer working practice)

Westbrook Hay School is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. All staff have a responsibility to provide a safe environment in which children can learn. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

All staff are required to wear Westbrook Hay Lanyards or WBH branded clothing when on site during the school day.

Visitors

All visitors complete a signing in/out form, wear a school Visitor ID red lanyards and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. If the visit is unscheduled and the visitor is unknown to the school, we may contact the relevant organisation to verify the individual's identity.

Curriculum – Teaching children about safeguarding

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing pupil emotional and mental resilience, self-esteem and communication skills
- Developing strategies for self-protection including online / 'e-safety' safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)
- Recognising when they are at risk and how to get help when they need it

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

Internet safety is an integral part of the School's IT curriculum and also embedded in PSCHEE and sex and relationships education (SRE).

Online safety

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. we are mindful to ensure that we do not 'Over-block' to ensure there are not unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

The School's systems are:

- Smoothwall
- Pure Message
- Man in the Middle
- Ranger Tutor

Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes harm. Further detail of the School's approach to online safety can be found in the School's E-Safety

Policy which also includes detail on the use of mobile technology in school (and accessing 3G and 4G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

The Heads of Department are required to ensure that content and themes of all literature, texts, plays and material used with or performed to pupils is suitable the age group of the pupils involved. Any queries should be raised with the Headmaster or DSL.

In addition to PSHE, RSE and the SCARF programme, Safeguarding, including online safety will be referred to by staff when appropriate as part of a broad and balanced curriculum.

Further information and guidance about online safety can be found in Annex C of KCSiE (September 2019).

Safer Recruitment

Westbrook Hay has a safer recruitment policy (available in the staff handbook), detailing the procedures followed for the recruitment of all staff, including volunteers. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. All staff are subject to safer recruitment processes and checks and we follow the safer recruitment guidance set out in Part three of KCSiE (September 2019). All interviews include at least one member of the panel to be trained in safer recruitment.

At Westbrook Hay School, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). Anyone who is appointed to carry out teaching work will have an additional check to ensure they are not prohibited from teaching. We maintain a single central record (SCR) of the essential checks as set out in KCSiE (September 2019), that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
- all Governors / members of the proprietor body.

Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. At Westbrook Hay School, any member of staff should be prepared to identify a child who may benefit from early help; they should discuss their concerns with the Designated Safeguarding Team (DST) and report them via the 'my Concern System'.

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

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously

- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

The school will:

- provide school based early help services e.g. Mental Health First Aider, SENCO as appropriate refer to appropriate services e.g. CAMHS etc.
- use the guidance on the Hertfordshire Pathways website and the Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs and conducting a Hertfordshire Early help assessment.
- use the Multi-Agency Thresholds for Safeguarding Children on the HLSCB website about suitable action to take (such as referral to statutory services)
- when a pupil has been identified as making inadequate progress or having an unmet need.

If early help is appropriate, the Designated Safeguarding Team will generally lead on liaising with other agencies and setting up an interagency assessment as appropriate.

Any member of staff may be required to support other agencies and professionals in an early help assessment and in some cases acting as the lead professional in undertaking an early help assessment.

Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

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:

<ul style="list-style-type: none"> ● is disabled and has specific additional needs ● is a young carer ● is frequently missing/goes missing from care or from home has special educational needs (whether or not they have a statutory Education, Health and Care Plan) ● is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse ● is at risk of being radicalised or exploited 	<ul style="list-style-type: none"> ● is misusing drugs or alcohol themselves ● is at risk of modern slavery, trafficking or exploitation ● is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups ● has returned home to their family from care ● is showing early signs of abuse and/or neglect ● is a privately fostered child is frequently missing/goes missing from care or home
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Children missing education

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedure for unauthorised absence and for dealing with children who go missing from education is to contact the parents directly if a child has not arrived in school and no absence communication has been received. Where a child is consistently absent

for no apparent reason or is displaying signs of abuse or neglect a referral will be made. Where a child goes missing whilst in the care of the school, the staff are referred to the Missing Child Policy and Procedure When a Child is Not Collected on Time. Staff are also referred to Children Missing in Education (September 2016).

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

As part of our admissions process we request where reasonably possible, more than one emergency contact number for each pupil or student to ensure the school can make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Further information for schools can be found at

<https://www.gov.uk/government/publications/school-attendance>

Staff follow our procedures for reporting and tracking pupil attendance and absence. Where there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence, working with families to increase attendance rates. We will involve the Local Authorities' Education Welfare Service if required.

We notify the local authority when removing a child from the school roll at standard and non-standard transition points in line with statutory guidance

<https://www.gov.uk/government/publications/children-missing-education>

Further information can be found at:-

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

Staff who become aware of pupils missing from education who are of compulsory school age with no school place and not electively home educated should report this to a member of the Designated Safeguarding Team (DST).

Children with Special Education Needs and Disabilities (SEND)

Pupils with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers.

Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying. To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The DST works with the Pastoral Leadership Team and Special Educational Needs Coordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

Children Looked After (CLA)

When dealing with children who are being looked after and have previously been looked after children, it is important that all agencies work together and prompt action is taken when necessary

to safeguard these children, who are a particularly vulnerable group. The DST ensures Local Authority, Virtual School and appropriate staff have all the information they need about the child's status, contact arrangements with parents, care arrangements. This also includes their looked after

legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. any delegated authority to carers as well as details of the child's social worker.

Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family/carers, the DST follows the HLSCB procedure and refers to the MASH team as appropriate. Further information can be found at:

<https://www.enhertscqg.nhs.uk/sites/default/files/MASH-information-leaflet.pdf>

The DST, Local Authority, Head of the Virtual School and any other appropriate staff, named adults or agencies work together to meet the needs identified in the child's personal education plan (PEP). Further information can be found at:

<https://www.hertfordshire.gov.uk/microsites/virtual-school/documents/the-hertfordshire-virtual-school-offer.pdf>

The safeguarding team are aware that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. The DST also has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. Further details can be found:

<https://www.gov.uk/government/publications/designated-teacher-for-lookedafter-children>

The Designated Safeguarding Team should hold the details of the local authority Personal Advisor appointed to guide and support and pupils who are care leavers, and should liaise with them as necessary regarding any issues of concern affecting the care leaver and engagement with their pathway plan.

Further details can be found:

<https://www.hertfordshire.gov.uk/services/childrens-social-care/leaving-care/what-happens/what-is-the-local-offer.aspx> and

<https://www.hertfordshire.gov.uk/services/Childrens-social-care/leaving-care/care-leavers.aspx>

Visits: School trips and exchanges

We carry out risk assessments prior to any off-site visit and school documentation on trips, designates the specific roles and responsibilities of each adult, whether employed or volunteers. Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described within this policy in line with KCSiE (September 2019).

Mobile devices & Communication with pupils:

Other than in a medical emergency staff and pupils are not permitted to use mobile phones or any other mobile / recording devices in areas where pupils are changing.

Mobile phones / non-school mobile devices e.g. tablets or cameras are **not permitted** in the EYFS setting.

Staff should avoid unnecessary contact with pupils outside school; they should not give pupils their home address, home phone number, mobile phone number or personal email address or send personal communications to pupils (i.e. communications not pertaining to school 'work' and professional matters) unless agreed by a member of the Executive Group or section Head.

Types of Abuse & Specific Safeguarding Issues

All staff should be alert to the signs of neglect and abuse (emotional, physical, sexual) and be aware of and know how to respond to the following specific safeguarding issues. *(Further details are included at the end of this policy in Appendix 1)*

- Allegations involving sexual impropriety
- Children and the court system
- Children with family members in prison
- Child sexual exploitation (CSE)
- Child criminal exploitation: county lines
- Domestic abuse (Domestic Violence)
- Faith (& Spiritual) abuse
- Female Genital Mutilation (FGM) - **and the mandatory reporting duty on teachers**
- Forced Marriage Gangs and youth violence
- Homelessness
- 'Honour-based' violence (HBV)
- Mate crime and hate crime
- Peer on Peer abuse
- Private fostering
- Radicalisation and vulnerability to extreme view points
- Sexual violence and sexual harassment between children in schools
- Trafficking
- Youth Produced Sexual Imagery (Sexts / Sexting)

Mental Health

Concerns regarding self-harm, eating, suicidal thoughts or ideation should be raised with the Mental Health First Aider-(MHFA-Nikki George) immediately and the DST. Where it is suspected that a pupil's behaviour may be related to an on-going or emerging mental health problem the school's Mental Health First Aider with the support of the DST, will make a professional judgement about how best the pupil can be supported; this may include a 'suicide risk assessment'. This may include consultation with parents, or a referral to other outside agencies; if there are concerns that the concern raised is malicious this will be passed to Head or Deputy Head and managed in line with the behaviour and discipline policy.

Pupils who raise concerns about another child should be dealt with sensitively to minimise potential distress, however, staff cannot promise confidentiality regarding the source of the concern particularly if the concern is raised in isolation and there are no other concerns regarding a pupil's wellbeing. Further information can be found at:

<https://www.healthyyoungmindsinherts.org.uk/parents-and-carers/when-see-professional-help/what-help-there>

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

What staff should do if they have concerns about a child

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

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

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or email prevent@herts.pnn.police.uk. Advice and support can also be sought from children's social care. Staff are referred to the Revised Prevent Duty Guidance: for England and Wales (Prevent) (July 2015).

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

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

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

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

If staff believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Board is HSCB. A full copy of their local procedures can be found:

<http://hertsscb.proceduresonline.com/chapters/contents.html>

Where children are engaged in close one-to-one teaching e.g. study skills, music lessons, interview practice etc, the school encourages doors without windows to be left open and windows to have clear visibility.

Reporting and Responding to concerns / disclosures / allegations

The designated safeguarding team are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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

If in any doubt about sharing information, staff should speak to the DST. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

In line with Hertfordshire Local Safeguarding Children Board (HLSCB) **Recognise-Respond-Refer** (see safety boards around the school) all staff should record any concern about or disclosure by a pupil immediately and report this to one of the DST using the 'My Concern' System.

In the following instances, as appropriate, staff should, as a matter of urgency, personally make contact with and engage verbally with a member of the DST or the Head.

Disclosures of abuse including peer on peer allegations should be reported immediately to a member of the DSL or the Head

Mental Health Concerns, disclosures of self-harm, suicidal thoughts should be reported immediately to the Mental Health First Aider school who will liaise with the DST.

In the absence of the DST, staff members know to speak to the Head or they can contact the MASH directly. In some circumstances, the DST or member of staff may seek advice by ringing the MASH. Further information and guidance can be found at:

<https://www.hertfordshire.gov.uk/media-library/documents/childrens-services/hscb/hscb-guidance-posters-and-publications/mash-leaflet.pdf>

During term time, the DSL and members of the DST are always available during school hours for staff to discuss any safeguarding concerns. The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Where a child is suffering, or likely to suffer, significant harm, the DST will consider further actions required, including consultation with and referral to children's social care, (in line with the Children Act 1989, especially sections 17 and 47). Staff

involved in supporting a child or following disclosure will be expected to play a part in any referrals/assessments.


The options available for the child will then include:-

- managing any support via Westbrook Hay's own pastoral support processes;
- an early help assessment (Families First assessment); or
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

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 DST) 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.




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

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

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**

Additional information regarding contextual safeguarding is available at

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Staff adhere to the following Do's and Don'ts when concerned about the welfare of a pupil or are responding to disclosures.

The Role of the Local Authority

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the D/DSL and make a decision about the next steps and the type of response that is required.

This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- any services are required by the child and family and what type of services
- further specialist assessments are required to help decide what further action to take
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

The DSL will follow up if this information is not forthcoming.

Multi Agency Working (MASH)

The Governors and the school will contribute to multi-agency working in line with statutory guidance in Working Together to Safeguard Children (2019). As a school, Westbrook Hay has a pivotal role to play in multi-agency safeguarding arrangements and the new safeguarding partner arrangements (Hertfordshire Safeguarding Children Partnership (HSCP)).

The three organisations in Hertfordshire who are jointly responsible for the partnership arrangements for keeping safe are:
safeguarding partners are:

1. Hertfordshire County Council
2. Hertfordshire Constabulary (Chief officer of police)
3. The two local clinical commissioning groups (NHS)

They will work closely with schools to make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Westbrook Hay will work together and with any relevant agencies as required (and if named as a relevant agency, under a statutory duty) to safeguard and promote the welfare of children with regard to local need in line with any arrangements published by the three safeguarding partners .

RECORD KEEPING, ESCALATION AND WHISTLEBLOWING PROCEDURES

Record keeping and information sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. The school:

- keeps clear written records (including discussions and decisions made, and the reasons for those decisions) of all pupil safeguarding and child protection concerns using My Concern on line system. www.myconcern.co.uk which is GDPR and DfE Cloud Services compliant and is ISO 27001 Information Security Management certified, Cyber Essentials Plus accredited and registered with the UK Information Commissioner.
- ensures the records incorporate the wishes and views of the pupil

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Hertfordshire Council Record Keeping Guidance which includes details about file retention. The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of

information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

Information about pupils at risk of harm is shared with members of staff on a “need to know” basis. When children leave the school their child protection file is transferred to the DSL at the new school or college as soon as possible (separately from the main file, and to ensure safe transit and receipt)

Where appropriate, in addition to the child protection file, the D/DSL will also consider if it would be appropriate to share any information with the new school / college in advance of a child leaving; where this information that would allow the new school / college to continue supporting

victims of abuse and have that support in place for when the child arrives. Information will be shared with safeguarding partners, other organisations, agencies and practitioners as required.

The D/DSL makes a judgement in each case.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

Escalating concerns / re-consideration

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Effective working together depends on an open approach and honest relationships between colleagues and between agencies. Staff should be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. If, after a referral, the child’s situation does not appear to be improving, the D/DSL and any staff involved should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the Head or Bursar.

If a staff member feels unable to raise an issue with the Head or Bursar or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- Staff can call The NSPCC whistleblowing helpline: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk

Managing allegations against teachers and other staff

Allegations of abuse or sexual impropriety or concerns about the appropriateness of staff behaviour must be reported immediately to the Headmaster. Who will refer to the Local Authority *Designated Officer for Allegations*. (DOFA) within 1 working day.

Any concern or allegation against the Head should be reported to the Chair of Governors without informing the Head, who will refer to the *Designated Officer for Allegations* (DOFA).

Staff will be passed the appropriate paperwork to share these concerns following meeting with Head or Chair of Governors and staff SHOULD NOT use the 'My Concern' system to report concerns about members of staff.

All staff should remember that the welfare of a child is paramount and should not delay raising concerns because a report could jeopardise their colleague's career. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

The circumstances should be kept strictly confidential and the school/parents /carers should make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Where a crime may have been committed the Police will be informed immediately. In borderline cases discussion will be held with the Designated Officer for Allegations without naming the school or individual, as appropriate.

In situations where the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence the school will want to involve the police immediately. Where there is no such evidence, the school will discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary.

Allegations against a teacher who is no longer teaching and any historical allegations of abuse will be referred to the police.

Westbrook Hay School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence,
- or if there is reason to believe that the individual has committed a listed relevant offence
- and the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

The referrals are made by contacting the DBS referrals helpline: telephone: 01325 953795 further details are found on the DBS section of the Gov.uk website. Further information can also be found in KCSiE September 2019 and from:

<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>

Teacher misconduct:

For all cases involving serious professional misconduct or if a safeguarding issue also involves misconduct by a teacher, The Governors, Head have a have a statutory duty to make a referral should be made to both the DBS and the Teaching Regulation Authority (TRA). Using the following form: <https://www.gov.uk/government/publications/teacher-misconduct-referral-form>. Questions about referring a case can be directed to: Email: misconduct.teacher@education.gov.uk
Telephone: 0207 593 5393

Governors: Monitoring and review

All Westbrook Hay Governors undertake a safeguarding induction provided by the DSL. They may also choose to complete face to face training for Governors provided by Hertfordshire Council or

equivalent body. In addition, Governors may choose to attend whole school safeguarding and child protection training. The Governor with responsibility for safeguarding undertakes face to face training with an external provider within one term after their appointment to post.

As key strategic decision makers and vision setters for the school, the Governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. There is a nominated Governor for safeguarding.

Safeguarding is an agenda item for every full governing body meeting.

The Head ensures that safeguarding is an agenda item for every Leadership and Management team meetings.

The Governors ensure that this policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. Our Governors monitor the school's safer recruitment practice. The nominated Governors for safeguarding meets the DSL every term.

Governors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
<ul style="list-style-type: none"> - Children taught about online safety -Staff Code of Conduct & behaviour expectations -D/DSL training -KCSiE (Sept. 2019). Part 1 -Children Looked After (CLA) -Online safety training for staff -Preventing Radicalisation -Staff training -Whistleblowing 	<ul style="list-style-type: none"> -Children Missing Education (CME) -Concerns about staff conduct -Dealing with a child at immediate risk -Early help -Female Genital Mutilation (FGM) - Honour based violence (HBV) -Peer on Peer abuse and Reporting abuse -SEND and safeguarding - Staff contribution to policy - Safeguarding policy review 	<ul style="list-style-type: none"> -Designated Safeguarding Team (DSL/DDSL) -Designated LAC teacher <i>(even if there are no LAC on roll)</i>

Allegations management

Our chair of Governors is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the Head.

Audit

The nominated Governor for safeguarding liaises with the Head and the DST to complete an annual safeguarding audit return to the local authority.

The Board of Governors receive a safeguarding and child protection report annually. This is based on the annual review and the efficiency with which the related duties have been discharged.

TRAINING

New Staff

All staff including volunteers are informed of our safeguarding procedures including online safety, at induction which includes:

- Meeting the Designated Safeguarding Lead
- Receiving a letter from the DSL, containing photographs of the DST (to aid identification) along with a copy of the following documents (see below), which staff are required to read, and return signed copies attesting to this.

All Staff

1. The school's child protection policy
(including the safeguarding response to children who go missing from education);
2. The staff code of conduct;
3. The school's behaviour policy (for pupils)
4. A copy of Part 1 of KCSiE Sept. 2019
5. The Westbrook Hay child Quick Guide leaflet/ protection prompt card
6. A copy of the school's whistle blowing policy
7. A copy of the school's Prevent Policy

Whole school safeguarding training occurs every September. In addition, all staff members receive safeguarding and child protection updates (via email & staff meetings) as necessary and at least annually. Staff are also required to complete online safeguarding training certificated by Educare for Education.

Advanced training

The DST and The Head all have additional multi agency training which is updated every two years as a minimum. Their knowledge and skills are refreshed at least annually eg via e-bulletins or safeguarding networking events with other D/DSLs.

Safeguarding training for all staff

Safeguarding training is provided by the DST to all staff. This includes appropriate action to take should they receive any allegations of abuse or have concerns about the safety and welfare of pupils.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include 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, and a thorough investigation is carried out.

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 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.

The School’s approach to sexting

Westbrook Hay school does not allow the children to use personal devices in school, during the school day. Where special allowances have been made to allow personal devices on the school premises e.g. mobile phones, they must be handed into their form tutors/school office, first thing in the morning and then returned at the end of the school day.

If sexting is carried out on any school devices e.g. Chromebooks, iPads, PCs, emails etc, it is picked up by the devices filter software and the Head of IT is immediately notified.

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated, as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported with complete confidentiality and support from external agencies, as appropriate. Victims will be reassured that they are being taken seriously and that they will be supported and kept safe.

When there has been a report of sexual violence, the DSL or DDSL should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the school.

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

Preventing Radicalisation

All staff undertake Prevent training.

The Role of the Designated Safeguarding Lead/Team

The Governors of Westbrook Hay have designated the SENCO to have lead responsibility for Safeguarding and child protection. This SENCO is required to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. It is the responsibility of the Designated Safeguarding Lead to ensure that any deficiencies or weaknesses in Safeguarding and Child Protection arrangements are remedied without delay.

Further details about the role of and the responsibilities of the designated safeguarding lead can be found in *Appendix 2*.

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 a EYFS DSL -(Head of Lower school) who is a substantial role in training of staff and oversee regulatory compliance in this area. We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements that affect the wellbeing of children.

Reviewed and Approved by the Governor for Safeguarding November 13, 2019

Board of Governors December 3, 2019

Review due by November 2020

APPENDIX 1 – SIGNS AND TYPES OF ABUSE

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

Physical abuse:

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

Emotional abuse:

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

Sexual abuse:

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

Neglect:

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

Specific safeguarding issues:

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

Child sexual exploitation:

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

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

So called 'honour based' violence:

Encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM)], forced marriage, and practices such as breast ironing.

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

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

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

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

Forced marriage:

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

Radicalisation:

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

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

Special educational needs and/or disabilities:

Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans (LGBT):

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

Children who go missing from school:

A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The Missing Child Policy and Procedure When a Child is Not Collected on Time can be found in:

<https://intranet.westbrookhay.co.uk/policies/staff-policies-june-2018>.

Staff are also referred to Children Missing in Education (September 2016).

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

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.
- c)

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

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

APPENDIX 2 ROLE OF THE DSL/DDSL/DST (*Designated Safeguarding Team*)

The DSL is appointed by the Governors and is a member of the School Leadership Team and takes lead responsibility for safeguarding and child protection (including online safety).

The DSL supports to provide advice to other staff on child welfare and child protection matters. The broad areas of responsibility for the designated safeguarding lead are:

- Managing Referrals and working with others:
- Acting as a point of contact with the three safeguarding partners
- Making referrals for all cases of suspected abuse to the local authority children's social care and when deciding
- whether to make a referral to liaise with relevant agencies
- To take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to
- contribute to the assessment of children
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Contacting the Police (and refer cases where a crime may have been committed)
- Supporting children and families who are in receipt of multi-agency support to include CAF and TAC.
- To act as the point of contact for discussion with the virtual school head for LAC and be the named teachers
- for LAC and those children who have left care through adoption, special guardianship or child arrangement
- orders or who were adopted from state care outside England and Wales
- Liaise with the Head to inform them of any issues especially ongoing enquiries under section 47 of the Children
- Act 1989 and police investigations.
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding; prior to and
- following referrals to local authority children's social care or the Channel Programme
- Referral to the designated officer(s) for child protection concerns (all cases which concern a staff member)
- and to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a
- child) and as required, liaise with the "case manager" and the designated officer(s) at the local authority for
- child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named
- person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety)
- act as a source of support, advice and expertise for all staff

Management of Child Protection files

- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained if sent electronically. Where appropriate, in addition to the child protection file, the D/DSL will also consider if it would be appropriate to share any information with the new school / college in advance of a child leaving; where this information that would allow the new school / college to continue supporting victims of abuse and have that support in place for when the child arrives.

- Overseeing the storage and updating of all child welfare and child protection records and ensuring these are kept securely (in a locked location if in paper format)

In addition, the Designated Safeguarding Lead will raise awareness of safeguarding issues by:

- Ensure the school policies are known, understood and used appropriately:
- Ensure the school's Safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with Directors 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.
- Update and distribute the Child Protection prompt card to all staff, volunteers & Directors.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure that all staff in regulated activities undertake online training.
- Attend update training as required and have access to safeguarding updates from partner organisations and update services
- Update the Safeguarding and child protections notice boards around the school and disseminate current flowcharts for referrals to key locations around the school

Availability of the DSL

In the event of the SENCO (the Designated Safeguarding Lead) not being in school for any reason, any member of staff who has concerns about any child should contact a Deputy Designated Safeguarding Lead or the Head (who will act as the DSL until the DSL returns). During term time the designated safeguarding lead (or a DDSL) is available for staff in the school to discuss any safeguarding concerns. The Head and members of the DST are available through the 'On Call system throughout term time including evenings and weekends and whenever there are out of term activities.

All members of the DST and the Headmaster are trained to the same standard as the DSL. DSL training and skill updates to act as a source of advice to staff. In addition to the formal training refresh their knowledge and skills and understanding via e-bulletins, meeting other designated safeguarding leads and reading safeguarding developments, at regular intervals to understand and keep up with any developments relevant to the role so the DSL can:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- 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 or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals

- understand and support the school or college 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
- are 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
- can 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
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them