

SAFEGUARDING SCHOOL - CHILD PROTECTION POLICY

This policy applies to the whole school including the Boarding House and is publically available on the School website.

A copy may be obtained from the School Office.

Safeguarding is everyone's responsibility. It applies to all who work, volunteer, staff guests, learn, or supply services to our school. All staff including volunteers and visiting staff guests have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a child is at risk of significant harm or in need of support services. They are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is Mr Courtney Prince (Head of Boarding School)) or either of the deputies, Mrs Eileen Hussey (Acting Headteacher) and Mrs Alicea Anderson (Senior Teacher).

This policy, including its procedures, along with the related documents (which are listed at the end of this policy), is informed by statutory and best practice guidance being in accordance with locally agreed interagency procedures. Stanborough School recognises *it is an agent of referral and not of investigation. Any person may make a referral (including whistle blowing) to external agencies such as the Hertfordshire Safeguarding Children Board, Children's Social Care (CSC), the Multi Agency Safeguarding Hub (MASH) or the Local Authority Designated Officer (LADO) and the police, if necessary. Stanborough School allows access for children's social care from the host local authority and, where appropriate, from the local authority where the children reside in undertaking their safeguarding (Child Protection) duties.*

Definition of Safeguarding from *Keeping Children Safe in Education (KCSIE) (DfE: September 2018.)* This is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18.

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by the Head teacher and Designated Safeguarding Lead (DSL). The Governors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. This policy will be reviewed no later than September 2019, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date: January 2019

Eileen Hussey
Acting Head Teacher

Judy Clements
Chair of Governors

Page	Contents
2	Contact Details
4	Our Safeguarding Procedures
5	Peer on peer abuse
6	Context and Purpose, Whole Staff Responsibilities, Governors' Responsibilities, Teaching Children how to keep safe
8	Induction and Training, Prevent Duty and Radicalisation, DSL and Deputy DSL Responsibilities Early Help, Use of Mobile Phones, Missing Children; Safer Recruitment Requirement to inform DBS, Visitors; Disqualification, Vulnerable Pupils, Looked after Children, Safeguarding Disabled Children; Physical Chastisement, Working with Parents, School website safeguarding statement Staff Code of Conduct; Listening to children's wishes, Records, Whistleblowing, Confidentiality, Child's Death, Staff Taking Medication,
13	Types and signs of abuse and neglect Specific Safeguarding Issues, Female Genital Mutilation, Neglect, Emotional Abuse Neglect, Emotional abuse Physical abuse, Sexual abuse Legal Status; Related Documents
17	Quick referral flow chart; Complaints; Key Contacts
18	Action when a child has suffered or is likely to suffer harm
19	Appendix A – Safeguarding Concerns or allegation of abuse on a child,
20	Appendix B – What to do when a child discloses abuse or neglect
21	Appendix C – Child Protection Guide3 – a cue card

CONTACT DETAILS

Printed copies of the Hertfordshire Local Safeguarding Children's Board (LSCB) procedures are available from the school office. LSCB can be contacted as follows:

- **Room 147, Postal Point CHO 143, County Hall, Hertford, Hertfordshire, SG13 8DF**
- **Telephone: 01992 588757 (Office Hours are: 9.00am to 5.00 pm) Email: admin.hscb@hertfordshire.gov.uk**
- **Outside of office hours and at weekends the emergency duty team can be contacted on: 03001234043**
- **Website: <http://www.hertsdirect.org/services/healthsoc/childfam/childprotection/hertssafboard/>**

Our School's Designated Safeguarding Lead (DSL) and the two Deputy DSL, have lead responsibility for child protection and are also the Prevent Officer and Deputy Prevent Officer responsible for the prevention of radicalisation, extremism and being drawn into terrorism. Their telephone numbers are prominently displayed in the school. The Stanborough School DSL and Deputy DSLs are:

Designated Safeguarding Lead (DSL), Prevent Officer and Head of Boarding

- Mr Courtney Prince
Telephone: 01923665970 Mobile: 07498605154 (twenty four hours)
Email: cprince@stanboroughpark.herts.sch.uk

Deputy Designated Safeguarding Lead (DSL), Deputy Prevent Officer and Assistant Head Teacher for the whole school:

- In the absence of the DSL inform the Deputy DSL: Mrs E Hussey
Telephone: 01923673268 Mobile: 07506884929 (twenty four hours)
Email: ehussey@stanboroughpark.herts.sch.uk

Deputy Designated Safeguarding Lead (DSL), Deputy Prevent Officer and Senior Teacher for the whole school

- In the absence of the DSL inform the Deputy DSL: Mrs Alicea Anderson
Telephone: 01923673268 Mobile: 07863011167 (twenty four hours)
Email: aanderson@stanboroughpark.herts.sch.uk

Nominated Governor for Safeguarding and Prevent Duties

- Mrs Sandra Rose-Campbell
Telephone (mobile): 07930 145 158 Email: rosepetals32@hotmail.com

The Local Authority Designated Officers (LADO) are familiar with our methods and procedures, and with whom good lines of communication are kept. **They are:**

1. Tony Purvis- contact details are: Telephone (office hours): 01992556979 / 07580 744515

Telephone (outside office hours): 5.00pm to 9.00pm and weekends Telephone: 03001234043

2. Andrea Garcia-Sangil- contact details are: Telephone (office hours): andrea.garcia-sangil@hertfordshire.gov.uk

Telephone (outside office hours): 5.00pm to 9.00pm and weekends Telephone: 03001234043

If neither of the LADOs are available, please contact the Safeguarding Children's Team on 03001234043 and ask to speak to a Duty Officer who can take your referral or assist with your inquiry.

The Local Authority Prevent Lead for support and advice for the prevention of radicalisation is: Andrew Simmonds, Tel: 03001234043 Email: andrewsimmonds@hertfordshire.gov.uk The non-emergency police telephone number is: 111 and the Department for Education (DfE) dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

If an adult working in our school has concerns or identifies a student as being at risk of radicalisation, the adult should immediately make a referral to our Designated Safeguarding Lead who is also our Prevent Officer who will consider the most appropriate referral which could include Channel or Children's Social Care.

We differentiate between safeguarding children who have suffered or are likely to suffer significant harm 'children at risk' and those who are in need of additional support from one or more external agencies 'children in need'. Both will be reported immediately to the Children's Social Care. An incident referral form for 'children in need' is available at: <https://www.hertfordshire.gov.uk/media-library/documents/childrens-services/hscb/child-protection-referral-form.pdf>

Concerns about a child: if a child has suffered or is likely to suffer significant harm, the DSL must immediately report this to Children's Social Care (CSC).

Children in need of additional support from one or more agencies: the DSL also refers this to Children's Social Care (CSC) using the inter-agency assessment process (Multi Agency Safeguarding Hub (MASH)) via a referral form, thus utilising the "Team around the Child" (TAC) approaches.

The contact details for Children's Social Care are as follows:

Children's Social Care Referral and Assessment Team

9.00am – 5.00pm Monday to Friday. Telephone: **0300 123 4040**.

Out of Hours Team 5.00pm to 9.00pm and weekends Telephone: **0300 123 4043**

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

It is mandatory for us to report any suspected cases of Female Genital Mutilation to the Police whose contact details are: For non-emergency 101 and for emergency calls 999. For advice and guidance telephone: 0800 028 3550 Email: fgmhelp@nspcc.org.uk Email: (Details to follow from the Local Authority)

OUR SAFEGUARDING PROCEDURES

Where a young person discloses abuse or neglect, the following sequence of events should be adhered to:

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that he/she is not to blame. Tell the child that you know how difficult it must have been to confide in you.

Listen to what the child has to say and take them seriously; reassure the child but advise that you cannot promise to keep a secret. Do not make promises you cannot keep. If there is a requirement for immediate medical intervention, assistance should be called for. Tell the child what you are going to do next after the disclosure. Depending on circumstances the child may then return to class or be offered time out of class with support from the DSL.

When talking to the child, do not interview the child and keep questions to a minimum. Encourage the child to use his/her own words and do not ask leading questions, interrupt their dialogue or make assumptions which might give particular answers. Do not repeat the disclosure over and over to the child. Do not display shock or disbelief.

Record in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. Record the child's name, address and date of birth along with the child's behaviour and emotional state.

Do not take responsibility for investigating the allegation yourself. Instead, immediately consult our Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary. Only tell those people that it is necessary to inform. The Designated Safeguarding Lead will consider the information and decide on the next steps. Do not approach or inform the alleged abuser. **In the absence of the DSL** inform the Deputy DSL. The **LADO** will then provide advice, instruction and direction as is relevant.

Concerns and allegations made against an adult who works or volunteers or is a guest staff in the school. This applies where an adult has behaved in a way that **has harmed** a child, or **may have harmed** a child or **may pose a risk of harm** to a child; possibly committed a **criminal offence** against or related to a child. All allegations are to be reported straight away to the DSL who will immediately contact the **LADO within one working day**, to discuss the allegation. The **LADO** considers the nature, content and context of the allegation and agrees a course of action, providing advice, instruction and direction as is relevant, including any involvement of the police. We give due weight to the views of the **LADO** and to our policy when making a decision about suspension. Stanborough School will make every effort to maintain confidentiality and guard against publicity if there are allegations against teachers, up to the point where the accused person is charged with an offence. If Stanborough School is given information suggesting that a member of staff including volunteers and visiting staff guests was abusing a child who is not a pupil at the School, the DSL would immediately report to the Local Authority Children Services and follow the procedure as if it was one of our own pupils.

- **If an allegation is made against the Head teacher, the person making the allegation or having a concern must immediately report to Mrs Sandra Rose-Campbell (Nominated Governor for Safeguarding)** who will inform the LADO immediately and certainly within one working day whilst keeping the Chair of Governors informed. The Head teacher must not be contacted or notified. Mrs Sandra Rose-Campbell liaises with Hertfordshire Local Authority.
- **If the allegation is made against a Governor or the Chair of Governors, the person making the allegation or having a concern must immediately contact the LADO.** The Chair of Governors will be kept informed, unless the allegation is against the Chair of Governors.

We follow Section 4.1 Hertfordshire Safeguarding Children's Board safeguarding and child protection procedures.

If an allegation is made against anyone working in the school including volunteers and visiting staff guests, Stanborough School will carefully consider whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. We give due weight to the views of the LADO and to our policy when making a decision about suspension. Arrangements for alternative accommodation away from children, in cases where a member of boarding staff is suspended pending an investigation of a child protection nature would be applied. Stanborough School will make every effort to maintain confidentiality and guard against

publicity if there are allegations against staff including volunteers and visiting staff guests. These restrictions apply up to the point where the accused person is charged with an offence. The DfE/TRA publish information about an investigation or decision in a disciplinary case.

Peer Abuse

Concerns and allegations of peer on peer abuse: We recognise that some pupils on occasion will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Anti-Bullying and Behaviour Management Policies. Staff must 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 and sexual harassment
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

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

- Provides developmentally appropriate PSHE lessons which develop students 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.
- All children affected by peer on peer abuse will be supported.
- Develops robust risk assessments where appropriate
- Have relevant policies in place (e.g. behaviour policy).
- Will ensure that abuse is recognized as abuse and not passed off as 'banter.'

DEALING WITH A DISCLOSURE

Where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm,' the concern or allegation must be reported to the DSL immediately who will then contact Children's Social Care to discuss the case. A factual record should be made of the concern or allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL will follow through the outcomes of the discussion and if so advised, will make a formal referral. The discussion and any outcome must be recorded and a copy kept in the files of both pupils. . Additionally, if appropriate, the DSL will also refer pupils to an external safeguarding agency such as Childline or NSPCC. All children involved are treated as being 'at risk'. It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures. It is likely that to be considered a safeguarding concern or allegation against a pupil, some of the following features may be found:

- **Physical Abuse** - violence, particularly pre-planned; forcing others to use drugs or alcohol
- **Emotional Abuse** - blackmail or extortion; threats and intimidation
- **Sexual Abuse** - indecent exposure/touching or serious sexual assaults; forcing others to watch pornography or take part in sexting
- **Sexual Exploitation** - encouraging other children to attend inappropriate parties; photographing or videoing other children performing indecent acts

If the allegation indicates that a potential criminal offence has taken place, Children's Social Care will refer the case to the multi-agency safeguarding hub where the police will become involved. Parents, of both the pupil being complained about and the alleged victim, should be informed and kept updated on the progress of the referral. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Concerns about a child

If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care and the police immediately. The child can be kept in school if advised to do so by these agencies. The parent should be informed and a decision

should be made with Children's Social Care/police about who should do this. Normally, the DSL will try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement to making a referral to Children's Social Care if necessary. However, in accordance with DfE guidance, this will only be done when this will not place the child at risk, if there are reasonable grounds to believe that a pupil is at risk of significant harm, parental consent will not be required. It might be appropriate for the DSL to go to the police if it were felt that the situation was sufficiently serious. The child's views will also be taken into account. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation.

When a pupil is in need of *urgent* medical attention and there is suspicion of abuse, an ambulance should be called. If the response from the emergency services states that the school should take the child to hospital then the DSL, with an escort, should take the child to the Accident and Emergency Unit at the nearest hospital. They should first notify Children's Social Care (CSC) and seek advice about what action the CSC or the police will take and how the parents will be informed. Normally, parents would be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until the CSC and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from the school, CSC or the police, if the parents are not included. All unnecessary delays should be eradicated and inaction at any level can and should be challenged. In borderline cases, this can be done informally and without giving names in the first instance. The School will not investigate allegations without first gaining the agreement of the LADO. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed.

In preparing this policy we are attentive to the nature, age range and other significant features of the school in the provisions made for safeguarding. With an age range from 11-18 we are also aware of the potential scope for problems relating to emotional and mental health issues, body image, eating disorders, self-harm, and also radicalisation and extremism.

Contextual Safeguarding: Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) 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. Any adult can harm a child either by direct acts or failure to provide proper care, or both. This may be through neglect, emotional, physical or sexual abuse or a combination of such types. Our children have the right to respect and protection from abuse, regardless of age, gender, ability, language, religion, race, nationality, sexuality, culture or disability. **They have the right to feel valued and confident, knowing how to approach adults if they are in difficulty. In our school a bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Our safeguarding Child Protection Policy is also dove-tailed with the Behaviour Management and Anti-bullying Policies.**

Our staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. Staff and volunteers should always act in the interest of the child. We work with other agencies to reduce risk and promote the welfare of children within the same safeguarding procedures. Our school does not operate in isolation.

Purpose: This policy provides staff, volunteers, guest staff and the Governors with the guidance they need in order to keep children safe and secure in our school and informs parents and guardians how we will safeguard their children whilst they are in our care. There are three main elements to the school's safeguarding policy:

- **Prevention:** Our aim is to provide a positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to students, good adult role models. We check and record the suitability of staff and volunteers to work with children;
- **Protection:** Staff including volunteers and visiting staff guests are trained and supported to respond appropriately and sensitively to safeguarding concerns following our agreed procedures. We identify and act on early signs of abuse and neglect and reassess concerns when situations do not improve. We ensure that allegations or concerns against staff are dealt with promptly, and in accordance with DfE and local guidance. We keep accurate records and share relevant information quickly in order to challenge inactivity.
- **Support:** We support students who may have been at risk of significant harm which includes the way staff respond to their

Stanborough School is committed to safeguarding and promoting the welfare of our pupils and expects all staff including volunteers and visiting staff guests to share this commitment. It is our aim that all pupils fulfil their potential.

concerns and any work that may be required. We also support pupils who have been abused, in accordance with their agreed child protection plan.

Whole Staff Responsibilities: Stanborough School recognises that because of regular and sustained contact with children, school staff including volunteers and visiting staff guests are well placed to observe the outward signs of abuse. Staff including volunteers and visiting staff guests are aided in their responsibilities by the DSL. Staff including volunteers and visiting staff guests will:

- follow the procedures set out by the Hertfordshire County Council along with taking account of KCSIE (DfE: September 2018)
- have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding concerns to the DSL, or, in the absence of action, directly to local children's services.
- understand how to protect children from radicalisation and identify, assess children at risk of being drawn into terrorism;
- be alert to the signs of abuse and have a responsibility for referring any concerns to the DSL; and
- know they may make a referral directly to Children's Social Care relating to a child, or direct to the LADO if relating to an adult who is a member of the school staff including volunteers and visiting staff guests whilst keeping the DSL informed.

Governors Responsibilities and Function with regard to the management of safeguarding include ensuring:

- they champion child protection issues within the school and liaising with and holding to account the Designated Safeguarding Lead and the Head;
- our safeguarding policy and procedures are checked for impact and reviewed yearly accordingly;
- a co-ordinated offer of early help is provided when additional needs of children are identified and contributes to inter-agency plans to provide additional support to children subject to child protection plans;
- that there is a nominated safeguarding governor of the board to liaise with the designated officers from the local authority and partner agencies in the event of allegations of abuse made against the Head teacher/Governors;
- the staff's including volunteers and visiting staff guests understanding and implementation of the policy, especially with regard to the referral process; and
- members of the Senior Leadership Team are appointed to the role of DSL and Deputy DSL respectively.

Teaching Children How to Keep Safe: The Head teacher and the Chair of Governors will carefully monitor the School's arrangements to educate and encourage pupils to keep safe through considering how best to educate children about safeguarding issues, including online issues. The internet and the use of social media in particular has become a major factor in the radicalisation of young people; we ensure that children are safe from terrorist and extremist material when accessing the internet on school systems through appropriate levels of filtering, internet safety rules and e-safety education with the curriculum and in tutor time (in line with our E-safety and Cyber and Anti Bullying policies which are on our website and within our Integrated Safeguarding Portfolio). Children understand 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. We support parents in providing links to up-to-date advice and guidance on Internet-Safety, social media and on-line radicalisation through CEOP's *Thinkuknow* website www.thinkuknow.co.uk and the Google Legends project <https://www.google.co.uk/safetycenter/families/legends/>

Within Spiritual, Moral Social and Cultural (SMSC) development, we instil within pupils values that build resilience and prevent children being drawn into radicalisation and extremism. We explore what extremism might look like and how this poses a threat to peace and we build resilience to radicalism by providing a safe environment for debating controversial issues. We actively promote British Values within our SMSC, and create an environment in which children know they are listened to and valued.

Induction and On-Going Training for all staff, temporary staff, volunteers, guest staff, the Head teacher, and the Governors: All staff including volunteers and visiting staff guests are given and required to read Part 1 of every new edition of *Keeping Children Safe in Education* (KCSIE), the latest being September 2018 which includes *Prevent*. This applies not only to new staff including volunteers and visiting staff guests but also those already in post. Stanborough School ensures that sufficient relevant staff including volunteers and visiting staff guests are trained in safer recruitment processes. We consult with the Hertfordshire Local Safeguarding Children's Board (LSCB) to determine the most appropriate schedule, level and focus for training. For staff including volunteers and visiting staff guests who cannot read or speak English, our school takes steps to ensure that they understand key information. The school has arrangements to listen to children by use of counsellors, listeners, helplines and other systems to gain views and insight.

Stanborough School arrangements for induction, full safeguarding and refresher training is also in accordance with Local Authority procedures and also as required in KCSIE (DfE: September 2018) as follows:

1. The child protection policy, staff code of conduct, behaviour policy, anti-bullying policy, whistleblowing policy and e-safety including cyber bullying, along with the implications for mental health and pastoral care and how to identify children at risk of radicalisation.
2. The identity of the DSL.
3. The active promotion of British values and an understanding of extremism and radicalisation.
4. The DSL undertakes *Prevent* awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
5. The *Prevent* strategy requires that our staff have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further help. WRAP training is provided for all staff. We also are able to access Channel on-line general awareness training. We work in partnership with local *Prevent* co-ordinators.
6. We make it clear in induction and other training, and in guidance provided for staff including volunteers and visiting staff guests that they have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary. This is one part of our establishing a positive safeguarding culture in the school.
7. Staff receive weekly safeguarding updates (Andrew Hall) from the PA to the Head Teacher.

Prevent Duty: Please refer to our Preventing Extremism and Radicalisation policy.

All staff are fully aware of their duty of assessing the risk of our students being drawn into terrorism including support for terrorist ideology fundamental to which are extremist ideas. It is essential that staff including volunteers and visiting staff guests are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of Stanborough's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the *Prevent* duty is not intended to stop pupils debating controversial issues. Our school teaches young people how to make positive choices about their lives and endorses the Channel early intervention scheme for students who could be at risk of radicalisation. In addition, to *Prevent* training for the DSL and deputy DSL this is expanded to include the whole staff including volunteers and visiting staff guests. Whilst we attend training recommended by the local authority, the training (on-line) opportunities through the *Channel Preventing Radicalisation* programme is to be accessed. http://course.ncalt.com/Channel_General_Awareness/01/index.html

Radicalisation: Radicalisation is defined in the government's *Prevent* strategy as "the process by which a person comes to support terrorism and forms of extremism leading to terrorism". It is a social process but also a deeply personal experience. 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. Our school responds to pupils who may be targeted or influenced to participate in radicalism or extremism. Our school also ensures that we can "demonstrate activity", as required by the statutory guidance, in the following key areas: risk assessment, working in partnership, staff training and IT policies.

POSSIBLE SIGNS OF EXTREMISM/RADICALISATION

Those in the process of being radicalised may become involved with a new group of friends, search for answers to questions about identity, faith and belonging, possess extremist literature or advocate violent actions, change their behaviour and language, or may seek to recruit others to an extremist ideology. The following could describe general teenage behaviour but together with other signs may mean the young person is being radicalised:

- out of character changes in dress, behaviour and changes in their friendship group
- losing interest in previous activities and friendships
- secretive behaviour and switching screens when you come near.

The following signs are more specific to radicalisation:

- owning mobile phones or devices parents/guardians haven't given them

Stanborough School is committed to safeguarding and promoting the welfare of our pupils and expects all staff including volunteers and visiting staff guests to share this commitment. It is our aim that all pupils fulfil their potential.

- showing sympathy for extremist causes
- advocating extremist messages
- glorifying violence
- accessing extremist literature and imagery
- showing a mistrust of mainstream media reports and belief in conspiracy theories
- appearing angry about governmental policies, especially foreign policy

It is important to note, that children and young people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour including alcohol or drug abuse, family breakdown, domestic abuse, bullying, etc., or even something less worrying. It is important to be cautious in assessing these factors, to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile. It is vital that all professionals who have contact with vulnerable individuals are able to recognise those vulnerabilities and help to increase safe choices.

DSL and Deputy DSL Responsibilities and Job Role (including the Prevention of Radicalisation in line with KCSIE (DfE September 2018)): The core responsibility of the DSL is to maintain an overview of safeguarding within the school, including on-line safety, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice.

Managing Referrals

- to refer all cases of suspected abuse to Children’s Social Care and
 - the LADO for child protection allegations which concern a member of staff or volunteer or staff guest,
 - the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child and/or the police if a crime may have been committed;
 - Police (in cases where a crime may have been committed);
- to liaise with the Head teacher and Governors, as well as the Hertfordshire Local Safeguarding Children’s Board (LSCB) and the LADO
- ensure staff including volunteers and visiting staff guests are alert to changes in children’s behaviour which could indicate that they may be in need of help or protection.
- use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Training

The DSL receives appropriate training, in accordance with Annex B of KCSIE, carried out every two years in order to:

- understand the assessment process for providing early help and intervention;
- have a working knowledge of and be able to attend and contribute to child protection case conferences;
- have access to and understands the school’s child protection policy and procedures; and
- be able to keep detailed, accurate, secure written records of concerns and referrals.

Raising Awareness

The DSL ensures Stanborough School policies are known and used appropriately. This is achieved in part by:

- the policy, procedures and their implementation being reviewed annually;
- the policy being made available publicly;
- making sure staff are aware of training opportunities and the latest local policies on safeguarding;
- ensuring that pupils’ child protection files are transferred securely and confidentially to the new school or college as soon as possible, with a receipt being received;
- ensuring all staff and volunteers understand their safeguarding responsibilities and always act in the interest of the child;
- raising awareness of the needs of pupils including those with special educational needs or disabilities, lesbian, gay, bisexual and transgender (LGBT) pupils.

Early Help

Working together to Safeguard Children (2018) aims to inform schools and other agencies about the suitable action to take when a child has been identified as making inadequate progress or having an unmet need. At Stanborough, whenever possible, we will ensure

Stanborough School is committed to safeguarding and promoting the welfare of our pupils and expects all staff including volunteers and visiting staff guests to share this commitment. It is our aim that all pupils fulfil their potential.

that early intervention is actioned via a referral to Hertfordshire Family Support Team via a CAF form as soon as the criteria are met, to prevent situations to escalate into larger problems.

Single Point of Access Tel:

- a. 08:00 – 19:00 :Single Point of Access 0300 777 0707
- b. 17:00 – 09:00 Out of Hours 01438 843322.

Therefore, the school will consider the following:

- Undertake an assessment of the need for early help
- Provide early help services e.g. pastoral worker, SENCO, family outreach worker, targeted youth, breakfast club
- Refer to appropriate services e.g. CAMHS etc.

Use of mobile phones and cameras: Staff including volunteers and visiting staff guests should not use mobile telephones in the presence of children. Personal mobile telephones should never be used for taking or storing images or recordings of pupils. Any images or recordings should only be taken, edited or stored on school computers unless with the express permission of the Head teacher. Photographs or recordings should only be made where there is a legitimate school purpose. A pupil's privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties without permission of the Head teacher or parents of the child involved. This guidance also applies to all pupils.

Missing Children: Our staff including volunteers and visiting staff guests will follow the school's procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. Stanborough has in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. Staff including volunteers and visiting staff guests are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. More information can be found in 'Statutory guidance on children who run away or go missing from home or care' and KCSIE (September 2018). Stanborough School has an admission register and an attendance register. All pupils are placed on both registers. We will follow-up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence and notify social services if there is an unexplained absence of more than two days of a pupil who is on the child safeguarding register. Additionally, the DSL will notify the Local Authority when a child moves to a new school at any point during their time at Stanborough School.

Safer Recruitment (please refer to our safer recruitment policy) and Employment of Staff and Single Central Record: We operate safe recruitment procedures, particularly pre-appointment checks on staff including Disclosure and Barring Service (DBS) checks, but also pre-appointment checks on volunteers, staff guest, staff of contractors and other individuals that are not school staff or supply staff. Stanborough School follows the Government's recommendations for the safer recruitment and employment of staff that work with children. The *Single Central Register* (SCR) is rigorously maintained, with all employees and volunteers being checked in accordance its full requirements before starting work.

Safeguarding arrangements for staff employed by another organisation

The school will ensure that formal procedures are followed to satisfy itself that appropriate child protection checks and procedures apply to any staff including volunteers and visiting staff guests employed by another organisation and working with the school's pupils on another site (for example, on a school trip, while in a separate institution or activity centre). See policy on Educational Visits. Wherever possible Stanborough will obtain DBS checks on all contractor staff, who also receive safeguarding training from the Designated Safeguarding Lead.

Requirement to inform Disclosure and Barring Service (DBS) and to consider referral to TRA: The School will report to both the Disclosure and Barring Service (DBS) and TRA, within one month of leaving the school, any person (whether employed, contracted, visiting staff guest, volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes making a referral where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. We also ensure that '*Compromise Agreements*' or '*ACAS Agreements*' never apply in such circumstances. If there has been a substantiated allegation against a member of staff including volunteers and visiting staff guests, the school works with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

Visitors and Visiting Speakers: Visitors are required to produce identity and to wear a school visitor identity badge. Unidentified visitors will be challenged by staff or reported to the Head teacher or School Office. The *Prevent* statutory guidance requires schools to set out clear protocols for ensuring that any visiting speakers, who might fall within the scope of the *Prevent* duty, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised; this will always include a barred list check and internet search. At Stanborough School, speakers are never left alone with pupils. The interaction between the *Prevent* requirement to check speakers and the KCSIE (September 2018) is likely to mean in practice that checks on visiting speakers will be recordable on the SCR either as checks on staff or un-prescribed checks on volunteers. We decide which checks are recorded in the SCR by reference to the usual considerations such as role, frequency, supervision, payment and employment by another organisation.

Disqualification by Association - early years and later year's provision: Pre-appointment checks in this regard may also be needed for relevant staff, leaders and managers as part of following the KCSIE supplementary advice. Employees who teach or manage any aspect of provision for children up to the age of 8 years are not allowed (in accordance with regulations made under Section 75 of the Childcare Act 2006) to work in this capacity at our school if they, or others in their household are disqualified. A self-declaration form is incorporated into the appointments process.

Vulnerable Pupils: Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing). If a pupil discloses that he/she has witnessed domestic violence or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children's Social Care and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies. Particular attention will be given to pupils who are on the SEND list.

Looked After Children: The Chair of Governors will ensure staff including volunteers and visiting staff guests have the skills, knowledge and understanding necessary to keep safe children who are looked after by a Local Authority, if they have such children on roll. This includes ensuring that there is a designated member of staff with responsibility for their welfare, progress and educational achievement and ensuring this person has up to date assessment information from the relevant Local Authority. This includes the child's social worker and virtual head, the most recent care plan and contact arrangements with parents, and delegated authority to carers including the child's legal status. In our school this person is the DSL.

See <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Safeguarding Disabled children: Our staff including volunteers and visiting staff guests are aware that disabled children experience greater risks, vulnerability and unequal access to services and resources. They may have additional needs relating to physical, sensory, cognitive and/or communication impairments. Some disabled children may be more vulnerable to abuse because they may have fewer outside contacts than other children; receive intimate, personal care; have an impaired capacity to resist or avoid abuse; have communication difficulties; fear losing services; be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation).

Physical Chastisement: Where a child has been or alleges they have been subject to chastisement through the use of an implement or substance, this will immediately be reported for investigation to the LADO.

Working in Partnership and Responding to Parents and Carers: Our school works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for children.

School Website Safeguarding Statement: To ensure the privacy and safety of children at the school, only children's first names are used. Stanborough School follows a policy of seeking parent, guardian or carer's permission before using images which show children on the website or in the local press. The list showing pupils who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No private information about children is published on the website such as surnames or contact details.

Staff Code of Conduct - Power, Positions of Trust and Staff Behaviour: Guidance is provided in the Stanborough School *Staff Code of Conduct* (which is on the website) and *Teachers' Standards* on how adults can ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying

Stanborough School is committed to safeguarding and promoting the welfare of our pupils and expects all staff including volunteers and visiting staff guests to share this commitment. It is our aim that all pupils fulfil their potential.

a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on). The Staff Code of Conduct is wide-ranging and covers staff/pupils relationships and communications including use of social media, “breach of trust” and expands on the whistle-blowing statement in this policy.

Listening to the wishes of children and young people: Stanborough School has a culture of ensuring that children’s wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils. We believe it is critical that our pupils have an adult who they can trust and Stanborough School ensures that there are appropriate systems so pupils know who they can turn to and that staff will listen to them. These include: the School Council; Form tutors; Spiritual, Moral, Social and Cultural (SMSC) development and Helplines such as NSPCC and Child line (Contact numbers are at the end of this policy). Our staff do not agree confidentiality and always act in the interests of the child.

Records: 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’. Written notes will be kept of all incidents relating to individual pupils. These may be shared with other agencies. All contact with parents and external agencies relevant to Child Protection will be logged and kept in confidential records which are kept separate from educational records and can only be accessed by designated people within the school. The content of Child Protection reports will be shared with the parents/guardians/carers in advance of any meetings. Referrals made to the Hertfordshire Council Children’s Social Care being recorded on the Inter-agency Referral form.

If a pupil is withdrawn from the school, all efforts will be made to identify the school to which the student is being admitted; their confidential educational and child protection records will be sent separately. If the parent/guardian/carer fails to provide information regarding the new school, an urgent referral will be made to Children’s Social Care. If educational records are sent to our school concerning a child who is not registered by the parent, they will be returned and the school advised to refer to their Local Authority Education Welfare Service. A child’s name will only be removed from the School’s Admission Register in accordance with the Student Registration Regulations. Further information is contained in our Admissions Policy.

Whistleblowing Our whistleblowing policy, which is on the school website, is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school, a positive safeguarding culture. We have an open environment and culture of safety where staff feel free to raise concerns. The school also has a culture of valuing staff and of reflective practice. There are procedures for reporting and handling concerns, including poor or unsafe practice and potential failures in the safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support are provided for staff including transparency and accountability in relation to how concerns are received and handled. Stanborough School has regard to KCSIE (September 2018) and as a result has clear processes for reporting and recording allegations.

Co-operation with the Hertfordshire LSCB: We cooperate entirely with any investigation carried out by the Children’s Social Care, including those involving the LADO, in conjunction with the police. Our policy is in accordance with the guidance provided in KCSIE (DfE: September 2018).

Confidentiality: We regard all information relating to individual child or adult protection issues as confidential and we only pass information on to appropriate persons. Our staff including volunteers and visiting staff guests know they cannot promise confidentiality and that there are other agencies which children can turn to e.g. Childline: 0800 1111.

Child’s Death: In the event of a death of a child, the Head teacher must notify both the Hertfordshire Child Death Overview Panel (CDOP), RIDDOR which is the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (2013) and the DfE.

Staff including Volunteers and visiting Staff Guests Taking Medication or other Substances: Staff including volunteers and visiting staff guests must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff including volunteers and visiting staff guests medication must be securely stored and out of the reach of children at all times.

Types and Signs of Abuse and Neglect including Possible Indicators (This section of the policy encompasses the types of abuse and neglect signs which are identified in Keeping Children Safe in Education (September 2018))

Types of Abuse and Neglect: *Working Together to Safeguard Children* (HM Government, 2018) defines abuse as 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. An adult or adults or another child or children may abuse them. *Part 4 of KCSIE to Safeguard Children* (HM Government, 2018) further states that the type of abuse and neglect include: *Abuse and Neglect; Neglect; Physical abuse; Extremism/Radicalisation; Domestic Abuse; Drug/alcohol abuse; Emotional abuse; Abuse of Trust; Sexual abuse; Children who sexually abuse other children; Child Sexual Exploitation; Child exploitation and E-safety; Female Genital Mutilation; Forced Marriages; Safeguarding Disabled Children; Disability and Vulnerability Honour-based violence; Vulnerable Groups; Vulnerable Pupils; Children in Need; Children who run away or go missing and Significant Harm.*

Abuse can also take place wholly online or it can be used to facilitate offline abuse.

Specific safeguarding issues: Expert and professional organizations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/. Schools and colleges can also access broad government guidance on the issues listed here via the GOV.UK website: child sexual exploitation (CSE); bullying including cyberbullying; domestic violence; drugs; fabricated or induced illness; faith abuse; female genital mutilation (FGM); forced marriage; gangs and youth violence; gender-based violence/violence against women and girls (VAWG); mental health; private fostering; radicalization; sexting; teenage relationship abuse; trafficking.

Female Genital Mutilation: Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. It is mandatory for our school to report to the police cases where we suspect or discover that an act of FGM appears to have been carried out. Our school activates local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Possible Signs of FGM

A female pupil who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations by a doctor
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Indicators of Abuse

NEGLECT

Definition of 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. Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if you are worried a child is being abused* 2018) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are

Stanborough School is committed to safeguarding and promoting the welfare of our pupils and expects all staff including volunteers and visiting staff guests to share this commitment. It is our aim that all pupils fulfil their potential.

at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

Indicators of neglect: The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect include: constant hunger and stealing food; poor personal hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; illness or injury untreated and looking sad, false smiles.

Behavioural indicators of neglect include: constant tiredness; frequent absence from school or lateness; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies.

EMOTIONAL ABUSE

Definition of 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 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 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.

The nature of emotional abuse: Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person – as in domestic violence. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse: Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

Behaviour: acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless etc); neurotic behaviour (such as ricking, hair-twisting, thumb sucking); self-mutilation; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.

Social issues: withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

Emotional responses: extreme fear of new situations; inappropriate emotional responses to painful situations ("I deserve this"); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression.

PHYSICAL ABUSE

The nature of physical abuse: Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present. A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school. Physical abuse 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.

Indicators of physical Abuse/Factors that should increase concern include:

- multiple bruising or bruises and scratches (especially on the head and face); clusters of bruises – e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- bruises on the back, chest, buttocks, or on the inside of the thighs; marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- bite marks; deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries;
- recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.

In the social context of the school or college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adults words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault. **We become concerned if the child or young person** is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

SEXUAL ABUSE

The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. 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). Some young people do not exhibit any external signs of abuse.

Characteristics of child sexual abuse: it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse: Physical observations include damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain.

SEXUAL EXPLOITATION

Children can also be subject to Child Sexual Exploitation (CSE). Most people who sexually abuse children are men, but some women sexually abuse too as can other children. CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, money or affection) as a result of engaging in sexual activities. CSE can range from 'consensual' to serious organised crime by gangs. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

POSSIBLE SIGNS OF CHILD SEXUAL EXPLOITATION

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour. Young people who are being sexually exploited may:

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- go missing from home, care or education.

They may also show signs of sexual abuse or grooming.

Behavioural observations

- Sexual knowledge inappropriate for age; Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity; Hinting at sexual activity inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging, Lack of concentration, restlessness, aimlessness; Socially isolated or withdrawn, Overly-compliant behaviour; Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults; Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour; Arriving early at school, leaving late, running away from home, Suicide attempts, self-mutilation, self-disgust; Suddenly drawing sexually explicit pictures; Eating disorders or sudden loss of appetite or compulsive eating, Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed; Trying to be 'ultra-good' or perfect; overreacting to criticism.

Note: The concerns listed above are not exhaustive. Staff can and should also record and report other concerns about a student, such as general welfare concerns.

Our Integrated Safeguarding Portfolio consists of the following legal status documents, related documents and references which have been used in formulating this policy along with the forms required to be completed when referring to Children's Social Care and the LADO and the Governors' Annual Safeguarding Audit and Review.

Legal Status (statutory and best practice guidance)

- Part 3, paragraphs 7 (a) and (b) of the Education (Independent School Standards) (England) Regulations 2014, in force from the 5th January 2015 and as amended in September 2015
- *Keeping Children Safe in Education (KCSIE) Information for all school and colleges* (DfE: September 2018) incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (February 2015) and also refers to non-statutory advice for practitioners, *What to do if you're worried a child is being abused* (HM Government: March 2015)
- *Prevent' Counter-Terrorism and Security Act 2015* (HM Government: 2015) inclusive of the *Prevent Duty Guidance: for England and Wales* (March 2015) (*Prevent*). *Prevent* is supplemented by *The Prevent duty: Departmental advice for schools and childminders* (June 2015) and *The use of social media for on-line radicalisation* (July 2015)
- *The Children Act 1989 guidance and regulations* (DfE: Volume 2, June 2015)
- *Disqualification under the Childcare Act 2006 (by association)* (DfE: February 2015)
- *National Minimum Standards (DfE:2015)*

This policy has been compiled in conjunction with and reference to the following related documents which are:

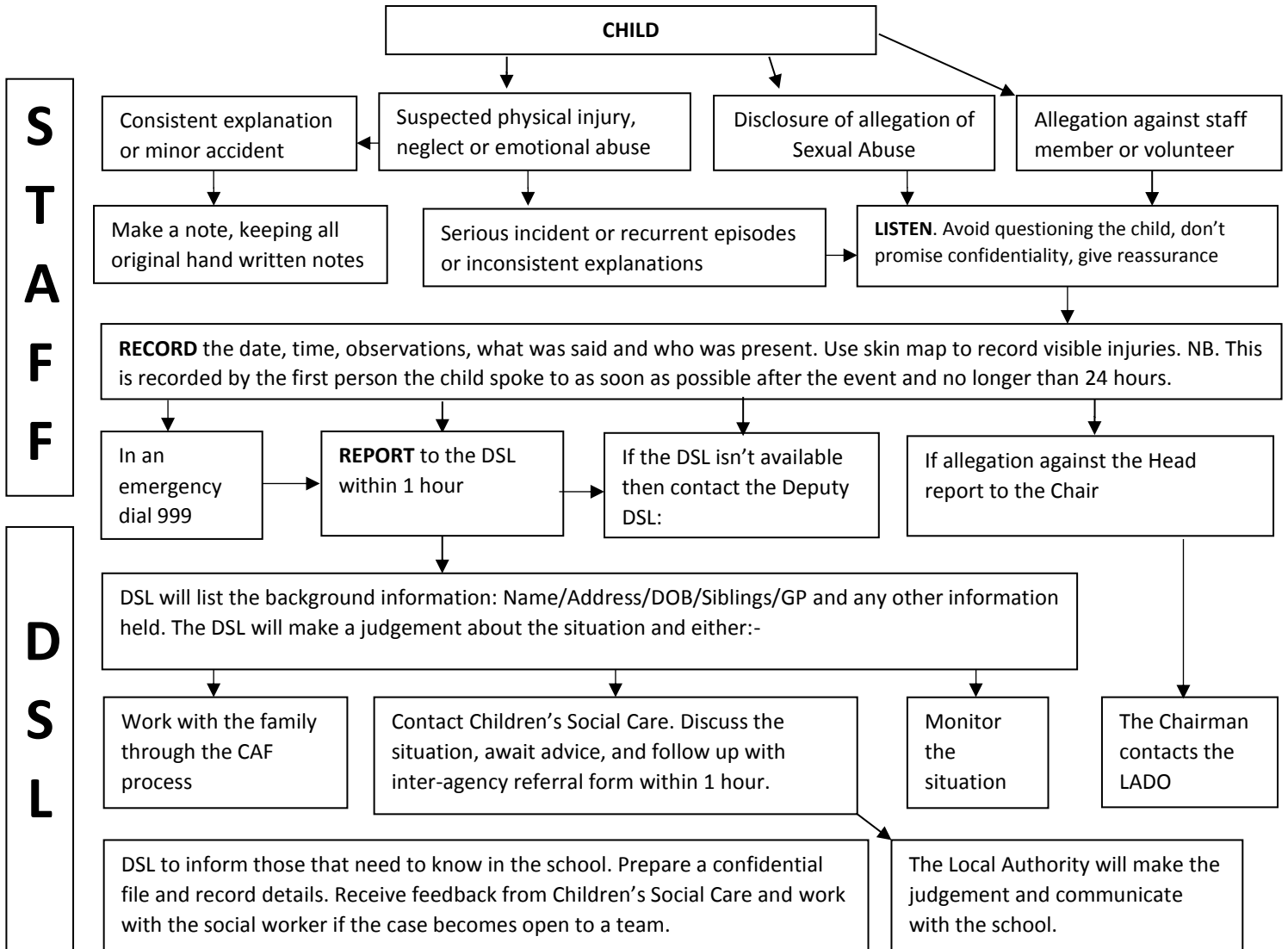
- **available on the Stanborough School website and also on request from the school office:** Anti-bullying; Behaviour Management including Discipline, Sanctions and Exclusions; Preventing Extremism and Radicalisation Policy; First aid; Educational Visits and Off-site activities; E-Safety including Cyber Bullying and Acceptable Use; Personal Social Health and Economic Education (PSHEE); Sex and Relationship Education (SRE); Special Educational Needs and Disabilities (SEND Code of practice January 2015); Spiritual, Moral, Social and Cultural (SMSC) Development; Whistleblowing, Staff Code of Conduct; *Keeping Children Safe in Education Information for all school and college staff* (DfE: September2018).
- **available on the Staff Share drive:** Safe Recruitment including the selection and appointment of staff; *Keeping Children Safe in Education. Statutory guidance for schools and colleges.* (DfE: September 2018); Appendix A & B - Safer Recruitment Flowcharts

Stanborough School is committed to safeguarding and promoting the welfare of our pupils and expects all staff including volunteers and visiting staff guests to share this commitment. It is our aim that all pupils fulfil their potential.

QUICK REFERRAL FLOW CHART

DSL – Designated Safeguarding Lead
CAF – Common Assessment framework

CSC– Hertfordshire Council **Children’s Social Care**
LADO – Local Authority Designated Officer



Complaints: All complaints arising from the operation of this policy should be referred to the DSL (who will keep the Head and Governors informed). The Governors will arrange for the complaint to be investigated in accordance with the school’s complaints procedure.

Key Contacts

HCC (Children’s Service), 228 Hatfield Rd, St Albans AL1 4LW Tel: 03001234043

MASH (Multi- Agency Safeguarding Hub) Tel: 01438737511

Ofsted Piccadilly Gate, Store Street, Manchester, M1 2WD Tel: 03001234234 Email: enquiries@ofsted.gov Web: www.ofsted.gov.uk

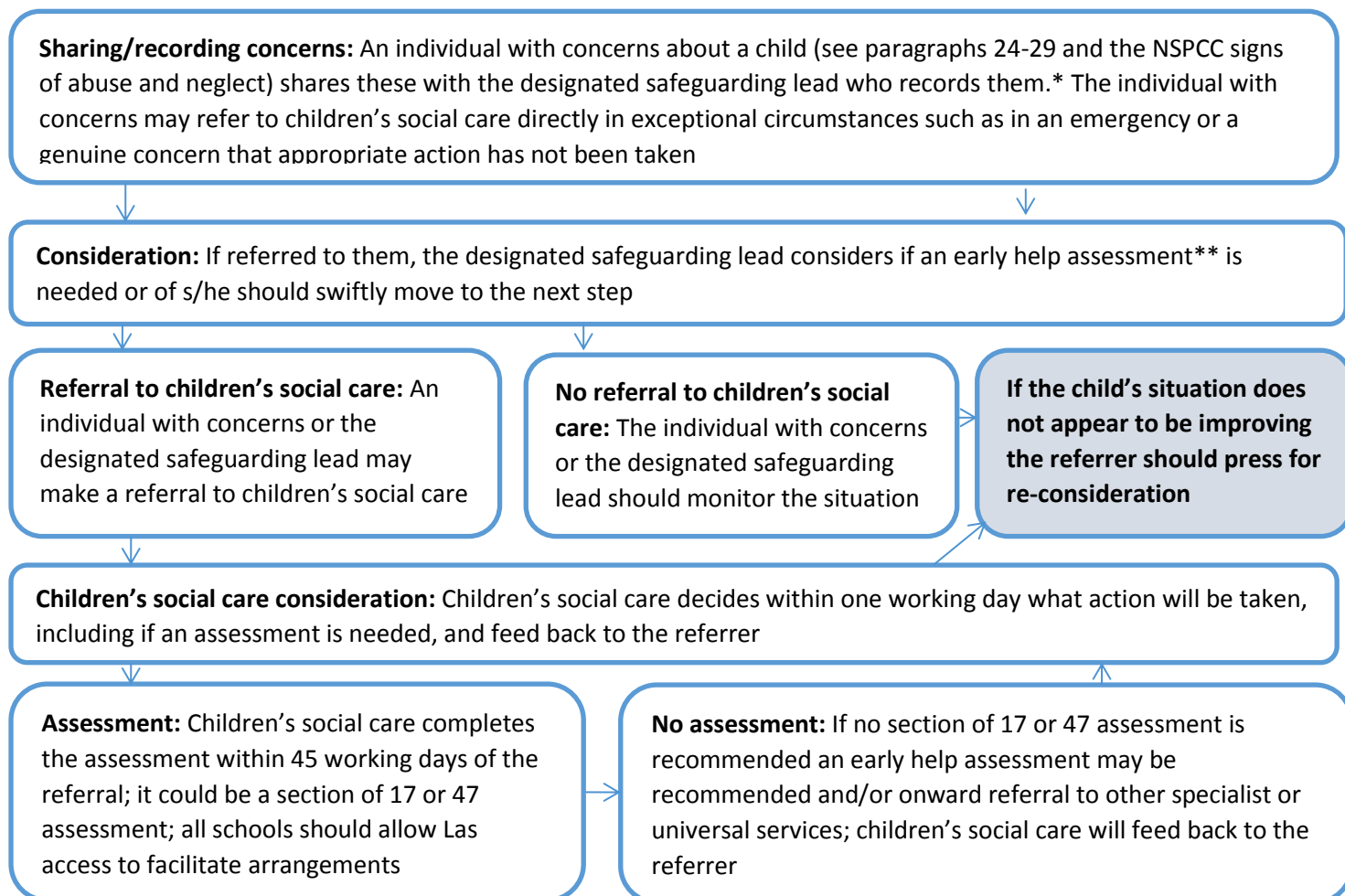
Independent Schools Inspectorate CAP House, 9-12 Long Lane London, EC1A 9HA Tel: 0207 600 0100 Email: info@isi.net Website: www.isi.net

Disclosure and Barring Service (DBS) Address for referrals: PO Box 181, Darlington, DL1 9FA Telephone for referrals: 01325 953 795 Telephone for customer services: 0870 909 08 Email: customerservices@db.s.gsi.gov.uk

Stanborough School is committed to safeguarding and promoting the welfare of our pupils and expects all staff including volunteers and visiting staff guests to share this commitment. It is our aim that all pupils fulfil their potential.

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of serious harm to a child a referral should be made to children's social care immediately.



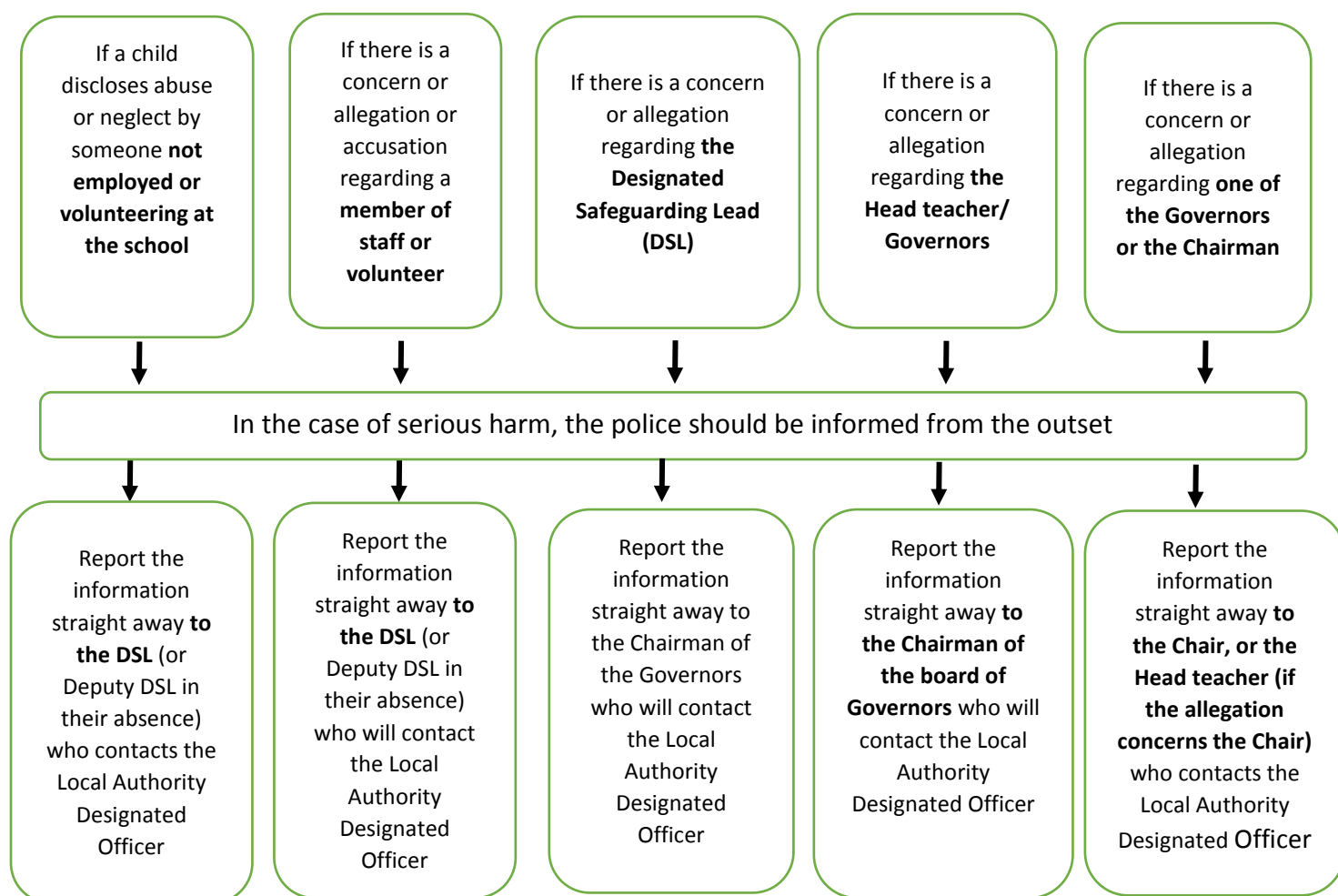
*If cases which also involve an allegation of abuse against the staff member see part four of this guidance which explains action the school or college should take in respect to the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services may make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of [Working Together to Safeguard Children 2018](#) for more information.

Appendix A - Safeguarding concerns or allegation of abuse on a child

The following safeguarding procedures apply where you become aware a member of staff/volunteer/guest staff has, or a child discloses to you that an adult has behaved in a way that has, or may have harmed a child; possibly committed a criminal offence against or related to a child or behaved towards a child or children in a way that indicates they may pose a risk of harm to a child.



Keeping Children Safe in Education (DfE: September 2018) makes it clear that anybody can make a direct referral to Children's Social Care including the LADO and other external agencies.

Designated Safeguarding Lead (DSL), Prevent Officer and Head Teacher for the whole school - Mrs Eileen Hussey Telephone: 01923673268 Mobile:07506884929 (twenty four hours) Email: ldixon@spsch.org

Deputy Designated Safeguarding Lead (DSL), Deputy Prevent Officer and Senior Teacher for the whole school - Mrs Alicea Anderson Telephone: 01923673268 Mobile: 07506884929 (twenty four hours) Email: aanderson@spsch.org

Deputy Designated Safeguarding Lead (DSL), Deputy Prevent Officer and Head of Boarding – Mr Courtney Prince: 01923665970 Mobile: 07498605154 (twenty four hours) Email: cprince@sopsch.org

Nominated Governor for Safeguarding and Prevent Duties - Mrs Sandra Rose-Campbell Telephone 07930145158(mobile): Email: rosepetals32@hotmail.com
LADO - Tony Purvis - Telephone (office hours): 01992556979 / 07580744515
Telephone (outside office hours): 5.00pm to 9.00pm and weekends Telephone: 03001234043

Andrea Garcia-Sangil - Telephone (office hours): andrea.garcia-sangil@hertfordshire.gov.uk Telephone (outside office hours): 5.00pm to 9.00pm and weekends Telephone: 03001234043

Appendix B - What to do when a child discloses abuse or neglect

Where a young person discloses abuse or neglect, the following sequence of events should be adhered to:

Create a safe environment

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that he/she is not to blame. Tell the child that you know how difficult it must have been to confide in you.



Listen

Listen to what the child has to say and take them seriously; reassure the child but advise that you cannot promise to keep a secret. Do not make promises you cannot keep. If there is a requirement for immediate medical intervention, assistance should be called for. Tell the child what you are going to do next after the disclosure. Depending on circumstances the child may then return to class or be offered time out of class with support from the DSL.



Talking to the child

When talking to the child, do not interview the child and keep questions to a minimum. Do not display shock or disbelief. Encourage the child to use his/her own words and do not ask leading questions, interrupt their dialogue, or make assumptions which might give particular answers. Do not repeat the disclosure over and over.



Record

Record in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. Record the child's name, address and date of birth along with the child's behaviour, emotional state.



Do not take responsibility

- Only tell those people that it is necessary to inform.
- Do not try to investigate the allegation yourself.
- Immediately consult our Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
- The Designated Safeguarding Lead will consider the information and decide on the next steps.
- Do not approach or inform the alleged abuser.

Appendix C – A Child Protection Guide – Cue card

The document below is given to staff and volunteers to be carried at all times as an A6, two sided, crib card, which is folded to become 5cm-7.5cm.

A Child Protection Guide

We are committed to safeguarding and promoting the welfare of all at our school

A code of good practice for staff and volunteers
Designed for you to keep with you—Carry it

This Code of Practice is intended to provide a readily accessible reference promoting the principle of our Child Protection Policy

What happens if:

You suspect a child is being abused or neglected:

1. Immediately inform the Designated Safeguarding Lead (DSL).
2. Record and date any facts which are relevant to your concern and pass these onto the DSL.
3. Do not investigate the issue yourself.

A child discloses to you abuse by someone else

1. Allow the child to speak without interruptions, accepting what is said and without investigating further or asking leading questions.
2. Reassure the child that 'it is not their fault' and that they were right to tell you.
3. Record in the child's own words details of the disclosure and refer this immediately to the DSL. Do not investigate the issue yourself.

You receive an allegation about a member of staff or yourself

1. Immediately inform the DSL of the allegation.
2. Record and date the details of the allegation in writing.

Do treat everyone with respect

Do provide an example of behaviour you wish others to follow

Do plan activities which involve more than one other person being present, or at least which are within sight or hearing of others

Do respect a young person's right to personal privacy

Do provide access for young people to talk to others about any concerns they may have.

Do recognise, and allow for, the special needs of young people with disabilities and learning difficulties

Do encourage young people with disabilities and learning difficulties

Do encourage children and adults to point out attitudes and behaviour that they do not like

Do avoid inappropriate physical or verbal contact with young people

Do remember that someone else might misinterpret your actions

Do respect the cultural, religious and ethnic backgrounds of others

Do recognise that caution is required even in sensitive moments of counselling

Do avoid situations that compromise your relationship with young people

Do NOT Permit abusive peer activities (e.g. bullying racism or others)

Do NOT Judge or jump to conclusions about other s

Do NOT show favouritism to any individual

Do NOT be drawn into attention seeking behaviour, such as crushes/tantrums

Do NOT make inappropriate remarks or gestures

Do NOT rely on a good reputation to protect you

Do NOT believe 'it could never happen to me'

Stanborough School is committed to safeguarding and promoting the welfare of our pupils and expects all staff including volunteers and visiting staff guests to share this commitment. It is our aim that all pupils fulfil their potential.

Do NOT interview or meet with children in private or outside of school

Do NOT let concerns or allegations go unrecorded

Do NOT play physical contact games with young people