



LOCHINVER HOUSE

Safeguarding and Staff Behaviour and Code of Conduct Policy and Procedures

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1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment; preventing the impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; preventing radicalisation; instilling core British values; and taking action to enable all children to have the best outcomes. The School is committed to the active promotion of well-being and ensuring pupils receive early help when issues or concerns arise.

As such, everyone employed at our school has a responsibility in relation to safeguarding and promoting the welfare of children. In day-to-day contact with children at risk, we have the opportunity to note concerns and to meet with parents and other associated adults, where this is appropriate. A maxim for the school which is underpinned by statutory guidance is that "Safeguarding is everyone's responsibility". This is a key principle and all adults in the school must be prepared to challenge unsafe practices and to report concerns in accordance with these procedures.

This Safeguarding and Staff Behaviour and Code of Conduct Policy and Procedures form part of a suite of documents and policies which relate to the safeguarding responsibilities of the School.

The full Governing Body undertakes an annual review of the School policies and procedures relating to safeguarding children along with the efficiency of their use. The governing body maintains close scrutiny of all school policies to ensure its obligations to actively promote pupil well-being (Part 8 Independent School's Standard 2014) are consistently met.

This review is formally minuted.

In particular this policy should be read in conjunction with the Policies outlined at the end of this Policy.

Purpose of our Safeguarding Policy:

- To inform staff, parents, volunteers and governors about the School's responsibilities for Safeguarding and Promoting the Welfare of children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.
- To assure that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site.
- To ensure that the School follows the inter-agency procedures established by the Hertfordshire Safeguarding Children Board (HSCB) as a guide to procedure and practice for all agencies in Hertfordshire to work together with children and their families.
- To emphasise that all school staff and volunteers are particularly well placed to observe indicators of abuse; this includes personal disclosures from children, observational changes in behaviour and a child's health and development.
- To make clear that all school staff and volunteers have a professional duty to receive safeguarding training, so that they are knowledgeable and aware of their role in the early recognition of the signs and symptoms of abuse or neglect and of the appropriate procedures to follow.
- To make clear that all school staff and volunteers must undergo safeguarding and child protection training at induction which is updated to reflect the procedures and practice of our local safeguarding children's board. In addition all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children. Additionally, the school provides a more extensive half day refresher course every 3 years which is led by an external specialist provider.
- To make clear that all staff must confirm that they have read the policy and part 1 of Keeping Children Safe in Education (KCSIE DfE September 2016) and Annex A. We recognise our statutory duty to ensure that mechanisms are in place to assist all our staff members to understand and discharge their role and responsibilities as set out in this document.
- To establish the School has established designated safeguarding responsibilities and expertise (through training) and that all adults and children are clearly aware of reporting arrangements.



Lochinver House School's Safeguarding Statement aims to:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Raise awareness of individual responsibilities in identifying and reporting possible cases of abuse.
- Maintain an attitude of 'It could happen here'.
- Ensure children know that there are adults in the School whom they can approach if they are worried.
- Ensure that children who have suffered significant harm as a result of abuse or neglect will be supported in line with a child protection plan, where deemed necessary.
- Include opportunities in the PSHEE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Be alert to the threat of radicalisation and appropriately responsive in line with Prevent strategy.
- Ensure that any deficiencies or weaknesses in child protection arrangements are rectified without delay.
- Ensure that appropriate child protection checks and procedures are conducted on every adult working with the children, in any capacity, including a separate institution such as a residential field centre.

2. SAFEGUARDING AND STAFF CODE OF CONDUCT AND PROCEDURES OVERVIEW

- Follow the guidance from your Child Protection Basic Awareness Training
- Document **any** concerns, observed or disclosed, as soon as possible on a **Record of Concern Form** (Appendix 1) (available on the school's CRL>Staff>Safeguarding> Record of concern)
- Return the signed form to the Headmaster (Ben Walker) the DSL, immediately.

REMEMBER:

- **YOU MUST REFER TO THE D.S.L**
- **YOU MUST NOT INVESTIGATE**
- **YOU MUST NOT OFFER CONFIDENTIALITY**

	NAME	CONTACT DETAILS
Registered Designated Safeguarding Lead (DSL)	Mr Ben Walker, Headmaster	x203 or via HM mobile bwalker@lochinverhouse.com
Designated Senior Lead for Prevent (DSL)	Mr Ben Walker, Headmaster	x203 or via HM mobile bwalker@lochinverhouse.com
Deputy Designated Safeguarding Lead	Mrs Karen Turk, Head of Pre Prep	x226 kturk@lochinverhouse.com
Deputy Designated Safeguarding Lead	Mrs Purita Cortes, Head of Years 3 & 4	X204 pcortes@lochinverhouse.com
Named Governor for Safeguarding	Mrs Christine Smith, Governor	Tel: 0207 472 0291 headmistress@sarumhallschool.co.uk
Named Governor for Prevent	Mrs Christine Smith, Governor	Tel: 0207 472 0291 headmistress@sarumhallschool.co.uk

Further information can be found in the:-

- Hertfordshire Safeguarding Children Board Procedures Manual containing Hertfordshire's Child Protection procedures. The manual can be accessed through www.hertssafeguarding.org.uk (click box for professionals; click box for inter-agency procedures; go to the left of the page & click contents).
- The Safeguarding folder on the CRL (Central Resource Library)
- Child Protection Pack in the staff room, containing all the key documents mentioned and a copy of the Child Protection Basic Awareness Training Information Pack.

Speak to Ben Walker, Designated Safeguarding Lead.



All school staff have a duty of care to safeguard all pupils. If at any time you feel that a child's situation does not appear to be improving, despite recording of concerns, you should discuss the situation with the DSL. In these circumstances the Keeping Children Safe in Education document reminds all staff that they can make their own referral to the Social Care Team in exceptional circumstances by directly contacting **Children, Schools and Families on 0300 123 4043**. They should immediately inform the DSL that they have contacted Children, Schools and Families independently.

Prevent - To raise concerns relating to extremism:

DC 100 Emma MAXWELL, Hertfordshire Prevent Officer, Eastern Counter Terrorism Intelligence Unit
Phone 01438 735396 Mobile 07534909682 Email emma.maxwell@herts.pnn.police.uk

DfE dedicated telephone helpline and mailbox for non-emergency advice is 020 7340 7264 and counter-extremism@education.gsi.gov.uk

NSPCC Whistleblowing number: 0800.028 0285 help@nspcc.org.uk

Police: Emergency 999 Non-emergency 101

3. STATUTORY FRAMEWORK

In order to protect children from harm the School will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004 (Every Child Matters)
- Education Act (2002), section 175 / 157 for independent schools
- Hertfordshire Safeguarding Children Board Child Protection Procedures (Electronic)
- Keeping Children Safe in Education (2016) (KCSIE) September 2016
- Keeping Children Safe in Education: information for all school and college staff (DFE September 2016) – APPENDIX 2
- Working Together to Safeguard Children (2015) (WTSC)
- The Education (Pupil Information) (England) Regulations 2005
- Counter Terrorism and Security Act 2015 (Section 26)
- "Information Sharing" (DfE March 2015),
- Prevent Duty Guidance for England and Wales (March 2015)
- The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- "Revised Prevent Duty Guidance for England and Wales" (DfE July 2015),
- The Use of Social Media for on-line radicalisation (July 2015)
- What to do if you're worried a child is being abused (March 2015)
- Guidance issued by the Secretary of State
- Disqualification under the Childcare Act 2006

DfE 'Working Together to Safeguard Children' (2015) requires all schools to follow the procedures for protecting children from abuse which are established by the Local Safeguarding Children Board (Hertfordshire). Schools are also expected to ensure that they have appropriate procedures and practice in place to safeguard and promote the welfare of children. These procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse against a child.

The school also follows guidance outlined in the Prevent Duty Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism. The school additionally follows guidance outlined in the Female Genital Mutilation Act 2003 which places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

DfE guidance places the following responsibilities on all schools:



- Schools should be aware of and follow the procedures established by the Hertfordshire Safeguarding Children Board.
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse.
- The Designated Safeguarding Lead should have responsibility for co-coordinating action within the School and liaising with other agencies.
- Staff with designated responsibility for Child Protection should receive appropriate training.

DfE guidance Keeping Children Safe in Education (2016) (KCSIE) September 2016 also states that “Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in the statutory guidance “Working Together to Safeguard Children 2015”. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.”

4. THE DESIGNATED SAFEGUARDING LEAD

It is the role of the Designated Safeguarding Lead to:

- Undertake training at least every two years in child protection and inter-agency working to remain as DSL. This training may be provided by the local children’s services department or an external welfare agency acceptable to the local safeguarding children board.
- Ensure that the Deputy Safeguarding Leads are also up to date with the appropriate level of training.
- Undertake Prevent training at least every two years as the Designated Senior Lead for Prevent.
- In addition to this formal training, knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to the role.
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that this is kept up to date by refresher training at three yearly intervals as in agreement with the LSCB. This training will also include Prevent Awareness training.
- In addition, the DSL disseminates to all staff via email, e-bulletins and verbally in staff meetings as required, safeguarding and child protection updates to provide staff with the relevant skills and knowledge to safeguard children effectively.
- Ensure that when KCSIE updates are released that all staff read Part 1 and Annex A and sign to say they have done so.
- Ensure that newly appointed staff and volunteers receive a child protection induction and Prevent Awareness training as soon as they start at the school, if not before and this will include information on the Safeguarding and Staff Behaviour and Code of Conduct Policy and Procedures, whistleblowing procedures, the identity of the DSL and Deputy DSLs and a copy of Part 1 KCSIE 2016 Annex A.
- Ensure that temporary staff and volunteers are made aware of the School’s arrangements for child protection.
- Ensure that the School operates within the legislative framework and recommended guidance.
- Ensure that all staff and volunteers are aware of the Hertfordshire Safeguarding Children Board Child Protection Procedures.
- Ensure that the DSL is kept aware of any concerns at all times, including out of hours/term times via the mobile number provided to all staff.
- Develop effective working relationships with other agencies and services.
- Liaise with CSF (Children, Schools and Families) social care teams over suspected cases of child abuse.
- Liaise with the Hertfordshire Prevent Officer and the DSLs over suspected cases of radicalisation
- Follow the school’s reporting arrangements including contact with a welfare agency within 24 hours of a disclosure or suspicion of abuse. Social Care Team’s telephone number is 0300 123 4043.
- Ensure that accurate records relating to individual children are kept separate from the academic file in a secure place and marked 'Strictly Confidential' and that these records are passed securely when the child transfers to a new provision.



- Submit reports and ensure the School's attendance at Child Protection Conferences and contribute to decision making and delivery of actions planned to safeguard the child.
- Ensure that the School effectively monitors children about whom there are concerns, including notifying CSF of the absence of a child who is the subject of a child protection plan.
- Provide guidance to parents, children and staff about obtaining suitable support.

5. THE HEADMASTER'S RESPONSIBILITIES

At Lochinver House School, the Headmaster is the Registered Designated Safeguarding Lead. In emphasis and support of the commitments listed above, he will:

- Ensure that the School follows the Hertfordshire Child Protection procedures at all times.
- Ensures that the School follows 'Prevent' local and national procedures at all times.
- Liaising and working with agencies about individual cases in line with 'Working Together to Safeguard Children 2015'.
- Ensure that the Disclosure and Barring Service (DBS) is notified within one month of leaving the School any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he/she is considered unsuitable to work with children. The address for referrals is customerservices@dbs.gsi.gov.uk, Telephone: 0870 909 0811, Minicom: 0870 909 0344. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to a National College for Teaching and Leadership (NCTC) referral.

6. THE GOVERNING BODY'S RESPONSIBILITIES

The Governing Body has overall responsibility for Safeguarding issues and procedures. They ensure that there are sufficient measures in place to safeguard the children in their establishment.

The named Governor for Safeguarding and Prevent is Mrs Christine Smith.

The Governing Body's role is to:

- Ensure that a Safeguarding policy is in place and the procedures it states are followed.
- Ensure that the School follows safer recruitment procedures.
- Ensure the DSL (Safeguarding and Prevent) is a member of the School leadership team.
- Ensure that the DSL (Safeguarding and Prevent) has sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- Ensure that relevant child protection training provided for school staff and volunteers is attended.
- Ensure children are taught about safeguarding through the PSHEE curriculum and that pupils understand the risks posed by adults or young people, who use the internet and social media to bully, groom or abuse other people.
- Ensure safe management of allegations.
- Ensure that deficiencies or weaknesses in child protection arrangements are remedied without delay.
- The Chair of the Governing Body is nominated to be responsible in the event of an allegation of abuse being made against the Headmaster.
- Ensure Safeguarding policies and procedures are reviewed annually.
- Make arrangements for reviewing the school's safeguarding policies and procedures and of the efficiency with which the related duties have been discharged, including swift remediation of deficiencies.
- Ensure that on Governor visits to the School, they will talk to a number of staff across the School on each visit to see if the policy and its procedures are carried out as stated.

There is a full annual review of the school's child protection policies to the full Governing body including:

- An update and review of the effectiveness of procedures and their implementation.
- The school's contributions to interagency working.
- Training records, redacted referral information in respect of requests for help and support for individual children, issues and themes which may have emerged in the school and how these have been handled, contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters.



Minutes are sufficiently detailed to demonstrate both breadth and depth of the review.

7. LOCAL AUTHORITY DESIGNATED OFFICER'S RESPONSIBILITY (LADO)

The role of the LADO is set out in *Working Together to Safeguard Children (2015)* and is governed by the Local Authority's duties under section 11 of the Children Act 2004 and Inter-agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, 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 children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

The LADO for Hertfordshire can be contacted on 01992 555420.

8. SCHOOL PROCEDURES

If any member of staff is concerned about a child he or she must inform the Designated Safeguarding Lead.

- The member of staff must record information regarding the concerns on the same day as the disclosure. The recording must be a clear, precise, factual account of the observations or the disclosure made. This should be done on the Record of Concern form (available from the School's electronic central resources library (CRL), staff room, school office, this policy)
- Staff recording a concern should inform the pupil of what the next steps will be
- The member of staff recording the concern will pass the form to the DSL in an envelope marked "urgent and confidential"
- The DSL will check that the form has been completed, signed and dated

The response will be considered and must be dependent on the level of risk of significant harm to the child:

- The child is at immediate risk of significant harm – the DSL will refer concerns immediately to the Social Care Team at Children, Schools and Families on 0300 123 4043. The DSL Prevent will refer concerns immediately to the Hertfordshire Prevent Officer on 01438 735396.



- Concern that the child could be at risk of significant harm – the DSL will contact the Multi Agency Safeguarding Hub (MASH) for guidance. The DSL Prevent will refer concerns immediately to the Hertfordshire Prevent Officer on 01438 735396.
- When there is no concern of significant harm and no referral is required, the school will consider the need for early help services or the provision of in-house services and local monitoring of well-being.

The DSL will document the response on the Record of Concern form and inform the member of staff who recorded the concern of the response. Other significant staff may need to be informed of the need to closely monitor the child; the names of the staff will be noted on the Record of Concern form.

The completed Records of Concern forms will be kept in a locked cabinet separately from the pupil's academic records. The concerns will be regularly audited by the DSL team for any increased level of concern and reassessment of response or action.

- Particular attention will be paid to the attendance and development of any child about whom the School has concerns, or who has been identified as being the subject of a child protection plan (formerly referred to as the Child Protection Register) and a written record will be kept.
- If a pupil who is/ or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

A child in need who is not likely to suffer significant harm would be identified by the School's Cause for Concern (C4C) process. This multi-professional approach can lead to inter-agency assessments where necessary, following similar processes as that of the Common Assessment Framework (CAF) and Team Around the Child (TAC) approaches.

All school staff have a duty of care to safeguard all pupils. If at any time a member of staff feels that a child's situation does not appear to be improving, despite the communication of concerns, they should discuss the situation with the DSL. In these circumstances the Keeping Children Safe in Education document reminds all staff that they can make their own referral to the Social Care Team in exceptional circumstances by directly contacting Children, Schools and Families on 0300 123 4043. They should immediately inform the DSL that they have contacted Children, Schools and Families independently.

9. DISQUALIFICATION AND DISQUALIFICATION BY ASSOCIATION

Grounds for disqualification include, in summary:

- being on the DBS Children's Barred List.
- being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad.
- being the subject of certain other orders relating to the care of children.
- refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering.
- living in the same household where another person who is disqualified lives or works by 'association'.

The School must not knowingly employ people to work with EYFS or with under-8s in childcare or allow them to be directly concerned in its management, if they or others who live or work in their households are "disqualified".

Early years childcare means education, care (excepting health care) and any supervised activity for a child from birth until the 1 September following their fifth birthday. It applies to all early years provision during and outside school hours, including in school nursery and reception classes.

Later years childcare means childcare for children under the age of 8. For children who are older than "early years" but under the age of 8, the normal school day, after-school cocurricular educational clubs and health care are not within scope of the regulations.



Schools must inform Ofsted disqualification@ofsted.gov.net (not ISI, although ISI can be copied in) where they are satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Staff who are disqualified, including by association, may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

Members of staff employed by the School were informed of the introduction of the disqualification by association regulations on the 18th March 2015 by email. All future employees are requested to complete a section of the application form which asks for this information. Staff are asked to complete an annual declaration each March. This information will be recorded on the School's Centralised Register.

Staff are made aware of their responsibility to report to their supervisor and changes in their personal circumstances that may have an implication with regard to their ability to provide safe care to children in the school.

When recruiting new members of staff, it is ensured that one person on every recruitment panel has received "Safer recruitment" training.

Section 128 Direction

A section 128 direction prohibits or restricts a person from taking part in any management of an independent school as an employee or a governor. For those engaged in such management roles (for example as a member of the school's Senior Leadership Team and/or on the board of governors), the school will undertake this additional check using the Teacher Services' System to ensure the relevant individual is not prohibited under section 128 provisions.

10. STAFF BEHAVIOUR AND CODE OF CONDUCT

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees a trusted adult in school, the School Matron or an available counsellor.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, or other 1-2-1 situations, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

It is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

Cyber security

Staff should follow the Acceptable User and Cyber-Security Policies at all times.

Communication with pupils

Staff must not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them through social media, by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip. All staff should refer to the Acceptable User Policy for further information and clarification.

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their



professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

In the case of intimate care of a pupil, staff should refer to the Intimate Care Policy.

Physical restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the Headmaster and / or the DSL who will decide what to do next. Where this relates to the school's EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable. All staff should refer to the Physical Intervention Policy for further information and clarification.

Physical Education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and Games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff.

Confidentiality

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

Early help

Our staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. We recognise that all staff should be prepared to identify children who may benefit from early help. The KCSIE (September 2016) describes early help as 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. Our Staff are aware of the early help process. In the first instance they should discuss early help requirements with the DSL. They may also need to share information with other professionals to support early identification and assessment, and, in some cases, acting as the lead professional in undertaking an early help assessment. All staff have a responsibility to provide a safe environment in which children can learn.



Whistleblowing

The School has a culture of safety and of raising concerns. It values its staff and is reflective of its practice. We recognise the importance of transparency and accountability in relation to how concerns are received and handled. No employee will suffer a detriment for speaking up if they believe that something is wrong. A “whistleblower” is someone who discovers something that is wrong and alerts his employer or the relevant authorities to what is going on. The law protects whistleblowers from their employer subjecting them to detriment or dismissal by reason of their having “blown the whistle” and from detrimental treatment by their colleagues. There are procedures for reporting and handling concerns, provision for mediation and dispute resolution where necessary. Where a staff member feels unable to raise an issue with the school or feels that their concerns are genuinely not being addressed, other whistleblowing channels may be open to them.

General guidance can be found at <https://www.gov.uk/whistleblowing> or they can use the NSPCC whistleblowing helpline (Tel: 0800 028 0285 – line is available from 8:00am-8:00pm, Monday to Friday and email: help@nspcc.org.uk). Please refer to the Whistleblowing Policy and the Complaints Policy for further details. Information on when to and how to report concerns are disseminated through new staff induction and basic safeguarding training.

11. PREVENT DUTY

We understand the need to prevent people from being radicalised, drawn into terrorism and extremism. The government defines extremism as 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. Some children are at risk of being radicalised, adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Prevent guidance highlights four general themes to consider when tackling radicalisation; risk assessment, working in partnership, staff training and IT policies.

School staff receive training to help to identify signs of extremism and report concerns where these arise to the DSL Prevent. The first of these sessions took place on January 6th 2016 led by the Headmaster the Designated Senior Lead for Prevent (DSL.P.)

IT security systems are robust and each PC is monitored with a screen capture programme called Secures which will identify known words and phrases associated with radicalisation. Opportunities are also provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and to understand the process of grooming and radicalisation. British values are actively promoted in the School.

The School will work with partner agencies to seek advice, support and guidance drawing on multi-agency expertise, to support pupils at risk of harm. As appropriate, the School will work with parents and carers to assist families who raise concerns and provide them with appropriate support.

Referral into the Channel programme: Training will be provided to staff to ensure that they are aware of when a referral should be made by the School into the Channel programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

The Department for Education has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched educate against hate (educateagainsthate.com), a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Prevent - To raise concerns relating to extremism:

DfE helpline 020 7340 7264 Or by email to: counter.extremism@education.gsi.gov.uk

DC 100 Emma MAXWELL, Hertfordshire Prevent Officer, Eastern Counter Terrorism Intelligence Unit



12. VISITING SPEAKERS

It is often invaluable to use visiting speakers to enhance the curriculum. However, the use of an external speaker should be carefully planned for and clear guidance given to them before they meet the children. It is essential that they are made aware of the school's commitment to British values and the work of the Prevent Strategy. In particular this policy should be read in conjunction with the Visitor Protocol:

- The person inviting the visitor should check that the work of the agency or visitor is known to them and be considered suitable (in respect of child protection see Children's Act 1989). An internet search and/or informal reference should be taken wherever possible or practicable.
- There should be clear guidelines provided by the speaker regarding the content of their input.
 - Any messages communicated to pupils support fundamental British Values and our School Values.
 - Any messages communicated to pupils are consistent with the ethos of the School and do not marginalise any communities, groups or individuals.
 - Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
 - Activities/speeches are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
 - Activities/speeches are matched to the needs of the pupils.
- The speaker should be made aware of any relevant school policies in advance of their arrival in school.
- The visitor should present themselves at the main School Office where they will sign in and given a visitor badge to wear. They will need proof of identity with them. If they hold a current DBS Certificate the school should have sight of this.
- A member of School staff must be present throughout the visit who is to ensure that the speech aligns with the values and ethos of the school and British values. In the unlikely event that the speech does not meet these requirements, immediate action will be taken to balance the information given.

13. ONLINE SAFETY

As schools increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation and sexual predation- technology, often provide the platforms that facilitate harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content - being exposed to illegal, inappropriate or harmful material
- contact - being subjected to harmful online interaction with other users
- conduct - personal online behaviour that increases the likelihood of, or causes, harm

The school does all that it reasonably can to limit pupils' exposure to the above risks from the school's IT system.

Appropriate filtering and monitoring systems are in place, which are informed in part by the risk assessment carried out as required by our Prevent duty.

The School takes eSafety education very seriously and has taken steps to ensure that pupils, parents and staff receive clear guidance on the safe use of technology. Upon joining the School, all parents are required to read and sign the Acceptable User and Cyber-Security Policy - Pupils. Pupils from Year 3 and above are also required to sign this policy. eSafety is taught to all pupils through weekly Computing lessons, the PSHEE curriculum and through visiting speakers. The eSafety Officer has undertaken CEOP Ambassador training with the Child Exploitation and Online Protection Service. The training resources are shared with staff and used for teaching the PSHEE and Computing curricula.



As part of the induction process and as part of a collection of key policies that must be read, all staff are familiarised with the schools 'Acceptable User and Cyber-Security Policy – Staff'. This policy sets out clearly the school's approach to online safety, the use of technology in school, staff use of social media and the mechanisms in place to identify, intervene and escalate any incident where appropriate. This policy is reviewed on an annual basis. All staff receive training and updates on online safety and this forms an integral and considered part of the school's overarching approach to safeguarding.

When signing in, visitors are made aware that personal mobile devices, such as mobile phones and tablets and cameras, must not be used on the School site in the presence of children including those in the Early Years Foundation Stage (EYFS). They receive this information along with other key guidance which includes safeguarding contacts and procedures within the school.

14. LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school undertakes to ensure staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, the school will provide appropriate staff with the information they need in relation to a child's 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 contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her. The DSL will ensure she has details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The DSL will act as the designated teacher for any looked after children and liaise with the virtual school head to discuss how best to support their individual progress and meet the needs identified in the child's personal education plan.

15. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. The school recognises that the additional barriers which exist when recognising abuse and neglect in this group of children may include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

In order to overcome these additional barriers, the school will work closely with the Head of Learning Support to develop appropriate resources to ensure any SEND pupils receive suitably differentiated materials to teach them about safeguarding, appoint a key worker (such as the Head of Learning Support or form teacher) to support SEND pupils and maintain strong channels of communication with all staff the pupil has contact with, ensure SEND pupils have time and space and appropriate support to share their thoughts and feelings if any safeguarding concerns are raised.

16. WHEN TO BE CONCERNED

Our staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child. It is important for children to receive the right help at the right time to address risks and prevent issues escalating.

Child abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others (eg via the internet). They may be abused by an adult or adults or another child or children. Behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. 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. Though, a boys' school we have a



natural duty to be alert to concerning information relating to siblings and carers. All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Bullying and pupil on pupil abuse
- Radicalisation

Physical abuse

This is 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 be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

This is 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

This 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.

Neglect

This type of abuse is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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.

Bullying and pupil on pupil abuse

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those bullied to defend themselves. The three main types of bullying are:

- Physical
- Verbal
- Emotional

Staff should recognise that children are capable of abusing their peers. A whole school approach to preventive education ensures that the curriculum, school policies, pastoral support and whole school ethos complement each other to create an environment that helps to prevent negative behaviour. The school's Anti Bullying policy and



Behaviour policy make it clear that abuse should never be passed off as “banter” or “part of growing up”. These policies make it clear that victims of peer on peer abuse will be supported as will the perpetrator. The school recognises that in cases of pupil on pupil abuse that all the children involved, whether perpetrator or victim, are treated as being “at risk” and will act accordingly to safeguard their welfare. Actions include educating pupils to recognise the signs of this type of abuse and the systems in place to report it, as well as giving support and counselling to both the victim and perpetrator – working in partnership with their parents/ carer. All incidents of bullying should be dealt with by the class teacher in the first instance, followed by Heads of Years, Deputy Head or Headmaster as appropriate. A more detailed guide can be found in the school’s anti-bullying policy.

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm as a result of abuse by one or more pupils against another pupil, then the teacher or member of staff should alert the DSL in accordance with the procedures in this policy. This could be a result of bullying (including cyber-bullying), but is not limited to this alone and may also include gender-based violence/ sexual assaults and sexting.

Sexting is when a person takes an indecent image of themselves and sends it to a friend or boy/girlfriend via their mobile phone. Any incident of sexting must be reported to the DSL in accordance with the procedures in this policy. The DSL will refer the matter to the HSCB who will decide upon further referral to the police.

The school will take advice from the local safeguarding children’s board (LSCB) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of the LSCB, parents are informed as soon as possible and that the pupil is supported through the interview by an appropriate adult.

Self-harm

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the DSL.

Actions by the DSL might include:

- Contacting parents
- Contacting child Adolescent Mental Health Services
- Contacting Social Care if the child meets the referral criteria

Missing children

A child going missing from an education setting is a potential indicator of abuse and neglect, including sexual exploitation, or it may trigger ‘Prevent’ concerns. Staff should treat prolonged or repeated absence or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and refer their concerns to the DSL accordingly. The school will inform the relevant agency of any pupil who fails to attend school regularly, or has been absent without the school’s permission for a continuous period of 10 days or more. In accordance with the law, the school ensures all pupils are placed on the admissions and attendance register and maintains these records scrupulously. The school undertakes to inform the local authority of any pupil who is going to be removed from the admission register where the pupil has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education; has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered; has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age; are in custody for a period of more than four months due to a final court order and the Headmaster does not reasonably believe they will be returning to the school at the end of that period; or, have been permanently excluded. The school will inform the local authority as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil’s name from the register.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. 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 cyber-bullying and grooming. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Although it is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse, some of the following 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.

Inter-agency working and information sharing is especially important to identify and prevent this type of abuse.

Honour Based Violence

So-called 'honour-based' violence (HBV) 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of 'The Multi Agency Statutory Guidance on FGM (pages 59-61 focus on the role of schools) and pages 13-14 of the Multi-agency Guidelines: Handling Case of Forced Marriage'.

If staff have a concern regarding a child that might be at risk of HBV they should report this to the DSL who will activate local safeguarding procedures as appropriate, using existing national and local protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (FGM)

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK, as is taking a British national or permanent resident abroad for FGM or helping someone to do this. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Most of the women and girls from practising communities live in the major UK cities, including London. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to 'heal' before they return to school. There are also worries that some girls may have FGM performed in the UK.

In line with the KCSIE (2016) document, we recognise that FGM is a child protection issue. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), places a statutory duty upon teachers (along with social workers and other healthcare professionals), to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Any indications that for any of our pupils FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures in this Safeguarding Policy. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover when an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting applies.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:



- Not to reveal to anyone other than the DSL that their enquires might be related to FGM, as this could increase risk to the pupil
- Not to engage initially with the pupil's parents or family, or others within the community
- To alert the DSL to their concerns. The DSL will then relay concerns to Children's Services as appropriate. If a child has disclosed that she is at risk in this way, the case will still be referred to Children's Services even if it is against the child's wishes.
- The DSL will contact the police in discussion with Children's Services.

Further information and support materials can be found at NHS Choices <http://www.nhs.uk/Conditions/female-genital-mutilation/Pages/Introduction.aspx> and the Foundation for Women's Health Research and Development (FORWARD) at <http://www.forwarduk.org.uk/>

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. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools. School staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home;
- Act in a way that is inappropriate to her/his age and development. (NB full accounts need to be taken of different patterns of development to include details of ethnic groups);
- Display insufficient sense of 'boundaries', lack stranger awareness, display bullying behaviour;
- Appear wary of adults and display 'frozen watchfulness';
- On occasion show no signs, but staff may have a sense that the child is at risk or could potentially be at risk either because they have received second hand information or they have witnessed or overheard concerning information. Staff are required to report this in the same way to the DSL.

Domestic Violence

The Government defines domestic abuse as "Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality"

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence, Lochinver House School will report our concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place.

Gang Related Violence

The School recognises the risks posed to children in relation to involvement in gang related activity which may be street gang, peer group or organised crime. Young people who are involved in gangs are more likely to suffer harm themselves, through retaliatory violence, displaced retaliation, and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition, children may experience violence as part of an initiation or hazing practices.



The School understands that early help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an early help response when concerns are raised about indicators of gang activity.

If information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made. Where there are concerns that a child or young person may be, or is at risk of becoming involved in gang related activity, a referral will be made.

17. DEALING WITH A DISCLOSURE

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Clarify essential information
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children Schools and Families
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions. **DO NOT ASK LEADING QUESTIONS.**
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass information to the Designated Safeguarding Lead without delay

Support

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

The School is committed to providing staff with support in the context of ‘supervision’ as set out in KCSIE (September 2016). DSLs are the first point of contact for support. For staff in the EYFS ‘supervision’ is routinely provided by the Head of Pre Prep.

18. CONFIDENTIALITY

Child Protection raises issues of confidentiality that must be clearly understood by all staff and volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children, Schools and Families and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child’s age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

19. RECORD KEEPING

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

When a child has made a disclosure, the member of staff/volunteer must:

- Make brief notes on the Record of Concern form as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court



- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child on the record of concern
- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or assumptions
- Inform the child of what will happen next, that their information will be passed on the DSL.

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

20. DESIGNATED SAFEGUARDING LEAD (DSL): Responding to Referrals

Upon receiving a referral, the DSL will:

- Follow-up the referral using the Record of Concern Form as a basis for consideration before action
- Make additional records of discussions and any investigation that takes place
- Make a decision whether to continue to monitor the situation or take the referral further. This decision should be communicated to the individual making the initial referral
- Where a child is referred to social services a referral form should be completed and sent within 24 hours.
- Confidentiality will be of the highest priority. At the time the concern is raised with the DSL, it will be emphasised to the member of staff that the matter should only be discussed with the DSL or the deputy DSLs in his absence.

Recording information from social care meetings and other reports are stored in separate document wallets next to the child's records in secure cabinets in the Headmaster's office. Any documents for inclusion in this folder should be given directly to the DSL.

Decision to make a referral

When making the decision to make a referral to Children's Services which could activate a child protection investigation, advice to determine whether it is appropriate to obtain consent, or notify parents in advance of making the referral and, if applicable, how to approach gaining consent of parents and pupils concerned will be sought from the local social services department. Careful records will be kept of any advice received. This advice can be sought without revealing the child's identity.

Whilst the DSL will usually decide whether to make a referral, any staff member can refer their concerns to children's social services directly. If, at any point, there is a risk of immediate serious harm to a child a referral should be made immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible, that a referral has been made. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up and inter-agency assessment as appropriate.

If early help and/ or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

21. ALLEGATIONS AGAINST SCHOOL STAFF/VOLUNTEERS

Whenever it is alleged that a member of staff/volunteer has:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved toward a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

The person receiving the allegation must take it seriously and immediately inform the Headmaster. If the Headmaster is absent the Chair of Governors (Mr William Moores) should be informed immediately.

If any member of staff/volunteer has reason to suspect that another member of staff/volunteer may have abused a child at the School, or elsewhere, they must immediately inform the Headmaster. They should also make a written



record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. This record should be signed and dated and immediately passed on to the Headmaster.

The Headmaster or his delegated senior colleague will not investigate the allegation without immediate prior consultation with the Local Authority Designated Officer, Tony Purvis 07920283106 or 01992 556979, email tony.purvis@hertfordshire.gov.uk and in his absence, the team of officers, Mel Leister Evans 07795288271 or 01992 556986. In the most serious cases, the police will be contacted so as not to jeopardise statutory investigations. In borderline cases, discussions with the designated officer, or team of officers, can be held informally and without naming the School or individual.

If there is any difficulty contacting the designated officer, or team of officers, allegations should be passed on to the police or to social care via the Customer Services Centre (0300 123 4043).

In the most serious cases and where a criminal offence may have been committed the police will be contacted.

Referrals must be made within one working day of all allegations. The need for consultation must not delay a referral.

Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. The School will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The School will give due weight to the views of the designated officer, or team of officers and to the policy when making a decision about suspension.

The School will promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and when the DBS referral criteria are met. Compromise agreements will not be used. The School will consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be appropriate.

If it is decided that it is not necessary to refer to Children Schools and Families, the Local Authority Designated Officer and Headmaster will consider whether there needs to be an internal investigation. This will be done within one working day.

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

Following a substantiated allegation against a member of staff, the school will work with the designated officer, or team of officers to determine whether there are any improvements to be made to the school procedures or practice to help prevent similar events in the future.

If the concerns are about the Headmaster, then the Chair of Governors should be contacted. The Chair of Governors in this school is Mr William Moores and can be contacted c/o the Bursar.

The Chair of Governors must be contacted and it will be for the Chair of Governors to take action to report to the LADO. In the absence of the Chair of Governors, the Vice Chair should be contacted c/o the Bursar.

For further information see:

Hertfordshire Safeguarding Children Board Child Protection Procedures: Section 4.1, Managing Allegations Against Adults Who Work With Children and Young People.

Inter-Agency Liaison

The school recognises the need for it to contribute to inter-agency working in line with statutory guidance 'Working together to safeguard children' and recognises the importance of information sharing between professionals and local agencies in order to promote the welfare and protect the safety of children. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a



barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. To this end, the school works with social care, the police, health services and other services. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school allows access for children's social care from the local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment of the Children's Act 1989. The school works closely with the LSCB in order to reflect local protocols for assessment and supplies information to them as requested.

22. ALLEGATIONS AGAINST PUPILS

Whenever it is alleged that another pupil has:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child and there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

A referral will be made to Children, Schools and Families as a child protection concern.

The person receiving the allegation must take it seriously and immediately inform the DSL and the procedures laid down by the local Safeguarding Children board will be followed.

They should also make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. This record should be signed and dated and immediately passed on to the DSL in an envelope marked "urgent and confidential".

In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, will be treated as being 'at risk'.

23. RAISING AWARENESS WITH PUPILS

Lochinver House School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Time is allocated in PSHEE, Computing and form time for discussion of appropriate emotional, physical, sexual conduct and online activity and who to talk to if they are unhappy or concerned. Bullying and potential risk taking activities are also discussed with the objective of pupils reflecting on, and if necessary, amending behaviours. We aim to ensure pupils understand the risks posed by adults or young people, who use the internet and social media to bully, groom or abuse other people. We aim to develop pupils' knowledge and confidence required to recognise abuse and to stay safe.

All pupils know that there are adults to whom they can turn to if they are worried; including the DSLs themselves (Headmaster, Head of Pre-Prep and Head of Year 3 & 4). In particular:

- All pupils have access to a telephone helpline, enabling them to call for support in private.
- All pupils have a homework diary which contains guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine, Kidscape, Get Connected and the Samaritans.
- Our Medical Centre displays advice on where pupils can seek help.
- We operate a peer mentoring scheme, whereby trained older pupils are encouraged to offer advice and support to younger pupils.
- We provide leadership training to our Head Boys, House Captains and Vice House Captains and ABC members which specifically cover the importance of offering support and assistance to younger and to vulnerable pupils.
- Pupils can give anonymous information to the Headmaster and Deputy Head through The SHARP System.



24. COMPLAINTS

In the event of a complaint, the School's complaints procedure can be found on the School website. School leaders and Governors will regularly review the record of complaints and representations to determine whether there are any patterns of concern which should be considered in its context of safeguarding and the promotion of pupil welfare.

Policy Reviewed: 06.06.2017
Policy Review Date: 29.11.2017
Policy linked to: Acceptable User & Cyber-Security Policies, Alcohol and Drugs Policy, Anti-Bullying Policy, Behaviour Policy, Confidentiality Policy, Confidentiality for Pupils Policy, Educational Visits Policy, Equal opportunities for Pupils Policy, First Aid Policy and Procedure, Health and Safety Policy, Intimate Care Policy, Learning Support Policy, Medical Provision & Medicines Policy and Procedure, Missing Child Policy, New Staff Induction Policy, Physical Intervention Policy, PSHEE, British Citizenship and Careers Policy, Pupils Collection Policy, Recruitment Policy, Security, Access Control and Workspace Safety Policy, Sex and Relationship Education Policy, Supervision of Pupils Policy, Whistleblowing Policy, Visitors Protocol and the Staff Handbook.



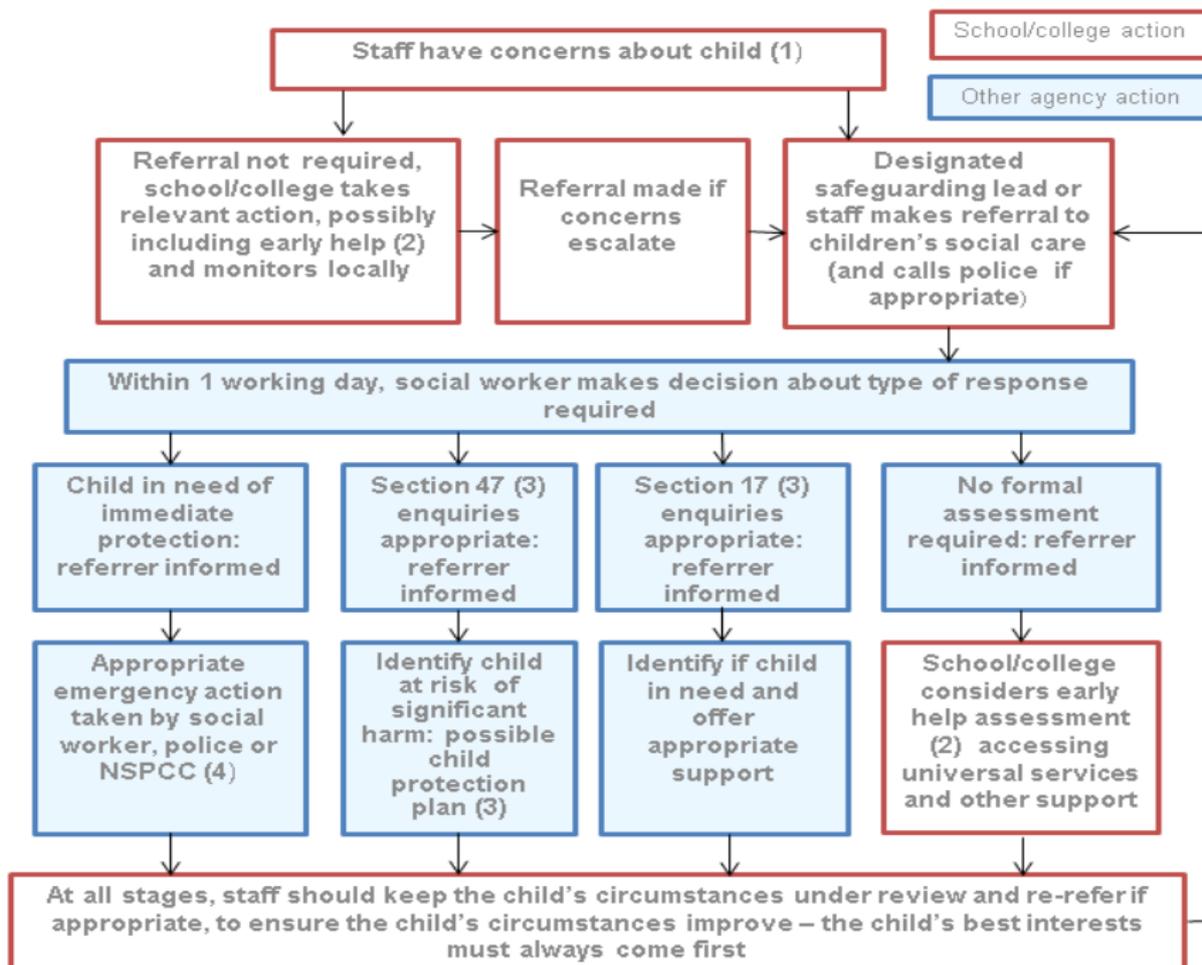
APPENDIX 1 - RECORD OF CONCERN FORM

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Date and time of concern :			
Your account of the concern : (what was said, observed, reported and by whom)			
Additional information : (your opinion, context of concern/disclosure)			
Your response : (what did you do/say following the concern)			
Your name :		Your signature :	
Your position in school :		Date and time of this recording :	
Action and response of DSL/Headmaster			
Feedback given to member of staff reporting concern:		Information shared with any other staff? If so, what information was shared and what was the rationale for this?	
Name:		Date:	

Return to Designated Safeguarding Lead: Ben Walker, Headmaster
 (Deputy Safeguarding Leads: Karen Turk, Head of Pre Prep and Purita Cortes, Head of Years 3 & 4)



Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of KCSIE (DfE May 2016) guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).

