



Herts & Essex Multi-Academy Trust

Title	Child Protection Policy
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Committee Responsible	Student Welfare
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Safeguarding and Child Protection Policy

Enquiries & comments

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Herts & Essex Multi-Academy Trust has adopted the Hertfordshire Model Child Protection Policy.

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1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's health and/or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. Working Together to Safeguard Children, DfE, 2018, pg.6)

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. Copies of these policies will be provided to staff at induction.

In particular, this policy should be read in conjunction with the Safeguarding response to children who go missing from education, Safer Recruitment Policy, Whistleblowing Policy, Behaviour for Learning Policy, Anti-Bullying Policy, Employees' Code of Conduct, ICT and E-Safety Policy and Mobile Phone Use Policy.

Purpose of a Child Protection Policy

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding students.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

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

The Trust follows the procedures established by the Hertfordshire Safeguarding Children Board; a guide to procedure and practice for all agencies in Hertfordshire working with children and their families. [8](#)

School Staff & Volunteers

All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding child protection training, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. This training is refreshed every three years. In addition, all staff members will receive safeguarding and child protection updates (for example, via email, weekly bulletin and staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person – including the Safeguarding and Child Protection Policy and Employees Code of Conduct.

Mission Statement

- Establish and maintain an ethos and culture where students feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern

- Establish and maintain an ethos and culture where school staff and volunteers feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well being of a student
- Ensure students know that there are adults in the school whom they can approach if they are worried
- Ensure that students, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been/are at risk of being abused and neglected
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Staff members working with children are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this child' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed at least annually by the governing body. It will be implemented through each school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Senior Person and through staff performance measures.

2. STATUTORY FRAMEWORK

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

- The Children Act 1989
- The Children Act 2004
- The Children and Social Work Act 2017
- Education Act 2002 (section 175)
Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".
- Hertfordshire Safeguarding Children Board Procedures Manual (Electronic)
- Keeping Children Safe in Education (DfE, September 2018)
- Keeping Children Safe in Education: Part One - information for all school and college staff (DfE, September 2018) – APPENDIX 1
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry, whether or not the forced marriage takes place)

Keeping Children Safe in Education (DfE 2018) states that governing bodies should ensure that the trust contributes to multi-agency working in line with statutory guidance; Working together to safeguard children.

Furthermore, it also states that the governing body should ensure that their safeguarding arrangements take into account the practice of the local authority as part of inter-agency safeguarding procedures set up by the LSCB.

Herts & Essex Multi-Academy Trust is committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.

3. THE DESIGNATED SENIOR PERSON (referred to in 'Keeping Children Safe in Education (DfE, 2018) as Designated Safeguarding Lead')

The Governing body ensures that an appropriate senior member of staff, from the Senior Leadership Team, is appointed to the role of Designated Safeguarding Lead.

During term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and individual arrangements for out of hours/out of term activities will be:

Out of Hours:

- Email the DSP or Deputy DSP with the concern
- DSP will refer to Specialist Services if required

Out of Term:

- Staff can make a direct referral and then inform the DSP and/or a Deputy

The Designated Senior Person for Child Protection in the Trust is currently: **Richard Vaughan**

A Deputy DSP should be appointed to act in the absence/unavailability of the DSP.

Please see *Appendix 1* for the details of DSPs/Deputy DSPs in individual schools.

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

Managing referrals

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed), and to the Channel programme where there is a radicalisation concern.
- Liaise with the head teacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.
- Support staff who make a referral

Training

- The Designated Senior Person should undergo formal training every two years. The DSP also undertakes Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments) at least annually to:
 1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
 2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 3. Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
 4. Be alert to the specific needs of children in need, those with special educational needs and young carers
 5. Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
 6. Be able to keep detailed, accurate, secure written records of concerns and referrals
 7. Obtain access to resources and attend any relevant or refresher training courses
 8. Encourage a culture of listening and responding to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

Raising Awareness

- The designated senior person should ensure the school's policies are known, understood and used appropriately:
- Ensure the Trust's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this

- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines (see Record keeping Guidance on Hertfordshire Grid for Learning for further information).

4. THE GOVERNING BODY

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

The Governing body should have a senior board level (or equivalent) lead to take leadership responsibility for the trust's safeguarding arrangements.

The nominated governor for child protection for the Trust is: **Laura Anthony**

The responsibilities placed on the governing body include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- ensuring that an effective child protection policy is in place, together with a staff behaviour policy
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2018), *Appendix 5 of this policy*, and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding
- appointing an appropriate senior member of staff to act as the Lead Designated Senior Person. The trust chooses to have more than one Deputy Designated Senior Person.
- ensuring that all of the Designated Senior Persons (including deputies) should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns

- **ensuring** that children are taught about safeguarding, including online safety. The school should consider this as part of providing a broad and balanced curriculum. At Herts & Essex this is done through the ICT curriculum in Years 7-9.
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of **Keeping Children Safe in Education(DfE 2018)**- available at

5. SCHOOL PROCEDURES - STAFF RESPONSIBILITIES

Please see Appendix 3: What to do if you are worried a child is being abused: flowchart.

If any member of staff is concerned about a student he or she must inform the Designated Senior Person. The Designated Senior Person will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services. If it is decided to make a referral to Children's Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSPs role to make referrals, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSP, the DSP should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. **This is a mandatory reporting duty.** See Appendix 5- Keeping Children Safe in Education (DfE 2018): Annex A for further details.

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

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. (Record of Concern pro-forma is available from the DSP, in each school's staffroom, and in *Appendix 9* of this policy. An electronic version is held centrally in each school)

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

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

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

6. WHEN TO BE CONCERNED

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the Designated Senior Person/DSL (or deputy). The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Any staff member can make a referral to Children's Services if necessary.

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

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

Options will then include:

- Managing any support for the child internally via the school's own pastoral support processes
- An early help assessment
- A referral for statutory services; for example, as the child might be in need, is in need or suffering or likely to be suffering significant harm from abuse or neglect

Contextual Safeguarding:

Safeguarding incidents and/or behaviours can be associated with factors outside of the school and/or can occur between children outside the school. 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.

At Herts & Essex, we are currently focussed on the risks associated with County Lines, as well as assessments of family/wider family, community and neighbourhood influences.

A child centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, each professional should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

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

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

Families First is Hertfordshire's programme of early help services for families.

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

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

If early help is appropriate, the designated safeguarding lead (or deputy) will normally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

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

- Is disabled and has specific additional needs.
- has special educational needs (whether or not they have a statutory EHCP)
- is a young carer.
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups. This may include County Lines, or the gang behaviours from organised groups from London and surrounding towns.
- Is frequently missing/goes missing from care or home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic violence
- Has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child

All staff and volunteers should be aware of the main categories of maltreatment:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection – see *Appendix 2 for Indicators of abuse and Appendix 4 for Specific safeguarding issues*.

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- ❖ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- ❖ Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- ❖ Communication barriers and difficulties
- ❖ Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- ❖ Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- ❖ A disabled child's understanding of abuse.
- ❖ Lack of choice/participation
- ❖ Isolation

Peer on peer abuse

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

All staff should be made 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); and
- Initiation/hazing type violence and rituals

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

Hertfordshire County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Guidance on responding to and managing sexting incidents can be found at http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

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

- Provides a developmentally appropriate PSHEE curriculum which develops students' understanding of acceptable behaviour and keeping themselves safe. Specifically, at Herts & Essex this includes Healthy Relationships in Year 7 and Year 10, Child Sexual Exploitation in Years 10 & 11, Healthy and Unhealthy Relationships in Year 11, Relationships and Sex Education in Year 9 and 10 and Relationships and Sexual Health in the Sixth Form.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. Through Parents Information Evenings, the community is informed of relevant processes, and students are made aware that tutors and trusted adults are first port of call for any concerns. The 'Record of Concern' form is then completed.
- Ensure victims, perpetrators and any other child affected by peer on peer abuse will be supported. This is done via the Anti-bullying pro-forma which identifies the relevant parties and how they will all get the necessary support.
- Develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place, such as the school's Behaviour for Learning Policy

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

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

Staff should also refer to Part 5 of Keeping Children Safe in Education (DfE 2018) – 'Child on Child Sexual Violence and Sexual Harassment'

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

7. DEALING WITH A DISCLOSURE

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the student to talk freely
- Reassure the student, but not make promises which it might not be possible to keep
- Not promise a child that they will not tell anyone, as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault

- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- 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 Senior Person without delay

Support

Dealing with a disclosure from a student, 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 Designated Senior Person.

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

8. CONFIDENTIALITY

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

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of students with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police)
- If a student 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 student in a manner appropriate to the student'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 student or other students safe. This will ultimately be in the best interests of the child
- Staff/volunteers who receive information about students and their families in the course of their work should share that information only within appropriate professional contexts

9. COMMUNICATION WITH PARENTS

The Hertfordshire & Essex Multi-Academy Trust will:

Ensure the Safeguarding and Child Protection policy is available publicly via the Trust's website.

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

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

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

Where reasonably possible, the school should hold more than one emergency contact number for all of the students.

10. RECORD KEEPING

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

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

When a student has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible – *Appendix 9*
- Not destroy the original records 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 student
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

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

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

Where children leave the school, the Designated safeguarding Lead should ensure their Child Protection file is transferred to the new school or college as soon as possible, ensuring secure transit,

and confirmation of receipt should be obtained. This is separate to the main pupil file. The receiving school should ensure key staff such as DSPs, SENCOs are aware as required. If the child has an allocated social worker, they will also inform them of the change in school.

In addition to the CP file, the DSP should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow a new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

11. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

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

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

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

What school staff should do if they have concerns about safeguarding practices within their school or the Trust:

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

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about a school's Headteacher this should be referred to the Executive Headteacher. Where there are concerns about the Executive Headteacher, this should be referred to the Trust's Chair. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them.

The Trusts Chair is:

Name:	Contact Number:
Robert Fielden	01279 654127

In the absence of the Trusts Chair, one of the other Members should be contacted:

Name:	Contact Number:
Members	01279 654127

In the event of allegations of abuse being made against the Head Teacher, where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO).

Staff may consider discussing any concerns with the Designated Senior Person if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2018, for further information).

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

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

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

The Headteacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

Name:	Contact Number:
Children's Services	03001234043
SOOHS (Out of Hours Service-Children's Services)	03001234043

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

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

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

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

For further information see:

HSCB Inter-agency Child Protection and Safeguarding Children Procedures (Electronic) Section 4.1 Managing Allegations Against Adults who work with Children and Young People

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

- Children's Services 0300 123 4043
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy and Safer Recruitment Consortium document ***Guidance for safer working practice for those working with children and young people in education settings (September 2015)*** available at http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the Trusts Behaviour for Learning Policy and each individual school's appendix for more information.

APPENDIX 1 – KEY STAFF IN INDIVIDUAL SCHOOLS:

The Hertfordshire & Essex High School:

The Designated Senior Person for Child Protection is currently: **Richard Vaughan**

The Deputy DSPs for Child Protection are currently:

Zoe Bradford Key Stage 4

Penny Richardson Key Stage 5

Caroline Lewis Key Stage 5

Laura Anthony Learning Manager; Coaching, Counselling and Mentoring, Governor with responsibility for safeguarding

The nominated governor for child protection is: **Laura Anthony**

The Chair of Governors is:

Name:	Contact Number:
Robert Fielden	01279 654127

The Vice Chair of Governors is:

Name:	Contact Number:
Judith Keogh	01279 654127

Manor Fields

The Designated Senior Person for Child Protection is currently: **Helen Smith**

The Deputy DSPs for Child Protection are currently:

Viv Hind EYFS Leader

Becky Stott KS1 Leader

Janet Kanabahita KS2 Leader

The nominated governor for child protection is: **Laura Anthony**

The Chair of Governors is:

Name:	Contact Number:
Samantha Wilks	01279 757193

APPENDIX 2 – INDICATORS OF HARM

The framework for understanding children’s needs:



Working Together to Safeguard Children (DFE, 2015)

Physical abuse	
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injurie	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse

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

Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Parent

Family/environment

Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect

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.

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse	
<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.</p>	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSP) .

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

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

Refer

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

APPENDIX 4

Further information on a child missing from education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff 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, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

Child Sexual Exploitation

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

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

(Keeping Children Safe in Education (DfE 2016))

So-called '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 doubt, staff should speak to the designated safeguarding lead. 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.

Indicators

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 colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 17 that requires a different approach (see following section).

Female Genital Mutilation (FGM):

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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 regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not 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. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

- Child's family being from one of the 'at risk' communities for FGM (Burkina Faso, Djibouti, Kenya, Ethiopia, Guinea, Liberia, Mali, Mauritania, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea, The Gambia as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Forced Marriage (FM)

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 and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk

APPENDIX 5 - KEEPING CHILDREN SAFE IN EDUCATION: INFORMATION FOR ALL SCHOOL AND COLLEGE STAFF (DFE, 2018)

Summary

Keeping Children Safe in Education is statutory guidance that schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

- Governing bodies of maintained schools (including maintained nursery schools) and colleges;
- Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
- Management committees of pupil referral units (PRUs)

are asked to ensure that all staff in their school or college read at least Part one of the guidance.

For ease of reference Part one is set out here as a standalone document.

Part one: Safeguarding information for all staff

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737606/Keeping_children_safe_in_education_part_1_Sept_2018.pdf

APPENDIX 6

The Prevent Duty – July 2015

This guidance is in line with the Prevent Duty on schools set out in Section 26 of the Counter Terrorism and Security Act 2015. This guidance should be read in conjunction with Ofsted's Inspecting Safeguarding 2015. Whilst non-statutory, all schools have to implement the Prevent Duty. The Prevent strategy has three specific strategic objectives (Home Office, Channel Duty Guidance, updated April 2015):

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation that we need to address.

Extremism and radicalisation are safeguarding concerns and should be dealt with using the school's existing safeguarding procedures.

Policy and procedures

This duty should be combined with the Child Protection Policy in order to ensure that all staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance; Working together to safeguard children 2015 and Keeping children safe in education 2015.

Definitions:

We define '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. We also include in our definition of extremism calls for death of members of our armed forces, whether in this country or overseas. (Home Office, Channel Duty Guidance, updated April 2015)

We define 'radicalisation' as the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity. (The Prevent Duty; Departmental advice for schools and childcare providers DFE June 2015)

Key Themes:

There are four themes within the Prevent duty that are directly linked to schools:

- Risk assessment
- Working in partnership
- Staff training
- IT policies

Identifying 'at risk' pupils

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

We must be able to demonstrate a general understanding of the risks affecting children and young people in the area, as well as an understanding of how to identify individuals who may be at risk of radicalisation.

We must also be aware of the increased risk of online radicalisation, through social media and the internet.

To this end, the following need to be considered when assessing risk:

- Local authorities and police will have contextual information to help schools
- There is no single way to identify a young person who is at risk, but an awareness of the indicators contained in the Child Protection Policy may help with identification.
- Small changes in behaviour might indicate there are concerns about their wellbeing.
- Even very young children might show signs of radicalisation
- Schools should act 'proportionately': the prevent duty does not require teachers to 'carry out unnecessary intrusion into family life'.

Referrals

When there are concerns about a child, staff should follow the school's procedures as set out in the Child Protection Policy. The Designated Safeguarding Lead must be informed. The Designated Safeguarding Lead will decide whether the concerns should be referred to Children's Services, with the word 'Prevent' in the subject line, or as part of the referral.

Alternatively, concerns can be emailed from the Designated Safeguarding Lead to, prevent@herts.pnn.police.uk

If there are no other options, and non-emergency, the emergency services number 101 can be contacted.

The Designated Safeguarding Lead can also make a referral to the voluntary 'Channel' programme. Channel forms a key part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

What to do if you have a concern about individual pupils

- Identify concern
- Inform Designated Safeguarding Lead in the usual way
- The DSL will refer to Social Care or the local Prevent lead
- For non-urgent concerns, the local police can be called on 101 to gain access to support and advice.

Working in Partnership

LSCBs are responsible for co-ordinating local agencies responses to safeguarding children from extremism or radicalisation. They should refer to radicalisation or extremism concerns in their threshold guidance

The Home Office has funded Prevent co-ordinators to work in the community, including with schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty.

Effective partnerships with parents will enable schools to signpost them towards sources of support.

Training

The Home Office has developed a training package called WRAP – Workshop to Raise Awareness of Prevent

As a minimum, Designated Safeguarding Leads (DSLs) should undertake Prevent awareness training and is able to offer advice and support to other staff on protecting children from the risk of radicalisation.

Online training about Channel can be found here:

www.safeguardingschools.co.uk/onlinechannel

IT

The school's own Smoothwall filters, in conjunction with the Herts Grid internet filters, prevent extremist material being accessed in school. However, we must be aware of students using community languages to circumvent filtering.

The teaching of internet and e-safety will equip young people to stay safe online, both in school and outside. It will also help to develop an awareness of online risks and how extremists use social media to engage with young people. (Appendix C)

Every teacher needs to be aware of the online activity of extremist and terrorist groups

Building resilience to radicalisation

Schools can build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Schools should offer a 'safe environment' to explore sensitive or controversial topics and use resources that are suitable for students.

This can be done in an integrated way through taught subjects, or in a more specific way through PSHEE and tutor time.

The following list identifies opportunities to explore sensitive or controversial topics:

- Promotion of Spiritual, moral, social and cultural development (SMSC) and British values
- Give pupils skills and knowledge to understand and manage difficult situations
- Learn to recognise and manage risk
- Learn to make safer choices
- Deal with peer pressure when it threatens their personal safety or well-being

- Citizenship helps to provide knowledge, skills and understanding to prepare young people to play a full and active part in society.
- Understand political and social issues
- Learn about democracy, government and how laws are made
- Learn about diversity and the wide-range of ethnic identities in the UK
- Learn about the need for mutual respect and understanding

Ofsted

The Common Inspection Framework makes explicit reference to the duty to prevent radicalisation and extremism.

Effectiveness of Leadership and Management, Section 28:

- make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.

The School Inspection Handbook also makes explicit reference to the duty to prevent radicalisation and extremism.

Effectiveness of Leadership and Management, Section 137:

In making this judgement in schools, inspectors will consider:

- the work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils are vulnerable to these issues.

The Outstanding judgement states:

- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Appendix A – Sources of Information

Department for Education Helpline

Dedicated telephone helpline for extremism:

Telephone: 020 7340 7264

Email: counter.extremism@education.gsi.gov.uk

Download Links

Prevent duty guidance for England and Wales

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

The Prevent duty: departmental advice for schools and childcare providers

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

National Risk Register of Civil Emergencies 2015 (Cabinet Office)

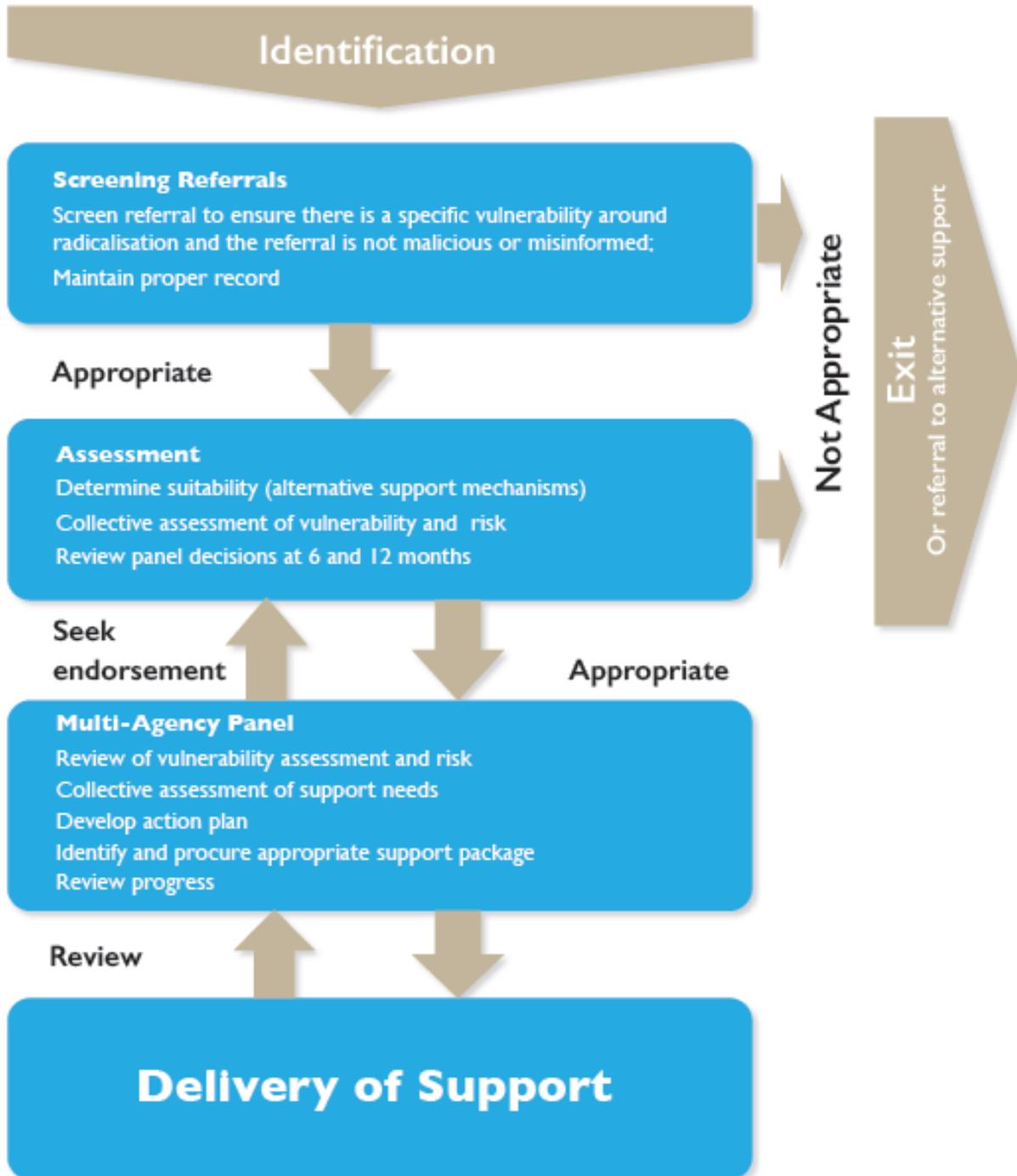
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419549/20150331_2015-NRR-WA_Final.pdf

Channel Duty Guidance; Protecting vulnerable people from being drawn into terrorism

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Appendix B

The Channel process:



Appendix C (to be attached)

APPENDIX 7: DECLARATION FOR STAFF

School name Academic Year

Please sign and return to(DSP) by<insert date>.....

I, _____<insert name>_____ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

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

<Please insert any other relevant documentation/guidance for your school/college>

I am aware that the DSPs/DSLs are:

.....

.....

.....

.....

and I able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available<insert location>.....

Signed _____ Date _____

APPENDIX 8: IN THE RARE EVENT OF A FIREARMS OR WEAPONS ATTACK



Stay Safe

Public guidance for firearms and weapons attacks released.

An information film that provides advice on the steps to take to keep safe in the event of a firearms or weapons attack has been released to the public by National Counter Terrorism Policing.

Recent events around the world remind us all of the terrorist threat we face, which in the UK is considered as 'SEVERE', meaning an attack is highly likely.

Police and security agencies are working tirelessly to protect the public but it is also important that communities remain vigilant and aware of how to protect themselves if the need arises.

The four minute film, Stay Safe: Firearms and Weapons Attack sets out three key steps for keeping safe. The film is accompanied by an online information leaflet.

The film and leaflet advise that if you are caught up in an incident to 'run, hide and tell' - guidance which can be applied to many places and situations.

RUN



Run to a place of safety. This is a far better option than to surrender or negotiate. If there's nowhere to go, then...

HIDE



It's better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so...

TELL



Tell the police by calling 999.

Link to the leaflet here:

http://www.npcc.police.uk/StaySafeAssets/NPCC_CT_A5%202pp.pdf

Link to the film here:

www.npcc.police.uk/staysafe

APPENDIX 9: RECORD OF CONCERN

Child's Name :			
Child's DOB :			
Male/Female :	BME Y/N :	SEND Y/N :	Religion (optional) :
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 DSP:			
Feedback given to member of staff reporting concern:		Outcome of action taken by the DSP/Headteacher (e.g what was parental response? Outcome of professional consultation/referral etc)	
Information shared with any other staff? If so, what information was shared and what was the rationale for this?			
Name:		Date:.....	

Checklist for DSP (to be printed on back of record of concern form)

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child’s own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries (body map available at www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml)

Audit date:		Audited completed by:	
Overall RAG rating (see key below)			
Action needed	Timescale	Name and position of person responsible	Date action completed

RED	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
AMBER	Indicates that key information is included but recording could be further improved
GREEN	Indicates that the recording meets the above required standards

If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1, i.e. the actual record of concern form which contains confidential details.