



Child Protection Policy

Governor Committee: **Full Governing**

Author: **Mr A Mackenzie**

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CHILD PROTECTION

This policy has been adapted from the Hertfordshire County Council Children's Services Model Child Protection Policy for Schools. The model policy was written by Frazer Smith, Hertfordshire Child Protection and Statutory Review Service, issued in July 2018 and due for review in August 2019.

This policy is available on the College website, in the staff common room or staff desktop and upon request from the College Office.

Policy Review

This policy will be reviewed in full by the Governing Body no less than annually.

The policy was last reviewed and agreed by the Governing Body in October 2018

It is due for review on 1st September 2019.

Signature



Date 16 October 2018

Mr Richard Markham (Principal)

Signature



Date 16 October 2018

Signature



Date 16 October 2018

Dr J Braeckman & Mrs Rachel Lawson (Joint Chairs of Governors)

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MISSION STATEMENT

Developing enquiring, knowledgeable, responsible, global citizens through academic excellence.

Throughout this policy document reference is made to the Designated Safeguarding Lead (DSL) – this includes the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.

Furthermore, any references to 'staff' within this document include all volunteers as well as staff employed by the College.

INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's health 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 Hockerill Anglo-European College.

In particular this policy should be read in conjunction with the following policies and documents:

- DfE: Keeping Children Safe in Education (September 2018) (Part One and Annex A) (Appendix 1)
- Safeguarding
- Safer Recruitment
- Behaviour
- Physical Intervention
- Countering Bullying
- Staff Code of Conduct
- E-safety and Data Security
- ICT Acceptable Usage Agreement
- Attendance
- Behaviour
- Countering Bullying
- Out of College Trips
- Preventing Extremism and Radicalisation
- Health and Safety
- First Aid
- National Minimum Standards for Boarding
- BSA: Boarding Briefing Paper 18 – Safeguarding in Schools

As a member of the Boarding Schools Association, the College subscribes to the BSA's Commitment to Care Charter (see Appendix 7)

All staff are provided with access to these documents at induction / annually.

Purpose of a Child Protection Policy

- To inform staff, parents and governors about the College's responsibilities for safeguarding children.
- 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 College 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.

<http://hertsscb.proceduresonline.com/index.htm>

College Staff

- All College staff have a responsibility to provide a safe environment in which children can learn.
- College staff 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 College staff will receive appropriate safeguarding children training (which is updated regularly – Hertfordshire Safeguarding Children Board advises every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Temporary staff will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead including Child Protection Policy and Staff Code of Conduct.

Principles of the Child Protection Policy

- Establish and maintain an ethos and culture where children 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 of vigilance where College staff feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in the College whom they can approach if they are worried.
- Ensure that children, 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 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 the College's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the DSL and through staff performance measures.

STATUTORY FRAMEWORK

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

- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002 (Section 175/157)
Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".
- Hertfordshire Safeguarding Children 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)
- Continuum of Need (Hertfordshire Children's Safeguarding Board)
- What to do if you're worried a child is being abused (HM Government 2015)
- 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

Keeping Children Safe in Education (DfE September 2018) states that the Governing Body should ensure that the College contributes to multi-agency working in line with statutory guidance in Working Together to Safeguard Children (HM Government July 2018)

Furthermore, it also states that governing bodies of all schools and colleges should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)

As a member of the Boarding Schools Association (BSA) the College carries out its responsibilities to comply with the BSA Commitment to Care Charter (see Appendix 7)

THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Governing Body will ensure an appropriate **senior member** of staff, from the College **Senior Leadership Team**, is appointed to the role of Designated Safeguarding Lead. This person must have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

During term time the DSL and or a Deputy (or the Principal) will always be available (during College hours) for College staff to discuss any safeguarding concerns.

Staff who need to discuss a concern during holiday time may also contact the DSL or Deputy. The Principal is also available for contact. For issues arising outside of College hours / academic time (including weekends) staff may also contact Ms Sarah Pearson (Vice Principal).

Contact may be by phone or email or in person.

Staff should refer to the safeguarding page provided in the Staff Planner (Page 3) for contact details. If none of the above are available staff should contact the Police directly if they believe a child is at risk of immediate harm. Appendix 7 provides NSPCC and local authority Safeguarding contact details for Hertfordshire, Essex and Cambridgeshire.

- The Designated Safeguarding Lead (DSL) is:
Alasdair Mackenzie
mackenziea@hockerill.com
- The Deputy Designated Safeguarding Lead (DDSL) is:
Lucy Tinnirello
tinnirello@hockerill.com

The broad areas of responsibility for the Designated Safeguarding Lead are to:

- 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 Principal to inform him of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and any Police investigations
- Act as a source of support, advice, and provide expertise to staff on matters of safety and safeguarding
- Support staff who make referrals
- 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.

Ms McCulloch is the Designated Teacher with responsibility for looked after children / post looked after children.

Training

The Designated Safeguarding Lead should undergo formal training every two years. The DSL should also undertake Prevent Awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs or taking time to read and digest safeguarding developments) at least annually to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to, reads and understands their role and responsibility regarding the College's Safeguarding and Child Protection Policy
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand and support the College with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening and responding to children and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them

Raising Awareness

The Designated Safeguarding Lead should:

- Ensure the College's policies are known, understood and used appropriately.
- Ensure the College's Safeguarding and Child Protection Policies are 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 College 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 College, ensure the file for safeguarding and any child protection information is sent to any new school /college, transferred separately from the main pupil file no later than 15 school days after the day child ceases to be registered at Hockerill.

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). Additionally the DSL will consider whether it is appropriate to share child protection and safeguarding information with a new school in advance of the child starting in the new setting.

THE GOVERNING BODY

The Governing Body must ensure that it complies with its duties under legislation. It must also have regard to this guidance to ensure that the policies, procedures and training in the College is effective and complies with the law at all times.

The Governing Body has a senior board level (or equivalent) lead to take leadership responsibility for the College's safeguarding arrangements.

- The nominated governor for child protection is:
Dr Tareq Abouharb who can be contacted via the Clerk to the Governors,
Mrs Claire Waring
waringc@hockerill.com

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 (Code of Conduct)
- Ensuring staff are provided with part one of Keeping Children Safe in Education (DfE 2018) – Appendix 1 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 Designated Safeguarding Lead.
- Ensuring that all of the Designated Safeguarding Leads (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 Designated Safeguarding Leads, 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 students are taught about safeguarding, including online safety. The College will consider this as part of providing a broad and balanced curriculum.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support the Governing Body is provided in annex c of **Keeping Children Safe in Education (DfE 2018)**
http://www.thegrid.org.uk/info/welfare/child_protection/policy/national.shtml
- Having a Senior Leadership Team member to take leadership responsibility for the organisation's safeguarding arrangements

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 Safeguarding Lead. The Designated Safeguarding Lead is most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Anyone* can make a safeguarding 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 College's own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the College and/or can occur between children outside the College. All staff, but especially the Designated Safeguarding Lead 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.

**Anyone includes staff, parents, friends and students etc who should follow the same guidance as provided above in this section. For example – if a parent were to be concerned that a child is at immediate risk when the College is closed, they should make contact with Children's Services and/or the police immediately rather than refer the matter back to the College. See Appendix 8 for NSPCC and Local Authority Safeguarding Board contact details for Hertfordshire, Essex and Cambridgeshire*

In the event that a student cannot be accounted for (Children Missing Education / Boarding) College staff must follow the guidance in the College's Attendance Policy and related Boarding document PROTOCOL FOR DEALING WITH MISSING BOARDERS – May 2016.

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, member of staff should ensure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

The College and its 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 Safeguarding Lead 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 will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

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

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

- is at risk of being radicalised or exploited;
- is a privately fostered child.

College staff members 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 4 for information on indicators of abuse and Appendix 5 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 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 (the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group) type violence and rituals.

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

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

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 College;

- Provides a developmentally appropriate Personal, Social and Health Education (PSHE) curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Ensures victims, perpetrators and any other child affected by peer on peer abuse will be supported (see Countering Bullying Policy)
- Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. behaviour policy).

Where there is an allegation or concern that a child has abused others Section 4.4 of the Hertfordshire Safeguarding Children Board Inter Agency Child Protection Procedures manual, ‘Children Who Abuse Others’ provides guidance for the College in how to respond.

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>

Child Missing from Education

A child going missing from education is a potential indicator of abuse or neglect.

College staff should follow the College's procedures for unauthorised absences to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The College will inform the local authority of any child who is going to be removed from the College Roll where the pupil:

- has been taken out of school by their parents and the College has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend College
- has been certified by a doctor as unlikely to be in a fit state of health to attend school before 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 Principal does not reasonably believe they will be returning to the College at the end of that period
- has been permanently excluded.

Please refer to the College Attendance Policy for a full outline of the College procedures for Attendance

DEALING WITH DISCLOSURE

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify without seeking to investigate
- 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 and Appendix 6)
- Pass the information to the Designated Safeguarding Lead without delay (or contact Children's Services / Police direct where appropriate)

Support

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

If a College staff member receives a disclosure about potential harm caused by another staff member, they should see ALLEGATIONS INVOLVING COLLEGE STAFF section of this policy.

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'.

The College currently retains paper-based Child Protection records with a plan to move to electronic record keeping this academic year.

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 child has made a disclosure, the member of staff should:

- Record as soon as possible after the conversation and complete the College's Child Protection Record of Concern form (Appendix 6) wherever possible.
- Record statements and observations rather than interpretations or assumptions
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Use the bodymap to indicate the location of any injuries
- Keep and include the original records in case they are needed by a court

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff.

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

Where children leave the College, 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. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Lead and SENCOs or the named person with oversight for SEN in a college, are aware as required. If the child has an allocated social worker, they will also inform them of the change of school.

In addition to the child protection file, the Designated Safeguarding Lead 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 the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Any requests to view Child Protection files should be made to the nominated Governor for Child Protection (see Page 10). The College follows Hertfordshire County Council's School Safeguarding Practice Guidance:

Pupil Safeguarding Records and will ensure compliance with GDPR when handling such requests.

CONFIDENTIALITY

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

- All staff at the College, whether teaching or non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the police).
- If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells 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.
This will ultimately be in the best interests of the child.
- Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

COLLEGE PROCEDURES

Please see Appendix 3 - What to do if you are worried a child is being abused: Advice for Practitioners (DfE 2015) and the College's Concern Flow Chart

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

Whilst it is the Designated Safeguarding Lead's 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 made by someone other than the Designated Safeguarding Lead, that person should inform the Designated Safeguarding Lead as soon as possible.

If a teacher, 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 for staff with teaching responsibilities who have a "specific legal duty to act."** See Appendix 1 – Keeping Children Safe in Education (DfE 2018): Annex A for further details.

If the allegations raised are against other children, the College should follow section 4.4 of the Hertfordshire

Safeguarding Children Board Procedures Manual – Children Who Abuse Others.

Please see the College's Countering Bullying Policy for more details on procedures to minimise the risk of peer-on-peer abuse.

The member of staff receiving the disclosure must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. Staff must use the College's Child Protection Record of Concern form (Appendix 6).

Particular attention will be paid to the attendance and development of any child about whom the College 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 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.

The Designated Safeguarding Lead is responsible for making the Senior Leadership Team aware of trends in behaviour that may affect student welfare. If necessary, appropriate training will be arranged.

COMMUNICATION WITH PARENTS

Hockerill Anglo-European College will ensure its Child Protection Policy is publicly accessible. It is available on the Policies section of the College website, in Reception and upon request from the College Office. Parents should be informed prior to any referral being made to Children's Services unless it is considered that 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 the alleged abuser is informed
- Leading to an unreasonable delay
- Leading to the risk of loss of evidential material

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

The College will ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Where reasonably possible the College should hold more than one emergency contact number for their pupils and students.

ALLEGATIONS INVOLVING COLLEGE STAFF

An allegation is any information which indicates that a member of staff 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 has contact with in their personal, professional or community life.

What College staff should do if they have concerns about safeguarding practices within the College

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the College's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and the staff Code of Conduct, are in place for such concerns to be raised with the College's Senior Leadership Team.

If staff members have concerns about another staff member then this should be referred to the Principal. Where there are concerns about the Principal, this should be referred to either of the Joint Chair of Governors. Staff may consider discussing any concerns with the College's Designated Safeguarding Lead and make any referral via them.

The Joint Chairs of Governors at the College are:

Dr Judith Braeckman
braeckmanj@hockerill.com

Mrs Rachel Lawson
lawsonr@hockerill.com

In the absence of the Joint Chairs of Governors, the Vice Chair should be contacted. The Vice Chair of Governors at the College is:

Mr Stephen Beech
beechs@hockerill.com

The Joint Chairs of Governors and the Vice Chair of Governors may also be contacted through the Clerk to the Governors.

The Clerk to the Governors is:

Mrs Claire Waring
waringc@hockerill.com

In the event of allegations of abuse being made against the Principal, 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).

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 Principal.

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 Principal/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:

Children's Services – 0300 123 4043

SOOHS (Out of Hours Service-Children's Services) – 0300 123 4043

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

The Principal 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 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 08:00 to 20:00 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, the Code of Conduct and the 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 College's Behaviour and Physical Restraint Policies for more information.

APPENDIX 1



Keeping children safe in education

**Statutory guidance for schools and
colleges**

**Part 1: Information for all school and
college staff**

September 2018

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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

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment
 - preventing impairment of children's health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** staff have a responsibility to provide a safe environment in which children can learn and **all** staff should be prepared to identify children who may benefit from early

help.¹ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

8. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-33. Staff should expect to support social workers and other agencies following any referral.

9. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

10. 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.

11. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

12. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the behaviour policy;³
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

¹ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

² The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

³ All schools are required to have a behaviour policy (full details are [here](#)). If a college chooses to have a behaviour policy it should be provided to staff as described above.

13. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. **All** staff should be aware of their local early help⁴ process and understand their role in it.

15. **All** staff should be aware of the process for making referrals to children's social care 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) that may follow a referral, along with the role they might be expected to play in such assessments.⁵

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

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

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

⁴ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

⁵ More information on statutory assessments is included at paragraph 28. Detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#).

- has returned home to their family from care
- is a privately fostered child

18. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and neglect, and examples of safeguarding issues are described in paragraphs 41-51.

19. Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

20. Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

21. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

What school and college staff should do if they have concerns about a child

22. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.

23. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

24. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;⁶ or

⁶ Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

- a referral for statutory services,⁷ for example as the child might be in need, is in need or suffering or likely to suffer harm.

25. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

26. 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. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Early help

27. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

⁷ Chapter 1 of [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

Statutory assessments

28. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

29. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

What will the local authority do?

30. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

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

31. The referrer should follow up if this information is not forthcoming.

32. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

33. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Female Genital Mutilation mandatory reporting duty for teachers

34. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**.⁸ If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. **See Annex A** for further details.

Record keeping

35. 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 (or deputy).

Why is all of this important?

36. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.⁹ Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

⁸ Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

⁹ An analysis of serious case reviews can be found at [Serious case reviews, 2011 to 2014](#).

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

37. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (Further details can be found in Part four of this guidance).

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

38. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

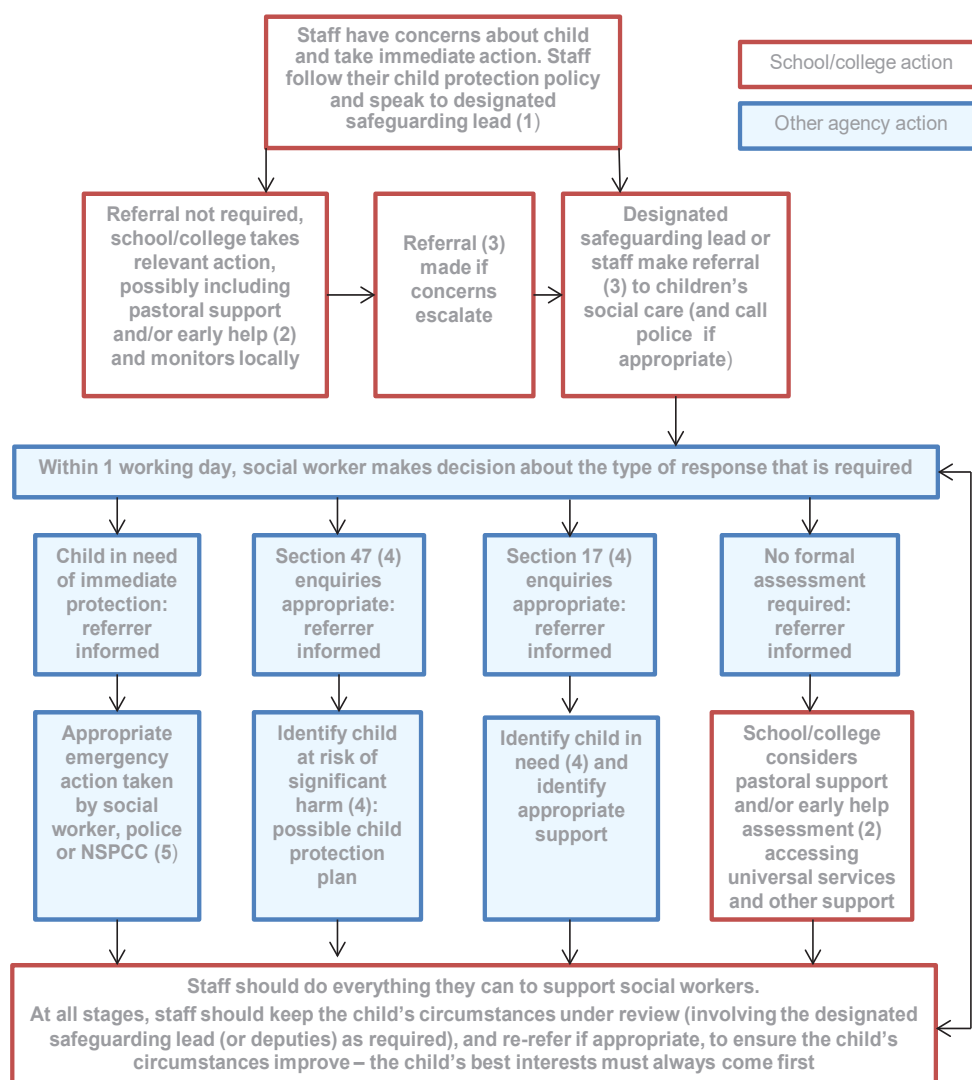
39. Appropriate whistleblowing procedures, should be put in place for such concerns to be raised with the school's or college's senior leadership team.

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

- General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#).
- The [NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. 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.uk¹⁰

¹⁰ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this 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. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) 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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Indicators of abuse and neglect

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

42. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

43. **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.

44. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from 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.

45. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 48).

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

Specific safeguarding issues

47. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

48. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

49. **All** staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

50. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

51. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

Annex A: Further information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part 1 of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation

does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child 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.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of

transporting drugs and a referral to the National Referral Mechanism¹¹ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

¹¹ [national crime agency human-trafficking](#)

[NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safelives: young people and domestic abuse](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [here](#).

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a

wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. 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.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will 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 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹² that requires a different approach (see following section).

FGM

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.

FGM mandatory reporting duty for teachers

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 or students, 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](#).

¹² Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹³ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) 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. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

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 [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus 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.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

[Extremism](#)¹⁴ is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the

¹³ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

¹⁴ As defined in the Government's Counter Extremism Strategy.

armed forces. [Radicalisation](#)¹⁵ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard"¹⁶ to the need to prevent people from being drawn into terrorism".¹⁷ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department 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.

¹⁵ As defined in the Revised Prevent Duty Guidance for England and Wales.

¹⁶ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

¹⁷ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

[Educate Against Hate](#), a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a 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. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the

experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁸ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

¹⁸ [Legislation.gov.uk](https://www.legislation.gov.uk)

What is consent?¹⁹ Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.²⁰

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.²¹ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by

¹⁹ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#)

²⁰ [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

²¹ [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy



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APPENDIX 2

safeguarding



Hockerill
Anglo-European College
S A F E G U A R D I N G

SAFEGUARDING

Guidance for adults
visiting or working at
Hockerill Anglo-European College

OUR COMMITMENT TO SAFEGUARDING

At Hockerill Anglo-European College the safety and wellbeing of our students is paramount. All adults visiting Hockerill Anglo-European College have a part to play in keeping our students safe. It is also important that visitors keep themselves safe.

At Hockerill Anglo-European College we promote safe working practices for everyone in the College community, whatever their role or reason to be there.

DO:

- Sign in at College Reception on arrival
- Wear your visitor badge at all times
- Be aware that verbal interaction with students may be interpreted by them as being offensive or inappropriate, even if this was not your intention
- Be aware that contact made with a Hockerill student outside College grounds may be considered inappropriate
- Report any occasion when a student instigates communication via social media with you
- Report ANY unacceptable behaviour to a member of staff as soon as possible

DO NOT:

- Initiate any verbal or physical contact with students unless it is appropriate and part of an agreed reason for your visit
- Give any personal information or details to any student e.g. your name, address, telephone number, email or any social media account details
- Accept or respond to students attempting to share their personal details with you
- Put yourself in a situation of vulnerability i.e. unsupervised one-to-one with a student unless it is agreed as necessary to your visit
- Instigate communication with students using any form of social media
- Use any recording device (including mobile phones) to take images within the College without express prior permission from the Principal
- Respond to verbal or physical contact from students. If this occurs or you have any other concerns about student behaviour, report it immediately to the member of staff at Hockerill who is responsible for your visit

Child Protection

At Hockerill we believe that all students have the right to be safeguarded from harm and exploitation.

Adults working with or around children and young people must be aware of the risk of abuse by adults and other young people.

If you have concerns about a young person's safety during the course of your visit to our College

- immediately inform the Designated Safeguarding Lead through your contact in College
- write factual notes about what you have heard, witnessed or been told. Sign and date all notes.

If you suspect abuse or if a young person confides in you or if a complaint is made about you or any adult, it is your duty to report the concern.

REPORTING CONTACT DETAILS



Designated Safeguarding Lead

Mr Alasdair Mackenzie

Vice Principal

email: mackenziea@hockerill.com



Deputy Designated Safeguarding Lead

Sister Lucy Tinnirello

Head of Student Health & Wellbeing

email: tinnirello@hockerill.com

If a disclosure is about a member of staff contact

The Principal

Mr Richard Markham

email: markhamr@hockerill.com

If the disclosure is about the Principal contact

The Joint Chairs of Governors

Mrs Rachel Lawson

lawsonr@hockerill.com

Dr Judith Braeckman

braeckmanj@hockerill.com

☎ Hockerill Anglo-European College: 01279 658451

IN THE EVENT OF A FIRE ALARM SOUNDING

Please follow the College's evacuation procedures, do not re-enter the building until authorised by the person in charge.



FIRE ACTION

IN CASE OF FIRE SOUND THE ALARM FROM
THE NEAREST ALARM CALL POINT

ON HEARING THE FIRE ALARM

1. Leave the building by the nearest available exit
2. Do not stop to collect personal belongings.
3. Close all doors behind you.
4. Proceed, IN AN ORDERLY MANNER to the Fire Assembly point and report to the Person in Charge.

THE FIRE ASSEMBLY POINT IS SITUATED AT

NETBALL COURTS AT ALL WEATHER PITCH

First aid boxes ☒ are located around the College campus. Automated External Defibrillators ☒ are located in Winchester House and the Staff Common Room.

The College also has a Health Centre ☒, staffed by Registered Nurses.



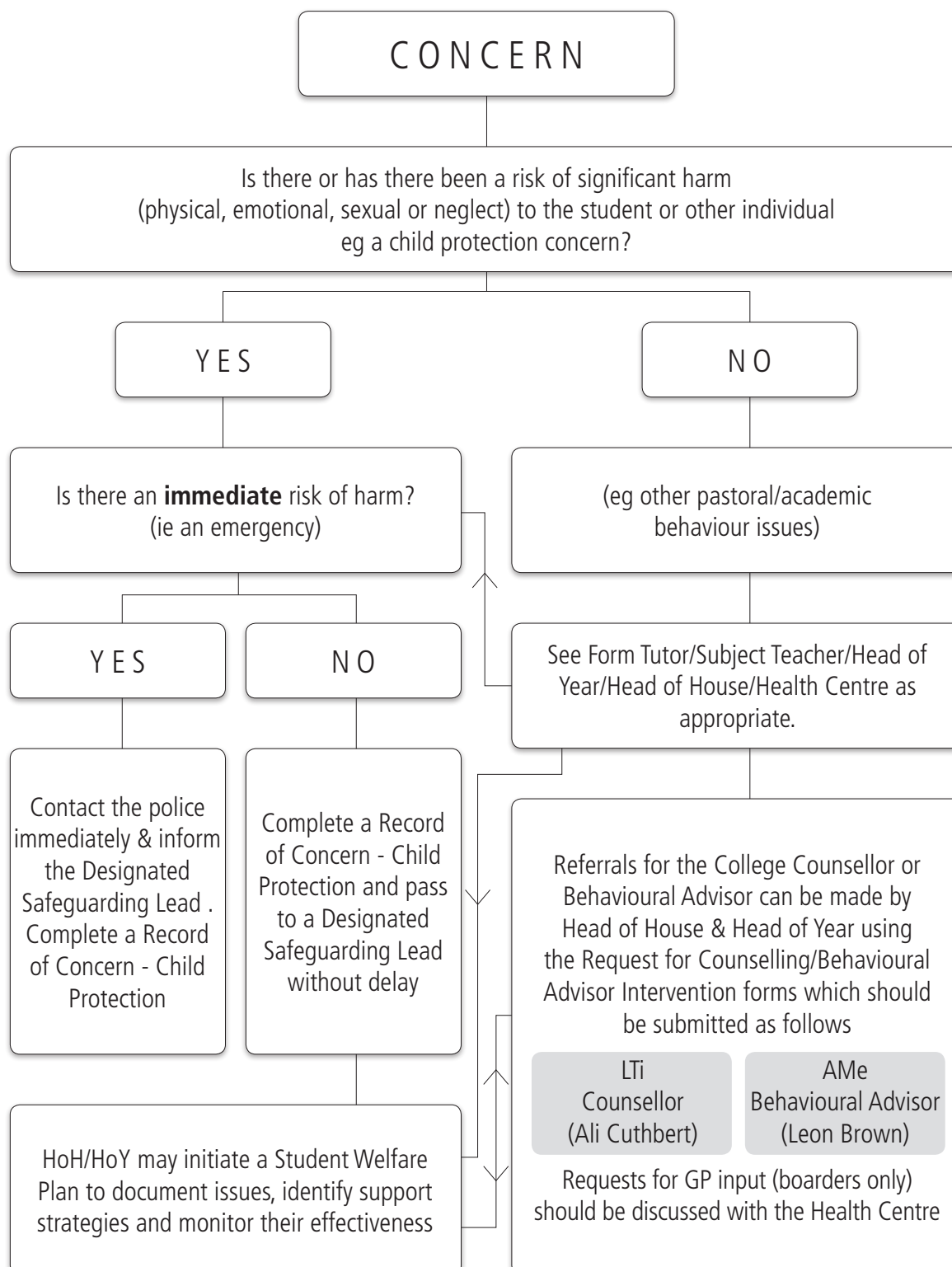
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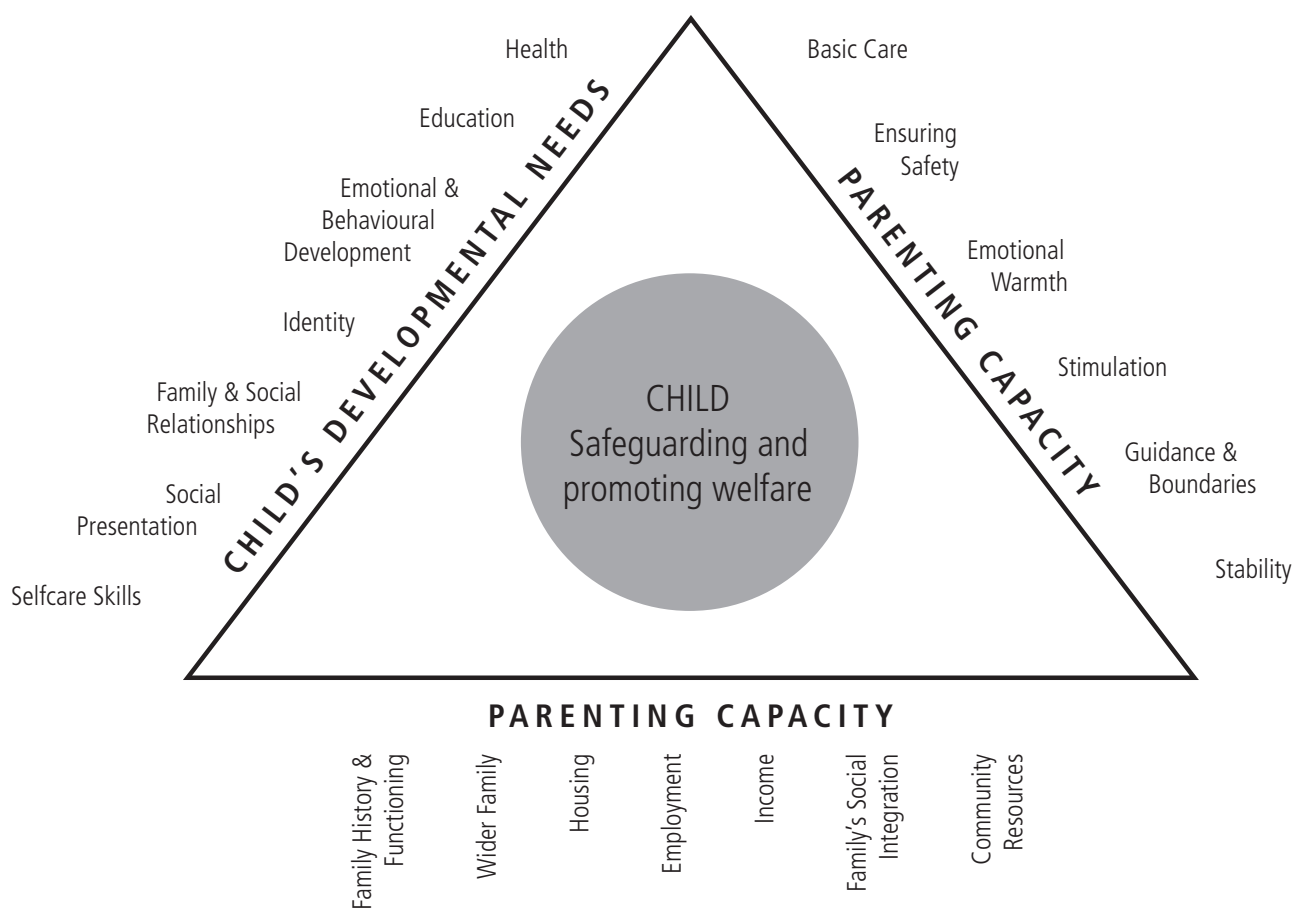
APPENDIX 3

What to do if you are worried a child is being abused: Advice for Practitioners (dfe 2015)

Be alert	<ul style="list-style-type: none"> • 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 (DSL).
Question behaviours	<ul style="list-style-type: none"> • 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 Principal, if the concerns is about the Principal, report to Chair of Governors. • Utilise the College's Whistleblowing Policy.
Ask for help	<ul style="list-style-type: none"> • Record and share information appropriately with regard to confidentiality • If staff members have concerns, raise these with the College's Designated Safeguarding Lead (DSL). • All staff members have a responsibility to take appropriate action, without delay.
Refer	<ul style="list-style-type: none"> • The DSL will usually make referrals to Children's Services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Refer Children's Services on 0300 1234043.



APPENDIX 4

Indicators of Abuse and Neglect

APPENDIX 5

Working together to safeguard children (dfe, 2018)

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	Parent	Family/environment
Bruises – shape, grouping, site, repeat or multiple Withdrawal from physical contact Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars Aggression towards others, emotional and behaviour problems Improbable, conflicting explanations for injuries or unexplained injuries Frequently absent from school Untreated injuries Admission of punishment which appears excessive Injuries on parts of body where accidental injury is unlikely Fractures Repeated or multiple injuries Fabricated or induced illness	Parent with injuries Evasive or aggressive towards child or others Explanation inconsistent with injury Fear of medical help / parents not seeking medical help Over chastisement of child	History of mental health, alcohol or drug misuse or domestic violence. Past history in the family of childhood abuse, selfharm, somatising disorder or false allegations of physical or sexual assault Marginalised or isolated by the community. Physical or sexual assault or a culture of physical chastisement.

Emotional abuse

Emotional abuse is 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	Parent	Family/environment
Self-harm	Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Over-reaction to mistakes / inappropriate emotional responses	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.
Chronic running away	Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Abnormal or indiscriminate attachment	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
Drug/solvent abuse	Mental health, drug or alcohol difficulties	Wider parenting difficulties
Low self-esteem	Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Compulsive stealing	Overly critical of the child	Lack of support from family or social network.
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		

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	Parent	Family/environment
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 Abnormally 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 Disturbed peer relationships	Failure to meet the child's basic essential needs including health needs Leaving a child alone Failure to provide adequate care-takers Keeping an unhygienic, dangerous or hazardous home environment Unkempt presentation Unable to meet child's emotional needs Mental health, alcohol or drug difficulties	Marginalised or isolated by the community. History of mental health, alcohol or drug misuse or domestic violence. History of unexplained death, illness or multiple surgery in parents and/or siblings of the family Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault Lack of opportunities for child to play and learn Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child	Parent	Family/environment
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	History of sexual abuse Excessively interested in the child. Parent displays inappropriate behaviour towards the child or other children Conviction for sexual offences Comments made by the parent/carer about the child. Lack of sexual boundaries	Marginalised or isolated by the community. History of mental health, alcohol or drug misuse or domestic violence. History of unexplained death, illness or multiple surgery in parents and/or siblings of the family Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault Grooming behaviour Physical or sexual assault or a culture of physical chastisement.

APPENDIX 6

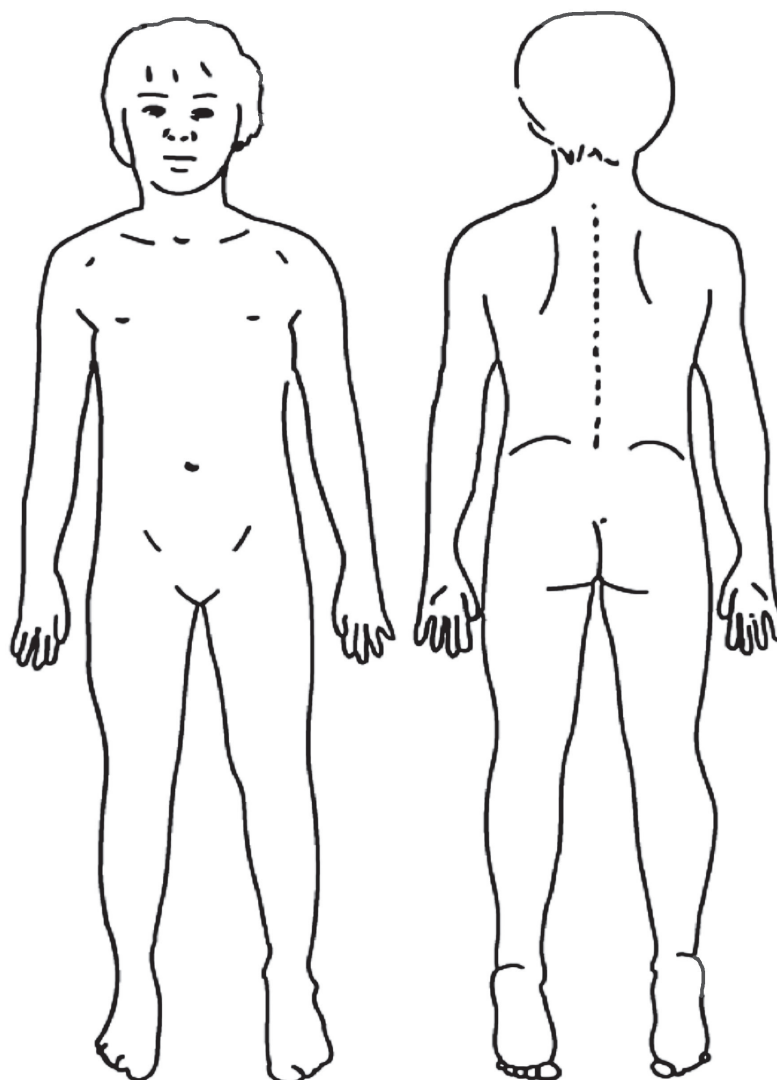


RECORD OF CONCERN - CHILD PROTECTION

Pass this completed form to AMe or LTi (or RMa if concern relates to a member of staff)		
Child's name:		Date of birth:
Year/Form:	Boarding Status:	Boarding House:
Date and time of concern:		
What was said, context of concern/disclosure:		
Child's Voice: (what does the child feel about this situation/what would they like to happen?)		
Your response: (what did you do/say following the concern)		
Your name:	Your signature:	
Your position in College:	Date and time of this recording:	

Hockerill Anglo-European College | Child Protection Body Map

Please indicate clearly any signs of apparent injury. Pass this **confidential** document to **AMe** or **LTi**.



bodymap16

Student Name: _____

Member of staff: _____

Date: _____

Action and response of DSL	
Child Protection case file opened? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Feedback given to person reporting concern	Outcome of action taken by DSL (e.g. 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 (DSL)	Date

AUDIT CHECKLIST FOR DSL

	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
	DSL has completed their sections in full - action taken and outcome, feedback to staff and information sharing?

Audit date:		Audit 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

APPENDIX 7



Commitment to Care Charter

BSA schools are committed to the highest duty of care and safeguarding

Keeping boarders safe, secure and cared for are the main priorities for members.

Everyone working in a BSA school will raise any concerns immediately

'Everyone' includes all full or part-time staff, volunteers, governors and contractors. It also means pupils, such as prefects in boarding houses. 'Immediately' is without hesitation or delay, and 'abuse' is any suspicion, belief or evidence of abuse by an adult against a pupil or by a pupil against another pupil.

BSA schools will follow all statutory safeguarding guidance and laws and report concerns to the relevant authority and the BSA

Follow all 'safeguarding guidance and laws' means that all policies and procedures, including a school's guidelines for reporting, must comply with any applicable rules and expectations¹, and in relation to any requirement to report to the police where necessary. 'Report concerns to the relevant authority' means to follow those guidelines and, if an unsatisfactory response is received, to escalate the concern. Report 'to the BSA' means to inform the BSA that a referral has been made, but without disclosing any details by which a case or an individual can be identified.

BSA schools will support any present pupils affected by abuse and those who report concerns, and offer support to past pupils

'Support' means to provide open, honest communication, provide counselling or similar services or referral to them. 'Offer of support' means referral to other organisations (e.g. the police for past pupils), counselling or similar services. Support will be given if there is no conflict of interest or legal restriction.

BSA will support member schools which responsibly follow the Charter

The BSA will support member schools to help them to follow the Charter. Member schools are expected to endorse the Charter clearly and strongly. The Safeguarding Governor is expected to have a clear oversight of safeguarding procedures and practice. BSA will review any instances where the Charter has not been responsibly followed (especially where cases and allegations have not been reported to the BSA as soon as it is permissible to do so) and consider any appropriate action.

¹For member schools in England and Wales, this includes, but is not limited to, statutory guidance set out in Keeping Children Safe in Education (as updated from time to time). In other UK regions and overseas, this includes any relevant guidance or legislation.

APPENDIX 8

If a child is in immediate danger or left alone, you should contact the police or call an Ambulance (Call 999).

NSPCC Helpline

You can contact the helpline in a number of ways to get expert advice from one of their advisers; all are trained child protection officers.

- Telephone: 0808 800 5000
- Text: 88858
- Textphone: 0800 056 0566 (free for the deaf or hearing impaired)
- Email: help@nspcc.org.uk
- Post: NSPCC Helpline, 42 Curtain Road, London, EC2A 3NH

Local Authority Safeguarding Board contact details for Hertfordshire, Essex and Cambridgeshire

Hertfordshire Safeguarding Children Board

Email: admin.hscb@hertfordshire.gov.uk

Hertfordshire Safeguarding Children Board Team

Room 152

Postal Point CHO116

County Hall

Hertford

SG13 3DQ

Phone: 01992 588757

Fax: 01992 588201

Call 0300 123 4043 anytime if:

- you're a child or young person being abused
- you're an adult concerned about a child or young person

Essex Safeguarding Children Board

Escb@essex.gov.uk

Essex Safeguarding Children Board

Room C228

County Hall

Chelmsford

CM1 1QH

Call 0345 603 7627 anytime if:

- you're a child or young person being abused
- you're an adult concerned about a child or young person

Cambridgeshire Local Safeguarding Children Board

Children Social Care

- 0345 045 1362
- (Mon – Thurs) 8am – 5:30pm
- (Friday) 8am – 4:30pm
- Emergency Duty Team (Out of Hours): 01733 234724.

Multi-Agency Safeguarding Hub

- 0345 045 1362
- MASH.C&F@cambridgeshire.gcsx.gov.uk

