



Child Protection Policy

Governor Committee: **Full Governing**

Author: **Mr A Mackenzie**

Issue Date: **October 2022**

Review Date: **October 2023**

CHILD PROTECTION

This policy has been adapted from the Hertfordshire County Council Children's Services Model Child Protection Policy for Schools (Reference CSF0034). The model policy was issued in September 2022 and is due for review in September 2023.

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.

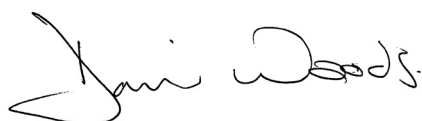
The policy was reviewed and agreed by the Governing Body in October 2022

It is due for review in October 2023.

Mr David Woods

(Principal)

Signature

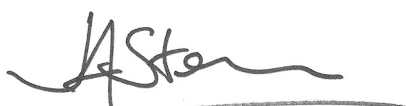


Date: 15 October 2022

Mr John Stenhouse

(Chairs of Governors)

Signature

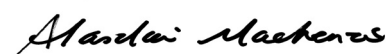


Date: 15 October 2022

Mr Alasdair Mackenzie

(Designated Safeguarding Lead)

Signature



Date: 15 October 2022

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

Furthermore, any references to ‘staff’ within this policy includes all volunteers and contractors as well as staff employed by the College.

As an education setting the College is responsible for ensuring that all students attending are protected from harm.

The College uses the definition of ‘pupil’, (but uses the term ‘student’) as defined under the Education Act 1996:

(1) In this Act “pupil” means a person for whom education is being provided at a school, other than—

(a) a person who has attained the age of 19 for whom further education is being provided, or

(b) a person for whom part-time education suitable to the requirements of persons of any age over compulsory school age is being provided.

Any references ‘child’, ‘children’, ‘young person’ within this policy are considered to be our students and the ‘pupil’ definition (above) covers them.

1. MISSION STATEMENT

Inspiring knowledgeable, enquiring, caring global citizens through excellence in education.

2. EQUALITY STATEMENT

The Governors and staff at Hockerill Anglo-European College (Hockerill or the College) are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the well-being of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all students and staff within the community.

3. 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, \(DfE, 2018\), page 6](#))

As a boarding school we know we have additional factors to consider with regard to safeguarding and the need for us to be alert to signs of abuse in boarding and that this includes being alert to the possibility of child on child issues and the extra vulnerabilities of SEND children. Our Child Protection Policy is a whole College approach to all aspects of children’s lives here, both in school and boarding, and we ensure all staff are equally aware and trained.

Safeguarding Policies

This policy is one of a suite of College safeguarding policies, all of which are in place to protect and promote the welfare of our students.

- Attendance
- Behaviour
- Child Protection
- Complaints
- Countering Bullying
- Curriculum
- First aid
- Health and Safety
- Online Safety
- Out of College Trips and Procedures
- Safer Recruitment
- Special Educational Needs and Disability
- Staff Code of Conduct
- Substance Use and Misuse
- Supporting Students with Medical Conditions
- Whistle Blowing

In particular, this policy should be read in conjunction with the following document:

- DfE: [Keeping Children Safe in Education](#) (KCSiE) (September 2022) (Part One and Annex A) (Appendix 1 has links to KCSiE)

Additional Policies and references

- [Hertfordshire Safeguarding Children Partnership | Hertfordshire County Council](#)
- [Hertfordshire Children's Services: Children Missing from Education \(CME\) and linked Guidance and Referral Form](#)
- [National Minimum Standards for Boarding](#)

All staff are provided with access to these documents and are informed whenever updates are made.

All staff should be aware of systems within their College which support safeguarding, and these are explained to them as part of staff induction and annually thereafter.

This should include the following documents:

- Child Protection Policy, which includes the policy and procedures to deal with child-on-child abuse
- Behaviour Policy and Countering Bullying Policy which include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Staff Code of Conduct which includes low-level concerns, allegations against staff and whistleblowing as well as acceptable use of technologies, staff /student relationships and communications including the use of social media

- Safeguarding response to children who go missing from education and also that staff determine how best to build trusted relationships with children and young people which facilitates communication
- Role of the Designated Safeguarding Lead including the identity of the Designated Safeguarding Lead and any Deputy Designated Safeguarding Leads.
- [Keeping Children Safe in Education](#) (2022). Staff who work directly with children must read Part One (pages 6-22) and those who do not work directly with children must read at least Annex A (pages 135 – 139). All staff must sign to confirm they understand their responsibilities.

Purpose of the 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 Partnership Procedures

The College follows the procedures established by the Hertfordshire Safeguarding Children Partnership (HSCP); a guide to procedure and practice for all agencies in Hertfordshire working with children and their families.

<https://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 Partnership 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 through induction, including the Child Protection Policy and staff Code of Conduct.

Principles of the Child Protection Policy

- Establish and maintain an ethos and culture where students feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern.
- Establish and maintain an ethos and culture where 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 students, who have additional/unmet needs are supported appropriately. This could

include referral to Early Help Services or Child Protection 'Contact' to specialist services if they are a child in need or have been / are at risk of being abused and/or 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 Designated Safeguarding Lead and Senior Leadership Team and through staff performance measures.

4. 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 Partnership Procedures Manual (Electronic)
- Keeping Children Safe in Education (DfE, September 2022)
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).
- Serious Violence Strategy 2018
- Equality Act 2010 (including the Public Sector Equality Duty)
- The Human Rights Act 1998
- Apprenticeships, Skills, Children and Learning Act 2009

- Sexual violence and sexual harassment between children in schools and colleges (DfE 2021)

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 2)

5. THE DESIGNATED SAFEGUARDING LEADS

The Governing Body ensures that an appropriate senior member of staff, from the College leadership team, is appointed to the role of Designated Safeguarding Lead.

During term time the Designated Safeguarding Lead and / or deputies (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 contact the on duty Senior Leadership Team member. For issues arising outside of College hours / academic time (including weekends) staff should refer to the 'Weekend Programme', which includes the 'on duty' Senior Leadership Team member who will be one of the following:

- Mr David Woods (Principal)
- Mr William Conolly (Director of Boarding / Deputy Designated Safeguarding Lead)
- Mr Jonathan Ellams (Assistant Principal / Deputy Designated Safeguarding Lead from January 2023)
- Mr Alasdair Mackenzie (Vice Principal / Designated Safeguarding Lead)
- Ms Alison McCulloch (Executive SENDCo / Deputy Designated Safeguarding Lead)
- Mr Graham Samuels (Assistant Principal / Deputy Designated Safeguarding Lead)

Contact may be by phone, email or in person. An incident can also be recorded on CPOMS but staff must also speak with a DSL and not rely on CPOMS for raising their concern.

Staff should refer to this policy, the 'Weekend Programme', the safeguarding page provided in the Staff Planner (Page 3) or the Safeguarding Leads poster (displayed in all staff areas) (Appendix 5). Contact details are available within the 'Key Safeguarding Documents' folder within the 'Staff Briefing Team'.

Staff should contact the Police directly if they believe a child is at risk of immediate significant harm.

- The Designated Safeguarding Lead is:
Alasdair Mackenzie
Vice Principal
mackenziea@hockerill.com
- The Deputy Designated Safeguarding Leads are:
Lucy Tinnirello
Head of Student Health and Wellbeing
tinnirellol@hockerill.com

- Alison McCulloch
Assistant Principal (Executive SENDCo)
mccullocha@hockerill.com
- William Conolly
Assistant Principal (Director of Boarding)
conollyw@hockerill.com
- Graham Samuels
Assistant Principal
samuelsg@hockerill.com
- Jonathan Ellams
Assistant Principal
ellamsj@hockerill.com
(from January 2023)

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

- Manage Child Protection Contact Referrals and cases
- Contact the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- Complete Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child / young person, Police where a crime may have been committed and to the Channel* programme where there is a radicalisation concern

*Channel is part of the Government's Prevent strategy

- Liaise with the Principal to inform them of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact Referral by liaising with relevant agencies
- Support staff who make Child Protection Contact Referrals and other service 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

Alison McCulloch is the Designated Teacher with responsibility for child looked after (CLA) / post child looked after (post CLA)

Training KCSiE

The Designated Safeguarding Lead should undergo formal training specific to their safeguarding role and duties at least every two years. They should also undertake Prevent Awareness training every 3 years and Home Office online training on an annual basis as a minimum.

In-between formal training a Designated Safeguarding Lead's knowledge and skills should be refreshed (for example via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments). This training should provide the Designated Safeguarding Lead with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- Have a working knowledge of how Hertfordshire conducts 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
- Understand the importance of the role the Designated Safeguarding Lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- Understand the importance of information sharing, both within the College, and with the safeguarding partners, other agencies, organisations and practitioners (full details in Chapter one of [Working Together to Safeguard Children](#)) (linked in Appendix 1)
- 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
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- Can recognise the additional risks that children with Special Educational Needs and Disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses and encourage a culture of listening 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 all staff including part time, contractors, volunteers and supply staff have access to, and understands the College's Child Protection Policy and procedures, especially new and part-time staff
- Work with the governing body to ensure that the College's Child Protection Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly
- Ensure the Child Protection Policy is available publicly and that parents know that referrals about suspected abuse or neglect may be made and the role of the College in this
- Link with Hertfordshire Safeguarding Children's Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and the College's Senior Leadership Team. The Designated Safeguarding Lead should have details of the child's social worker and the name of the virtual school's head in the authority that looks after the child.

6. THE MANAGEMENT OF SAFEGUARDING

The Governing Body must ensure that they comply with their duties under legislation. They must also have regard to Keeping Children Safe in Education to ensure that the policies, procedures and training in the school are always effective and comply with the law.

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

All governors should receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at Hockerill are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

The nominated governor for child protection is

Dr Robin Saunders

who can be contacted via

the Clerk to the Governors clertktogovernors@hockerill.com

Or

Directly by email saundersr@hockerill.com

The Principal should ensure that the policies and procedures, adopted by their governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood and followed by staff.

The Governing Body should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.

According to the Equality Act, schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). All of these protections are important in the context of safeguarding. Alongside this guidance and the legal duties placed on schools in relation to safeguarding and promoting the welfare of children The Governing Body should carefully consider how they are supporting students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

- The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools.
- The PSED places a general duty on schools to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

A Whole School Approach to Safeguarding

The responsibilities placed on the Governing Body:

- Ensuring they facilitate a whole school approach to safeguarding. This means involving everyone at the College, and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.
- Where there is a safeguarding concern, the governors and College leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The College's safeguarding policies and procedures (some of which are listed below) should be transparent, clear, and easy to understand for staff, pupils, students, parents, and carers. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report, any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Safeguarding policies and procedures

The College will have:

- an effective child protection policy
- a behaviour policy

- a countering bullying policy which includes measures to prevent cyberbullying, prejudice-based and discriminatory bullying
- a staff code of conduct which should include low-level concerns, allegations against staff and whistleblowing (see also the Whistleblowing Policy) plus acceptable use of technologies (including the use of mobile devices) (see also the ICT Acceptable Use Agreement), staff/student relationships and communications including the use of social media
- appropriate safeguarding arrangements in place to respond to children who go missing from education, particularly on repeat occasions

Governors should take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.

In addition, the Governing Body should ensure:

- child protection files are maintained as set out in Annex C of Keeping Children Safe in Education.
- appropriate safer recruitment policies in accordance with Part three of Keeping Children Safe in Education are in place, embedded and effective
- where reasonably possible schools hold more than one emergency contact number for each student. This goes beyond the legal minimum. It is good practice to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern
- an appropriate senior member of staff, from the College Senior Leadership Team, is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description
- the Designated Safeguarding Lead has the appropriate status and authority within the school to carry out the duties of the post. The role carries a significant level of responsibility and the postholder should be given the additional time, funding, training, resources, and support needed to carry out the role effectively

The College has chosen to have more than one Deputy Designated Safeguarding Lead, all of whom have been trained to the same standard as the Designated Safeguarding Lead.

Multi-agency working

The Governing Body should ensure that the College contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#).

Safeguarding partners Hertfordshire County Council, Hertfordshire Constabulary and The Hertfordshire and West Essex Integrated Board are the Hertfordshire Safeguarding Children Partnership (HSCP) who are responsible for the partnership arrangements for keeping children safe and they will make arrangements to work together with appropriate relevant agencies, of which Hockerill is, to safeguard and promote the welfare of local children, including identifying and responding to their needs.

HSCP create a procedures manual which sets out how they will work together and with any relevant agencies.

[Working Together to Safeguard Children](#) is very clear that all schools in the local area should be fully engaged, involved, and included in safeguarding arrangements. It is expected that, locally, the safeguarding partners (HSCP) will name the College as the relevant agency. Safeguarding partners (HSCP) will set out in their published arrangements which organisations and agencies they will be working with, and the expectations placed on any agencies and organisations by the arrangements. Once named as a relevant agency, the College, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. They must act in accordance with the safeguarding arrangements.

It is especially important that the College understands its role within the local safeguarding arrangements. The Governing Body and the Senior Leadership Teams especially the Designated Safeguarding Leads, should make themselves aware of and follow their local arrangements.

The Governing Body should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the safeguarding partners.

The College should work with the local authority children's social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to Child Protection Plans.

All schools should allow access for local authority children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Information sharing

As part of meeting a child's needs, it is important for The Governing Body to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required.

College staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

It is important that The Governing Body is aware that among other obligations, the Data Protection Act

2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Governing Body should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR.

This includes:

- being confident of the processing conditions 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'
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where:
 - o it is not possible to gain consent
 - o it cannot be reasonably expected that a practitioner gains consent
 - o if to gain consent would place a child at risk
 - o for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR.

Where in doubt schools should seek independent legal advice. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Where children leave Hockerill the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The Designated Safeguarding Lead should ensure 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 Leads and Special Educational Needs Co-Ordinators (SENCO's) or the named persons with oversight for Special Educational Needs and Disability (SEND) in a school or college are aware as required.

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 children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives.

Staff Training

The Governing Body should ensure that all staff undergo safeguarding and child protection training, including online safety, at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners (HSCP).

All staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually.

The Governing Body should recognise the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to, and shape, safeguarding arrangements and the child protection policy.

Opportunities to teach safeguarding

The Governing Body should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

At Hockerill relevant topics will be included within Relationships and Sex Education and Personal, Social and Health Education (PSHE) lessons. In teaching these subjects the College must have regard to the statutory guidance [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK.pdf)

Safeguarding concern or allegations made about another staff member

The Governing Body should ensure there are procedures in place to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold, about staff members, including supply staff, volunteers, and contractors. This includes those that are considered to be 'Low-Level' concerns. The Governing Body ensure there are procedures in place for staff to report concerns or allegations that may meet the harm threshold about staff members (including supply staff, volunteers, and contractors). There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not

left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on Gov.uk

Child-on-child abuse

All staff should recognise that children are capable of abusing other children (including online). All staff should be clear about the College's policy and procedures with regard to child-on-child abuse (see Behaviour and Countering Bullying policies)

7. WHEN TO BE CONCERNED

All staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the College, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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.

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.	
Indicators in a child / young person	
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

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.

Indicators in a child/ young person

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

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.

Indicators in a child/ young person

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 (also known as child-on-child abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

Indicators in a child/ young person

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 schoolwork habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

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

Any staff member is able to make a Child Protection Contact Referral to Children's Services if necessary.

All staff should be aware of the process for making Child Protection Contact Referrals to Children's Services 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 Contact 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.
- Completing a Families First Assessment or making a request for early help support.
- A Child Protection Contact Referral for statutory services, as the child is suffering or likely to suffer significant harm from abuse or neglect.

Extra Familial Harm / 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 Leads 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.

A child centred and coordinated approach to safeguarding

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

Schools and their 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 strategy for early help for families. A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst which 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 Leads any ongoing/escalation of concerns so that consideration can be given to a Child Protection Contact Referral to Children's Services the situation is a high level concern or if the child's situation doesn't appear to be improving.

If early help is appropriate, a Designated Safeguarding Lead or pastoral leader will generally lead on liaising with other agencies and setting up a Families First 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 or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- 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 or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- 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 alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately-fostered child
- is persistently absent from education, including persistent absences for part of the school day.

College staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect** as well as being 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.

Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. 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
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

Child-on-Child Abuse

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school and online. All staff should be clear as to the College's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports of child-on-child abuse at Hockerill it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to one of the Designated Safeguarding Leads.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship

abuse')

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery)
- Up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

In order to minimise the risk of child-on-child abuse, the College:

- Provides a developmentally appropriate Personal Social and Health Education, and Relationship and Sex Education curriculum which develops students understanding of acceptable behaviour and keeping themselves safe
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued such as the (anonymous) online reporting tool
- Ensures victims, perpetrators and any other child affected by child-on-child abuse will be supported
- Develops robust risk assessments where appropriate (e.g. using a student risk assessment)
- Has relevant policies in place including a Behaviour Policy and Countering Bullying Policy
- Considers carefully the unique nature of the boarding environment and the risks associated with children sharing overnight accommodation by ensuring appropriate staff-to-student supervision ratios (including identified members of staff overnight), having rooming justification documents as well as clear processes for boarders to raise concerns with staff

Where there is an allegation or concern that a child has abused others, College staff should refer to Section 5.1.7 of the Hertfordshire Safeguarding Children Partnership Procedures Manual, 'Children Who Abuse Others':

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

Child-on-child sexual violence and sexual harassment

- When responding to concerns relating to child-on-child sexual violence or harassment, the College will follow the guidance outlined in Part five of KCSIE 2022.

- Hockerill recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' The College recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report.
- Abuse that occurs online or outside of the College will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies and procedures.
- The College recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to students that avoids alarming or distressing them.
- The College recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.
- The Designated Safeguarding Leads are likely to have a complete safeguarding picture and will be the most appropriate people to advise on the initial response.
- The Designated Safeguarding Leads will assess risks and needs which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved or impacted, in line with part five of KCSIE 2022 and HSCP procedures.
- This assessment of risks and needs will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and also all other children and staff, and any actions that are required to protect them.
- Reports will initially be managed internally by the College and where necessary will be referred to Children's Services and/or the police.

Important considerations which may influence this decision include:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children
- if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature
- that sexual violence and sexual harassment can take place within intimate personal relationships

between children

- understanding intra-familial harms and any necessary support for siblings following incidents
- whether there are any ongoing risks to the victim, other children, adult students, or College staff
- any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation

The College will, in most instances, engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Services and/or the police) to ensure a consistent approach is taken.

The College recognises that relationships between students do develop and exist and that students of a certain age may wish to progress to a more intimate relationship. In a boarding school environment staff need to be alert to inappropriate relationships between students and the importance of boarders understanding this. The College has responsibility for the welfare, wellbeing and health of its boarders and therefore cannot allow boarders to conduct sexual relationships and has a number of measures in place to increase understanding of boarders responsibilities and also to manage risk:

- College Behaviour Policy
- Staff supervision
- Student induction
- Risk Assessments (where necessary)
- Separate boarding Houses for males and females
- Intruder alarms
- Key pad entry for each House

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

Also refer to Schools Toolkit the characteristics of young peoples' vulnerability to CSE and CCE on the HGFL; <https://thegrid.org.uk/safeguarding-and-child-protection/child-protection/specific-safeguarding-issues/>

[child-sexual-and-criminal-exploitation](#)

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

All College staff are expected to be aware that both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a concern about a student's mental health that is also a safeguarding concern, immediate action should be taken by following this policy and speaking to a Designated Safeguarding Lead.

Prevent: Safeguarding Children and Young People from Radicalisation

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of the College's safeguarding approaches.

The College is subject to the Prevent 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 to the need to prevent people from being drawn into terrorism

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children's behaviour, which could indicate that they may be in need of Prevent support.

College staff will act proportionately to the concern using the Prevent 'notice, check, share' approach, which may lead to the Designated Safeguarding Lead making a Prevent referral. If there is an immediate threat, the police will be contacted via 999.

Local Hertfordshire County Council guidance on Prevent is featured at 5.3.9 of the Hertfordshire Safeguarding Children's Partnership CP procedures

https://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. See Appendix 3 for information regarding Operation Encompass.

Online Safety

(See Online Safety Policy for full details)

Online safety is an integral part of safeguarding and the oversight role of the Designated Safeguarding Lead. Technology has become integral to daily life whether in or outside of schools and the internet and other digital and information technologies and platforms are powerful tools as both a means of communication and in facilitating extensive access to, and sharing of, information. The College recognises and values the benefits this can bring to a student's education but is mindful that these technologies can pose threats and risks not only to the user but also to others and have therefore, developed an Online Safety Policy and ICT Acceptable Use Agreement to specifically address this.

The breadth of issues classified within online safety is considerable, but can be categorised into the following areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content; for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-semitism, radicalisation and extremism
- Contact: being subjected to harmful online interaction with other users; for example: child-to-child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing others explicit images and online bullying; and
- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The Online Safety Policy and ICT Acceptable Use Agreement seeks to give direction as to how the College looks to educate students to explore their horizons by using online platforms, devices and technologies and to do this safely and with caution and responsibility for themselves and equal respect for others. This focusses on underpinning knowledge and behaviours that can help students navigate the online world both safely and confidently regardless of the devices, platform or app they use, as well as introducing appropriate and proportionate controls to prevent access to harmful materials through the College's network.

Our communications with parents will seek to explain and reinforce the importance of students being

safe online, the importance of reinforcing what they are taught about online safety and using what they are taught outside of school, because whilst the College's systems and processes filter and monitor online use through the College network, there is potential risk from unmonitored use or unrestricted access via a student's own or home internet resources including usage of 3G, 4G or 5G networks.

If a student is found to have harmful content on their own device they should expect to receive a sanction and appropriate support interventions in line with the College's Behaviour Policy.

Hertfordshire guidance can be found here

<https://thegrid.org.uk/safeguarding-and-child-protection/online-safety/online-safety-national-guidance>

8. DEALING WITH DISCLOSURE

(See Appendix 4 Hockerill Concerns Flow Chart for more guidance)

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.

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the student to talk freely
- Reassure the child, but not make promises which might not be possible to keep
- Never promise a student that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure the child that what has happened is not their fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify what is being said.
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see 9. RECORD KEEPING) and directly on to CPOMS or upload any notes
- Pass the information to a Designated Safeguarding Lead without delay (if a Designated Safeguarding Lead is not available, staff must inform a senior member of staff or make a Child Protection Contact Referral to Children's Services if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed)

Third Party Disclosures

It's everyone's responsibility to report concerns related to children and make referrals to Children Services and

the police if suspected that a child has been abused or is at risk of abuse.

Therefore, when safeguarding concerns are shared with a Designated Safeguarding Lead in a school by a parent or member of the public, it is important to note that there is equal responsibility by the complainant to report the matter directly rather than assume the responsibility is that of the school. If the individual is unsure of how to do this, they should speak to the Designated Safeguarding Lead / Principal who will advise accordingly.

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff should, therefore, consider seeking support themselves 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 Section 13 of this policy– ALLEGATIONS OF ABUSE MADE AGAINST ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE

9. RECORD KEEPING

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

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

Staff will record a student disclosure or concern about a student. The staff member should:

- Record as soon as possible after the conversation / identifying the concern by completing an 'Incident' on CPOMS (Child Protection Online Management System).
Staff should also report their concern directly to a pastoral leader (form/house tutor or Head of Year/ House) or a Designated Safeguarding Lead*
- Ensure the date, time, place is recorded, with any noticeable non-verbal behaviour and the words used by the child.
- Use the body map on CPOMS 'Add Incident' to indicate the position of any injuries and a clear description of the injuries.
- Record statements and observations rather than interpretations or assumptions.
- Ensure all records are given to a promptly to a pastoral leader (form/house tutor or Head of Year/ House) or a Designated Safeguarding Lead*. No copies should be retained by the member of staff or volunteer. Scanned copies of notes should be uploaded to CPOMS in case they are needed by a court.

*The rationale for the decision to report to a pastoral leader or DSL should be recorded within the CPOMS entry. Child Protection concerns should be reported directly to a DSL whereas a welfare concern can be reported to a pastoral leader.

The Designated Safeguarding Lead will have access to safeguarding records and will ensure that all records are managed in accordance with the Education (Pupil Information) (England) Regulations 2006.

10. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff at Hockerill.

- All staff at Hockerill, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.
- Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

11. COLLEGE PROCEDURES

If any member of staff is concerned about a child, he or she must inform a pastoral leader (form/house tutor or Head of Year/House) or a Designated Safeguarding Lead* who will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold for a Child Protection Contact Referral to be completed. If a Child Protection Contact Referral to Children's Services is made, a Designated Safeguarding Lead or pastoral leader will discuss the referral with the parent(s), unless to do so would place the child at further risk of harm.

*The reason for the decision to report to a pastoral leader or DSL should be recorded within the CPOMS entry. Child Protection concerns should be reported directly to a DSL whereas a welfare concern can be reported to a pastoral leader.

While it is the Designated Safeguarding Lead's role to make Child Protection Contact Referrals, any staff member can make a Child Protection Contact 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, Forced Marriage etc). In these circumstances a Child Protection Contact Referral should be made to Children's Services and/or the police immediately. Where Child Protection Contact Referrals are made by another member of staff, the Designated Safeguarding Lead should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police via 101. **This is a mandatory reporting duty**. KCSiE (DfE 2022) pg. 152-153. The College expects all its staff to respond in the same way.

If the allegations raised are against other children, the school should follow section 5.1.17 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Children Who Abuse Others. Please see the College's Countering Bullying Policy for more details on procedures to minimise the risk of child-on-child abuse.

The member of staff must record information regarding the concerns on the same day using CPOMS, uploading any hand written notes or statements. The recording must be a clear, precise and a factual account of any verbal disclosures and observations.

Particular attention should 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 College 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 student'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 additional, specialised training will be arranged.

12. COMMUNICATION WITH PARENTS

The College will ensure the Child Protection Policy is available publicly via the College website or upon from the College Office.

Parents should be informed prior to a Child Protection Contact Referral, unless it is considered to do so might place the student at increased risk of significant harm by:

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

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

The College will endeavour to ensure that parents understand the responsibilities placed on College staff for safeguarding children.

Where reasonably possible the College will hold more than one emergency contact number for each student on roll. KCSiE (DfE 2022) pg. 28.

Further guidance around information sharing can be located within; [Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE, 2018\)](#);

13.ALLEGATIONS OF ABUSE MADE AGAINST ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE

This relates to members of **staff, supply staff, volunteers and contractors** who are currently working in any school regardless of whether the school is where the alleged abuse took place.

An allegation and/or safeguarding concern is any information which indicates that a member of staff may have:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way which indicates they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicated they may not be suitable to work with children – this includes behaviour taking place both inside and outside of the College.

Allegations against a staff member who is no longer working at Hockerill should be referred to the police. Historical allegations of abuse should also be referred to the police.

When making an assessment of how to respond to concerns, staff should ensure they read **Concerns that do not meet the 'harm' threshold (Low Level Concerns)** below.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children, this is to be referred to the Principal. This includes allegations reported or made by a student, parent or member of the public. If the Principal is not available staff should contact the Vice Principal / Designated Safeguarding Lead.

Where the Principal is the subject of an allegation or safeguarding concern, this to be referred to the Chair of Governors.

The Chair of Governors at Hockerill is Mr John Stenhouse

who can be contacted through the Clerk to the Governors

clerktogovernors@hockerill.com

or directly

stenhousej@hockerill.com

In the absence of the Chair of Governors, the Vice Chair should be contacted.

The Vice Chair of Governors is Mr Stephen Beach

who can be contacted through the Clerk to the Governors

clerktogovernors@hockerill.com

or directly

beachs@hockerill.com

If the allegation comes from a third party (not a member of Hockerill staff), the person receiving the allegation should take the matter seriously and keep an open mind. They 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 or the Chair of Governors if the allegation is about the Principal.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with the procedures set out herein, 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 (LADO). It is usually necessary to conduct basic fact finding enquiries to establish whether there is

any foundation to the allegation. If there is any doubt whether the concern meets the 'harm' threshold the Principal / Chair of Governors will always consult the LADO.

[Threshold Guidance](#) may be used to inform this decision.

The processes beyond this stage are set out in the Staff Disciplinary Policy.

Further guidance can be obtained from Hertfordshire Children's Services.

Hertfordshire Children's Services can be contacted on:

Children's Services – 0300 123 4043

Child Protection Consultation Hub – 01438 737511

14. CONCERNS THAT DO NOT MEET THE 'HARM' THRESHOLD (LOW-LEVEL CONCERNS)

If the allegation meets any of the four criteria set out in Section 13. ALLEGATIONS OF ABUSE MADE AGAINST ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE, contact should always be made with the Local Authority Designated Officer (LADO) without delay and within 24 hours in line with Hertfordshire Safeguarding Children Partnership Child Protection procedures.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in Section 13. ALLEGATIONS OF ABUSE MADE AGAINST ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE, above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

The College recognises the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the College may have acted in a way that:

- Is inconsistent with the Staff Code Of Conduct, including inappropriate conduct outside of work
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the College's safeguarding system

Low level concerns must be reported. Staff can report a concern by:

- Informing the Principal directly or informing the Chair / Vice Chair of Governors (if the concern is about the Principal)
- Informing a member of the Senior Leadership Team
- Completing the online reporting form (where there is an option to report anonymously)

Responding to low-level concerns

If the concern is raised via a third party, the Principal will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Principal will use the information collected to categorise the type of behaviour and determine any further action, in line with the College's Staff Code of Conduct. The Principal will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the Designated Safeguarding Team and the Senior Leadership Team.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR

- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the College will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in 13.ALLEGATIONS OF ABUSE MADE AGAINST ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE of this policy, we will refer it to the LADO.
 - Retained at least until the individual leaves employment at the College
- Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the LADO and is found to be substantiated and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

For further information see

Hertfordshire Safeguarding Children Partnership Procedures Manual Section 5.1.5

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

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

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

- All staff and volunteers 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 Whistleblowing Policy should be in place for such concerns to be raised with the College's senior leadership team.

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 Code of Conduct and Safer Recruitment Consortium document,

[Guidance for safer working practice for those working with children and young people in education settings \(February 2022\)](#)

This 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).

See the College's Behaviour Policy for more information.

HSCP escalation and complaints procedure link

https://hertsscb.proceduresonline.com/chapters/p_resolution_disagree.html

APPENDIX 1

Keeping Children Safe in Education and links to other key safeguarding documents

[Keeping Children Safe in Education \(DfE\) September 2022](#)

All staff that have **direct working with children*** must have access to and must read Part One (Pages 6 – 22) of this statutory guidance.

All staff **who do not work directly with children*** must have access to and must read Annex A (Pages 135 – 139) (a condensed version of Part one) of this statutory guidance.

*Staff should contact the Designated Safeguarding Lead and/or the Human Resources Department if they want some guidance about whether they work directly or indirectly with children.

Annex F (page 175) shows all the substantive changes from last year's version.

Versions in different languages are available by clicking this link <https://national.lgfl.net/digisafe/kcsie/kcsietranslate> - there is also a short video with an overview of the key changes to previous versions.

The reason for staff having to read this is to assist them to understand their role and to be able to discharge their responsibilities as set out in this guidance.

All staff will be expected to sign to confirm that they have access to, the guidance and have read and understand their responsibilities as set out therein.

Links to other Key Safeguarding Documents

- [Working Together to Safeguard Children \(HM Government\) 2018](#)
- [Guidance for safer working practice for those working with children and young people in education settings \(Safer Recruitment Consortium \(2022\)\)](#)
- When to call the Police - Guidance for schools and colleges (NSPCC/National Police Chiefs Council)

This advice covers incidents on school and college premises where students have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police.

This advice covers the following situations:

- o Assault
- o Criminal damage
- o Cyber crime
- o Drugs
- o Harassment

- o Sexual offences
- o Theft
- o Weapons

This advice aims to support schools and college to make defensible decisions when considering whether to involve the police.

[When to call the police – guidance for schools and colleges \(NSPCC\)](#)

APPENDIX 2

BSA Commitment to Care Charter



Commitment to Care Charter

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

Keeping pupils 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 physical, emotional, sexual or discriminatory 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.

¹ For member schools in England, 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 internationally, this includes any relevant guidance or legislation applicable in the territory concerned.

APPENDIX 3

Operation Encompass – Information sharing from Police regarding Domestic Abuse Notifications (December 2019)

Operation Encompass Safeguarding Statement:

- Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.
- Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.
- Our parents are fully aware that we are an Operation Encompass school.
- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.
- The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.
- We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.
- The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.
- The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

The names of the Designated Safeguarding Leads and the Governor with responsibility for Child Protection and Safeguarding are included within this policy.

Children missing from education in accordance with setting attendance policy

All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, child sexual exploitation or radicalisation, and becoming NEET (not in education, employment, or training) later in life.

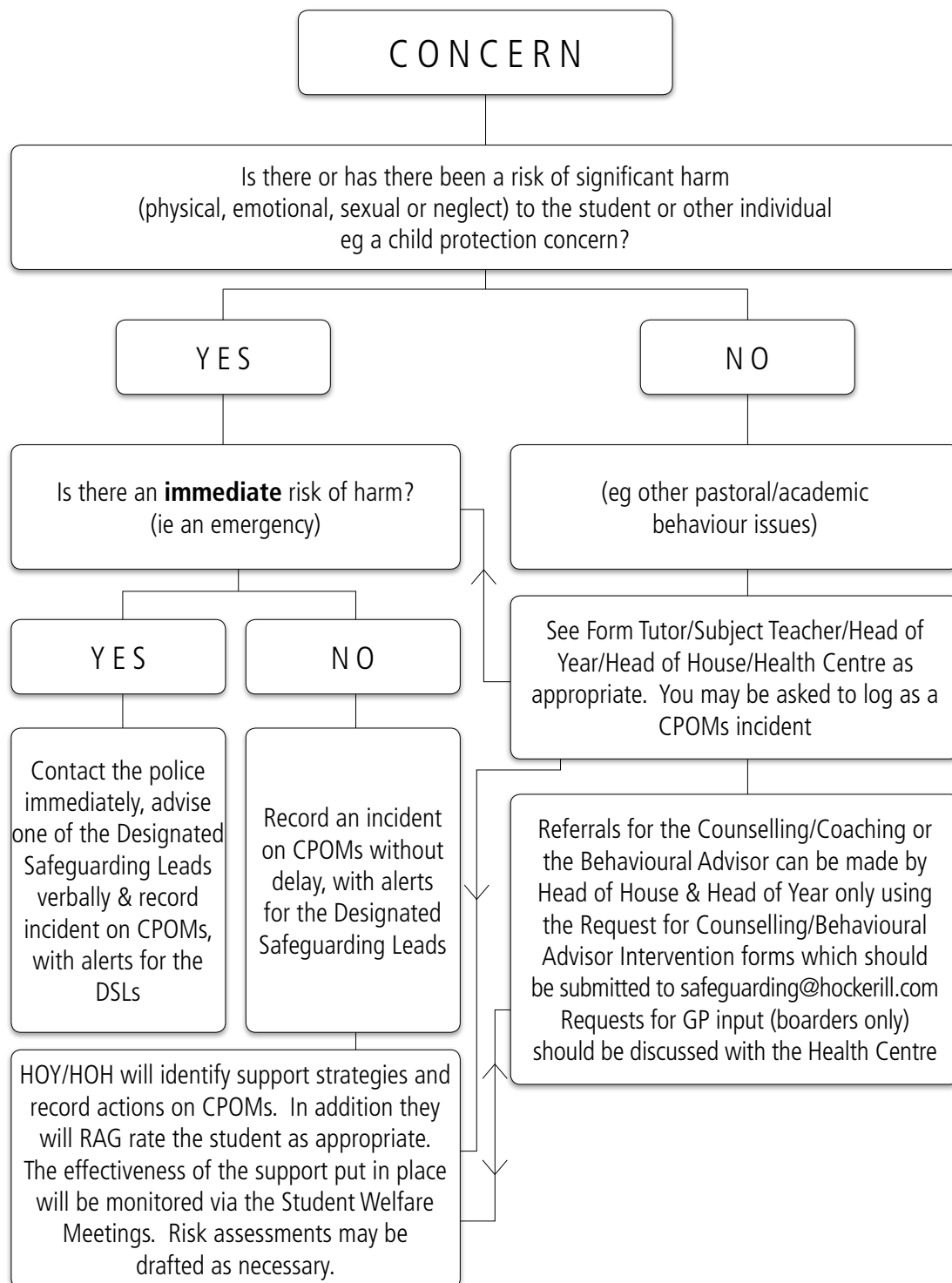
Department for Education guidance makes it clear that in carrying out this duty, local authorities must have in place arrangements for joint working and information sharing with other local authorities and partner agencies. It also states that all agencies which come into contact with children must cooperate with the local authority's arrangements for identifying children thought to be missing from education.

Separate guidance is available for schools on Herts Grid for Learning, about the legitimate removal of pupils

from a school roll. A child legitimately removed from roll is not in most cases missing from education and all schools, including academies and independent schools are legally required to notify the local authority when they remove/plan to remove a child from their roll.

APPENDIX 4

Concerns Flow Chart



APPENDIX 5

Identity of Designated Safeguarding Leads

1. Student Poster

SAFEGUARDING



Hockerill
 Anglo-European College
SAFEGUARDING


 Mr Mackenzie


 Sister Tinnirello


 Mr Conolly


 Ms McCulloch


 Mr Samuels

Our Students have a right to be cared for and protected which is **everyone's responsibility**. As a member of the Hockerill community you have a duty to act when you have a concern about your own or someone else's welfare.

The Designated Safeguarding Leads are Mr Mackenzie, Sister Tinnirello, Mr Conolly, Ms McCulloch and Mr Samuels.

SEE something

Possible causes for concern

- Physical signs of harm
- Hearing worrying accounts of something that has happened
- Changes in a person's behaviour, presentation or appearance
- A person in emotional distress
- An awareness that someone's behaviour is putting themselves or others at risk
- Someone may disclose something to you

Remember harm to a child or young person can be caused by

- Another young person
- A family member
- A friend
- A member of staff
- A stranger
- Themselves

SAY something

Regardless of the source of harm you must report your concerns to a member of staff as soon as possible, even if you are not sure about the full extent of the situation.

DO NOT WAIT - delays in reporting could cause greater harm.

You can inform Mr Mackenzie, Sister Tinnirello, Mr Conolly, Ms McCulloch or Mr Samuels of any concern by talking to them or any other member of staff if you would feel more comfortable.

If your concern is about a member of staff, you should report this directly to the Principal. If your concern is about the Principal, you should inform the Chair of Governors via College reception.

Alternatively, use the QR code (below) to report your concern, with the option to do so anonymously.

If you think someone is in immediate danger and needs urgent help, you must call the police on 999

Child Protection Policy

if you **SEE** something, **SAY** something



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APPENDIX 5

Identity of Designated Safeguarding Leads**2. Staff Poster**

SAFEGUARDING



Hockerill
 Anglo-European College
SAFEGUARDING

OUR DESIGNATED SAFEGUARDING LEADS (DSLs) ARE


 Alasdair Mackenzie


 Lucy Tinnirello


 Will Conolly


 Alison McCulloch


 Graham Samuels

Our Students have a right to be cared for and protected. Protecting them is **everyone's responsibility**.

As a member of Hockerill staff, if you know or suspect a student is being abused or neglected, you must;

RECOGNISE, RESPOND AND REFER

RECOGNISE

When you become aware of information that leads you to be concerned about the physical, emotional or sexual wellbeing of a student you have a **duty** to report this as a Child Protection concern.

You may be concerned about the behaviour of a member of staff or volunteer which you are also duty-bound to report.

Safeguarding concerns may stem from your own observations or from a disclosure made by the student or another person who shares information with you which indicates that a student may be at risk of harm (eg abuse or neglect).

College staff could be the first people to see a student after they have been abused and staff therefore must be vigilant to signs of abuse. You might see physical sign, hear worrying accounts, pick up on emotional distress or notice a change in a student's behaviour or presentation. Be aware that not all abuse has physical signs.

In receiving a disclosure, your role is to;

- Accept what is being said.
- Listen without interrupting, only asking questions when necessary to clarify (do not investigate).
- Reassure by being calm and non-judgemental but do not promise to keep what is said secret.
- Explain what has to be done next and who has to be told.
- Make a written record of exactly what was said using the student's own words on CPOMS.

RESPOND

- In all cases complete a CPOMS Incident form giving as much information as possible.
- Additionally, in an emergency situation call the Police on 999 and then contact the DSL to advise you have done this.

REFER

Submit the CPOMS Incident without delay and ensure that the DSL is aware of your referral before you leave the premises (ie do not rely on email or CPOMS).

If your concern relates to a member of staff, your referral must go directly to the Principal.

If your concern is about the Principal you must inform the Chair of Governors; chairofgovernors@hockerill.com

Ensure you are familiar with the College's **Child Protection Policy** and **Keeping Children Safe in Education** which are available for you to refer to on the College website and in the Staff Briefing Team. A hard copy is also available in the Staff Room.

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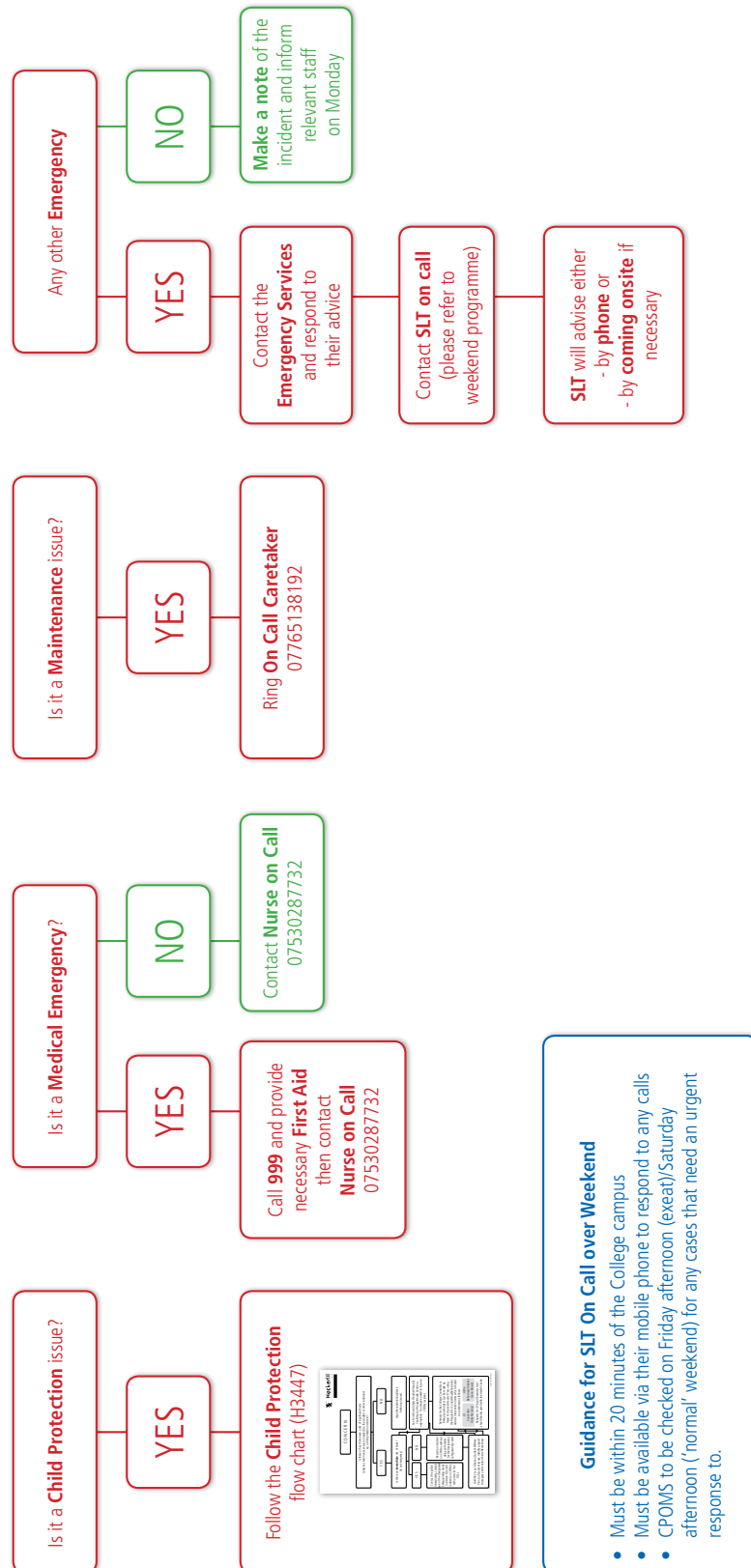
APPENDIX 6

Weekend Emergency Flow Chart



WEEKEND EMERGENCIES

If an incident / accident has occurred that requires an immediate response, please follow the flowchart below.



APPENDIX 7

GDPR, Data Protection and Freedom of Information

If schools subscribe to the Herts for Learning GDPR Toolkit or Enhanced Data Protection Officer Service, schools can contact the service desk for guidance.

Schools can also contact their legal providers.

Further information can be accessed at; <https://ico.org.uk/for-organisations/>

