



Child Protection Policy

Governor Committee: **Full Governing**

Author: **Mr A Mackenzie**

Issue Date: **October 2020**

Review Date: **October 2021**

CHILD PROTECTION

This policy has been adapted from the Hertfordshire County Council Children's Services Model Child Protection Policy for Schools. The model policy was issued in September 2020 and is due for review in September 2021.

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

POLICY REVIEW

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

The policy was last reviewed and agreed by the Governing Body in October 2020

It is due for review in October 2021.



Mr David Woods
(Principal)

Date: 10 October 2020



Dr J Braeckman

Date: 10 October 2020



Mrs Marie Roberts
(Joint Chairs of Governors)

CONTENTS

Section	Page No.
Mission Statement	3
Equality Statement	3
Introduction	3
Statutory Framework	5
The Designated Safeguarding Lead	6
The Governing Body	8
When to be concerned	9
Preventing Extremism and Radicalisation	14
Dealing with a Disclosure	21
Record Keeping	22
Confidentiality	23
College Procedures	23
Communication with parents	24
Allegations Involving School Staff	25
 Appendix 1 - Keeping Children Safe in Education (DfE, 2020)	 28
Part One: Information for all school and college staff	31
Annex A: Further information	44
Appendix 2 - Safeguarding Guidance for adults visiting or working at Hockerill Anglo-European College	60
Appendix 3 - Posters informing students and staff of identity of DSL's and their role	70
Appendix 4 - Hockerill Concern Flowchart	72
Appendix 5 - Weekend Emergency On-Call Flowchart for Boarding	73
Appendix 6- What to do if you are worried a child is being abused: Advice for Practitioners (DfE 2015)	74
Appendix 7 - BSA: Commitment to Care Charter	75

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 document include all volunteers as well as staff employed by the College.

MISSION STATEMENT

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

EQUALITY STATEMENT

The Governors and staff at Hockerill Anglo-European 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.

INTRODUCTION

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

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of Hockerill Anglo-European College.

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

- DfE: Keeping Children Safe in Education (KCSiE) (September 2020) (Part One and Annex A) (Appendix 1)

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
- Whistleblowing

Additional Policies and references

- Data Protection
- *<https://www.hertfordshire.gov.uk/services/Childrens-social-care/Child-protection/Hertfordshire-Safeguarding-Children-Partnership/hscsp.aspx>
- Hertfordshire Children's Services: Children Missing from Education (CME) and linked Guidance and Referral Form
- National Minimum Standards for Boarding
- BSA: Boarding Briefing Paper 18 – Safeguarding in Schools

Additional Policies Data Protection

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

Purpose of a Child Protection Policy

- To inform staff, parents and governors about the College's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Hertfordshire Safeguarding Children 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 by the Designated Safeguarding Lead including the Child Protection Policy and staff Code of Conduct.

Principles of the Child Protection Policy

- Establish and maintain an ethos and culture where children feel secure, are encouraged to talk, and are

listened and responded to when they have a worry or concern.

- Establish and maintain an ethos and culture where College staff feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in the College whom they can approach if they are worried.
- Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to Early Help Services or Child Protection 'Contact' (as referred to in the model policy) to specialist services if they are a child in need or have been / are at risk of being abused and neglected.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Refer to KCSiE Part 2 Para. 93.
- Staff members working with children are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this child', where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Implementation, Monitoring and Review of the Child Protection Policy

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

STATUTORY FRAMEWORK

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

- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002 (Section 175/157)
 - Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils."
- Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic)
- Keeping Children Safe in Education (DfE, September 2020)
- 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

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

THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Governing Body should ensure an appropriate senior member of staff, from the College Senior Leadership Team, is appointed to the role of Designated Safeguarding Lead.

During term time the DSL 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 DSL or deputy. For issues arising outside of College hours / academic time (including weekends) staff should contact one of the following:

- Ms Sarah Pearson.
- Mr William Conolly
- Mr Alasdair Mackenzie

Contact may be by phone, email or in person. An incident can also be recorded on CPOMS.

Staff should refer to the safeguarding page provided in the Staff Planner (Page 3) or the Safeguarding Leads poster (displayed in all staff areas) for contact details. If none of the above are available staff should contact the Police directly if they believe a child is at risk of immediate harm.

- The Designated Safeguarding Lead (DSL) is:
Alasdair Mackenzie
Vice Principal (Pastoral)
mackenziea@hockerill.com
- The Deputy Designated Safeguarding Leads (DDSL) 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

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

- Managing Child Protection Contact Referrals and cases
- Contacting the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- Completing Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a significant risk of 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, advise and provide expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact 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

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure every member of staff has access to, reads and understands their role and responsibility regarding the College's Safeguarding and Child Protection Policy
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand and support the College with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- 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
- Recognise the additional risks that children, particularly those with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the

capability to support SEND children to stay safe online at school

- Be able to keep detailed, accurate, secure written records of concern, Child Protection Contact Referrals alongside referrals to other agencies
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening and responding to children and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them

Raising Awareness

The Designated Safeguarding Lead should:

- Ensure the College's policies are known, understood and used appropriately.
- 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 safeguarding and child protection policy is available publicly and that parents are aware that advice regarding child protection concerns could be sought from the Child Protection Consultation Hub and that Child Protection Contact Referrals about suspected abuse or neglect may be made.
- Ensure parents are aware of the College's statutory role regarding safeguarding of children.
- Link with the Hertfordshire Safeguarding Children's Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the College, ensure the file for safeguarding and any child protection information is sent to any new school /college, transferred separately from the main pupil file no later than 15 school days after the day child ceases to be registered at Hockerill. The file should not be sent until the child is physically attending the new school.
- Obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child unless the case is currently open and in line with data protection requirements (see Record keeping Guidance on Hertfordshire Grid for Learning for further information).
- Consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

THE GOVERNING BODY

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

- The nominated governor for child protection is:

Dr Tareq Abouharb

who can be contacted via the Clerk to the Governors clerktogovernors@hockerill.com

The responsibilities placed on the Governing Body include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- Ensuring that an effective child protection policy is in place, together with a staff behaviour policy (Code of Conduct)
- Ensuring staff are provided with part one of Keeping Children Safe in Education (DfE 2019) and Annex A (see Appendix 1) and are aware of specific safeguarding issues
- Ensuring that staff induction is in place with regards to child protection and safeguarding
- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead
- Ensuring that all the Designated Safeguarding Leads (including deputies) should undergo formal Child Protection training every two years (in line with KCSIE and HSCP procedures) and receive regular (at least annual) safeguarding updates and refreshers (for example via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments)
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Ensuring that students are taught about safeguarding, including online safety. The College will consider this as part of providing a broad and balanced curriculum.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support the governing body is provided in Annex C of Keeping Children Safe in Education (DfE 2020)
- Having a Senior Leadership Team member to take leadership responsibility for the organisation's safeguarding arrangements

WHEN TO BE CONCERNED

Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

From Working Together to Safeguard Children (DfE, 2018)

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

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

Emotional abuse

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

Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, 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.

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

Sexual abuse

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

Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

PREVENTING EXTREMISM & RADICALISATION WHAT IS THE PREVENT DUTY?

Under its Prevent duty the College is required to “have due regard to the need to prevent people being drawn into terrorism”, under the Counter-Terrorism and Security Act 2015.

This duty covers all types of extremism, whether political, religious or ideological.

The College's Responsibilities

The College needs to protect students from the risk of radicalisation, as part of our wider safeguarding duties and duty to promote community cohesion.

The College will:

- Ensure its safeguarding procedures are robust and include the risk of radicalisation
- Make sure it has appropriate internet filtering systems in place to ensure students aren't exposed to harmful online content
- Carry out an assessment of risk of students being drawn into terrorism, based on the local risk and discussions with the local authority and local police force
- Make sure staff receive training to help them identify students at risk, challenge extremist ideas, and know how to act if they have a concern
- Make sure the College is a safe space for students to discuss sensitive topics, including terrorism and extremism
- Teach pupils how to recognise and manage risk, think critically, and make reasoned arguments
- Ensure the Designated Safeguarding Lead (DSL) has Prevent awareness training.

What should staff / students do if they have a concern?

If a member of staff or student has a concern, they should follow your College's usual safeguarding procedures. They must discuss their concern with the Designated Safeguarding Lead, who will decide whether to involve other agencies such as the Local Authority, the police, social services, or Channel (the government's programme for identifying and supporting those at risk of being drawn into terrorism).

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the Designated Safeguarding Lead. The Designated Safeguarding Lead is most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Any staff member / anyone* can 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 and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow a 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 act 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 a Request for Support referral.
- a Child Protection Contact for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

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

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the College and/or can occur between children outside the College. All staff, but especially the Designated Safeguarding Lead should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Covid-19

The College is aware of the need to provide support to students on their return to school. A number will have found the 'lockdown / school closure' period very challenging and other students will be anxious about returning to school.

The College has made a number of key changes to reflect the potential increased case load and to ensure students in need are able to be identified and supported:

- An increase in the number of staff with DSL responsibility (from 2 to 4)
- Each Head of House and Head of Year have completed DSL training
- Fortnightly Student Welfare Meetings with a DSL, Heads of House and Heads of Year in attendance
- An increase in pastoral support programmes including coaching services
- Administrators dedicated to contacting parents upon a student being recorded as absent and communicating with parents regarding the progress of access to testing / isolating where 'cases' and 'contacts' are required to do so
- A commitment from pastoral staff (Heads of House / Year and Form / House tutors) to make regular contact with students who have known absence for extended periods of time
- The organisation of a buddying system where peers provide support to those with known absence
- Repopulation of attendance registers with a code (X) used to mark the absence of students with COVID-19 related absence – this enables teachers / pastoral staff to have clear information about students' absence periods and monitor the work / progress they are making whilst being absent

- A Microsoft Team for every subject group with online learning resources provided to students to complete whilst absent / isolating
- A series of assemblies dedicated to supporting students with wellbeing and identifying where to access support as well as the importance of on-line safety

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

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

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

Families First is Hertfordshire's 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 Lead on any ongoing/escalation of concerns so that consideration can be given to a Child Protection Contact Referral to Children's Services if the child's situation doesn't appear to be improving.

If early help is appropriate, the Designated Safeguarding Lead will generally lead on liaising with other agencies and setting up 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 and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;

- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

College staff members should be aware of the main categories of maltreatment:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse

Neglect

They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

Children with special educational needs and disabilities

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

This can include:

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

Peer on peer abuse

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

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse.

When considering whether behaviour is abusive, it is important to consider:

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

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

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- 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
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing (the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group) type violence and rituals.

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

Hertfordshire County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals assess and respond appropriately to sexualised behaviour.

The traffic light tool can be found at

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Guidance on responding to and managing sexting incidents can be found at

http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

In order to minimise the risk of peer on peer abuse the College will:

- Provide a developmentally appropriate Personal, Social and Health Education (PSHE) curriculum which develops students' understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Ensure victims, perpetrators and any other child affected by peer on peer abuse will be supported (see

Countering Bullying Policy)

- Develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. behaviour policy).

Where there is an allegation or concern that a child has abused others Section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual , http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html

‘Children Who Abuse Others’ provides guidance for the College in how to respond.

Staff should also refer to Part 5 of Keeping Children Safe in Education (DfE 2019) – ‘Child on child sexual violence and sexual harassment’:

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

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.

Also refer to Schools Toolkit for the characteristics of young people’s vulnerability to Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) on the Herts Grid for Learning (HFGL).

- 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

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A of KCSiE (DfE 2020).

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 appropriate trained professionals should attempt to make a diagnosis of a mental health problem. 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 mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the College's 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 all school and college safeguarding approaches.

All schools and colleges are 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." KCSiE (DfE 2020).

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. They must act proportionately to the concern using the Prevent 'notice, check, share' approach, which may lead to the DSL making a Prevent referral.

Local Hertfordshire County Council guidance on Prevent is featured at 6.25 of the Hertfordshire Safeguarding Children's Partnership CP procedures

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

which outlines the specific duties in Hertfordshire. This guidance also features advice on making a Prevent referral. (please note: at the time of writing this policy 6.25 of the HSCP CP procedures is under review)

Domestic Abuse

Domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological; physical; sexual; financial; and emotional.

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 4 for information regarding Operation Encompass

Child Missing from Education

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

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

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

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

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

DEALING WITH DISCLOSURE

If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

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 child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what must be done next and who must be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead without delay. If a Designated Safeguarding Lead is not available, staff must inform a senior member of staff or contact the police and / or Children's

Services if the child is considered to be at immediate risk of harm. CPOMS must be used for all record keeping.

Support

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

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

RECORD KEEPING

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

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

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

- Record as soon as possible after the conversation by completing an 'Incident' on CPOMS (Child Protection Online Management System): hockerill.cpoms.net
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Use the body map to indicate the position of any injuries and provide a clear description of the injury/ injuries
- Record statements and observations rather than interpretations or assumptions
- Scan and upload any original records in case they are needed by a court. No copies should be retained by the member of staff

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

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

In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would

be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

When it is not possible to forward files (such as when the student leaves education or attends a higher education organisation) they will be archived securely until the student's 25th birthday. At this point files will be destroyed.

Any requests to view Child Protection files should be made to the nominated Governor for Child Protection. The College follows Hertfordshire County Council's School Safeguarding Practice Guidance: Pupil Safeguarding Records and will ensure compliance with GDPR when handling such requests.

CONFIDENTIALITY

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

- All staff at the College, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies, for example Children's Services: Safeguarding and Specialist Services and the Police.
- If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child in a manner appropriate to the child's age/stage of development that they cannot promise confidentiality. Instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

COLLEGE PROCEDURES

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

If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead immediately. The Designated Safeguarding Lead will decide whether the concerns should be referred to Children's Services and if deemed to have met the threshold a Child Protection Contact Referral will be completed. If a Child Protection Contact Referral to Children's Services is made the Designated Safeguarding Lead will discuss the referral with the parents, unless to do so would place the child at further risk of harm.

Whilst it is the Designated Safeguarding Lead's role to make 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 Female Genital Mutilation (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 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 by calling 101 This is a mandatory reporting duty

See Appendix 1 – Keeping Children Safe in Education (DfE 20209): Annex A for further details.

If the allegations raised are against other children, the College should follow section 4.4 of the Hertfordshire Safeguarding Children 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 peer-on-peer abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and factual account of any verbal disclosures and observations.

Particular attention will be paid to the attendance and development of any child about whom the College has concerns, or who has been identified as being the subject of a Child Protection Plan and a written record will be kept.

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

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

COMMUNICATION WITH PARENTS

Hockerill Anglo-European College will ensure its Child Protection Policy is publicly accessible. It is available on the Policies section of the College website, in Reception or upon request from the College Office. Parents should be informed prior to a Child Protection Contact Referral, unless it is considered that to do so might place the child at increased risk of significant harm by:

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

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

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

Where reasonably possible the College should hold more than one emergency contact number for every student (KCSIE 2020).

ALLEGATIONS INVOLVING COLLEGE STAFF

An allegation 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 he or she would 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 relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

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

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

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

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

The Joint Chairs of Governors at the College are:

Dr Judith Braeckman
braeckmanj@hockerill.com
Mrs Marie Roberts
robertsm@hockerill.com

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

Mr Stephen Beach
beachs@hockerill.com

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

The Clerk to the Governors is:

Mrs Claire Waring

waringc@hockerill.com

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

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

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

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

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

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

Children's Services – 0300 123 4043

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

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

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Partnership Procedures Manual.

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

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

For further information see:

Hertfordshire Safeguarding Children Partnership Procedures Manual Section 4.1 "

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

- Children's Services 0300 123 4043
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: 0800 028 0285 – line is available from 08:00 to 20:00 Monday to Friday and Email: help@nspcc.org.uk

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

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding arrangements.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the 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 handbook/school code of conduct/staff behaviour policy and Safer Recruitment Consortium document Guidance for safer working practice for those working with children and young people in education settings (May 2019) available at <https://www.saferrecruitmentconsortium.org/>

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998).

Please see the College's Staff Code of Conduct Policy for more information.

APPENDIX 1



Department
for Education

Keeping children safe in education

**Statutory guidance for schools and
colleges**

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

September 2020

Contents

Summary	3
Part one: Safeguarding information for all staff	4
What school and college staff should know and do	4
A child centred and coordinated approach to safeguarding	4
The role of school and college staff	4
What school and college staff need to know	5
What school and college staff should look out for	6
What school and college staff should do if they have concerns about a child	11
Record keeping	13
Why is all of this important?	14
What school and college staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children	14
What school or college staff should do if they have concerns about safeguarding practices within the school or college	14
Actions where there are concerns about a child	16
Annex A - Further safeguarding information	17

Summary

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

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

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

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

About this guidance

We use the terms “**must**” and “**should**” throughout the guidance. We use the term “**must**” when the person in question is legally required to do something and “**should**” when the advice set out should be followed unless there is good reason not to.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

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

The role of school and college staff

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

8. **All staff** should be prepared to identify children who may benefit from early help.¹ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 41-53. Staff should expect to support social workers and other agencies following any referral.
10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

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

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

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

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

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

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

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

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

16. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.⁵

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

What school and college staff should look out for

Early help

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

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

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

⁵ More information on statutory assessments is included at paragraph 48. Detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#).

- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

Abuse and neglect

19. Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

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

21. **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Indicators of abuse and neglect

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

23. **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.

24. **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.

25. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).

26. **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.

Safeguarding issues

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

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

28. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can

involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

Peer on peer abuse

29. **All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence,⁶ such as rape, assault by penetration and sexual assault;
- sexual harassment,⁷ such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting,⁸ which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

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

Serious violence

31. 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, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

32. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.⁹

⁶ For further information about sexual violence see Annex A.

⁷ For further information about sexual harassment see Annex A.

⁸ For further information about 'upskirting' see Annex A.

⁹ For further information about county lines see Annex A.

Female Genital Mutilation

33. Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.¹⁰ If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex A for further details.

Mental Health

34. All staff should also 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.

35. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. 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.

36. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

37. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

38. The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

¹⁰ Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Additional information and support

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

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

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

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

42. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 16 for a flow chart setting out the process for staff when they have concerns about a child.

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

44. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;¹¹ or
- a referral for statutory services,¹² for example as the child might be in need, is in need or suffering or likely to suffer harm.

45. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated

¹¹ Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

¹² Chapter 1 of [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

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

46. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Early help

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

Statutory assessments

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

Children in need

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

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause

to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

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

What will the local authority do?

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

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

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

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

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

Record keeping

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

Why is all of this important?

55. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.¹³ Examples of poor practice include:

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

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

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

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

Further details can be found in Part four of this guidance.

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

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

¹³ An analysis of serious case reviews can be found at [gov.uk/government/publications/analysis-of-serious-case-reviews-2014-to-2017](https://www.gov.uk/government/publications/analysis-of-serious-case-reviews-2014-to-2017)

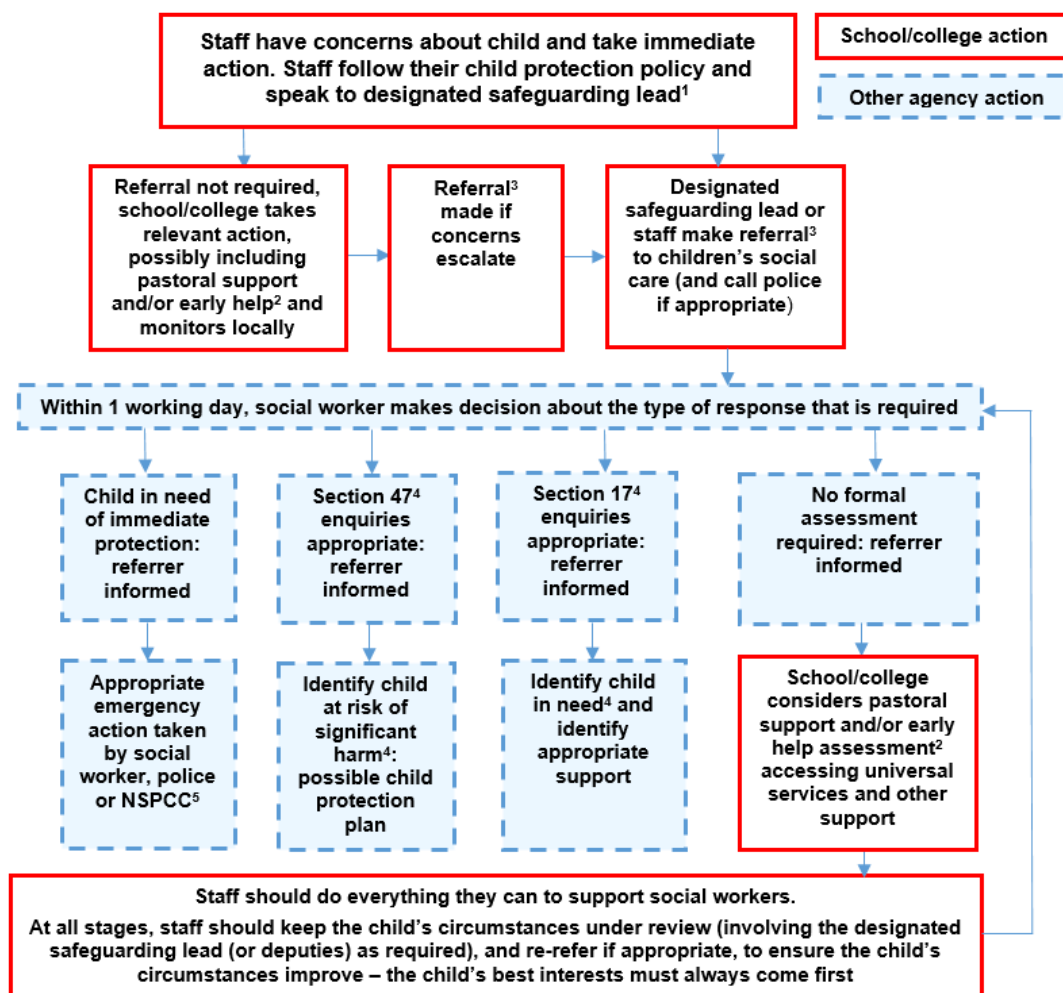
58. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

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

- general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#); and
- the [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.¹⁴

¹⁴ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

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

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

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

Annex A - Further safeguarding information

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

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

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

Annex A Index

Children and the court system	18
Children missing from education	18
Children with family members in prison	18
Child Criminal Exploitation (CCE)	18
Child Sexual Exploitation (CSE)	19
County lines	20
Domestic abuse	20
Homelessness	21
So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)	22
FGM	23
Forced marriage	23
Preventing radicalisation	24
The Prevent duty	25
Channel	25
Peer on peer/ child on child abuse	26
Sexual violence and sexual harassment between children in schools and colleges	26
Upskirting	28
The response to a report of sexual violence or sexual harassment	29

Children and the court system

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

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

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

Children missing from education

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

Children with family members in prison

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

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The

victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 20 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁵ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office](#).

Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

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. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and

¹⁵ [national crime agency human-trafficking](#).

psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: young people and domestic abuse.](#)

Homelessness

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful

help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

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

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a

mandatory reporting duty placed on **teachers**¹⁶ that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁷ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where

¹⁶ Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

¹⁷ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

Preventing radicalisation

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

- [Extremism](#)¹⁸ is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- [Radicalisation](#)¹⁹ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism**²⁰ is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other

¹⁸ As defined in the Government's Counter Extremism Strategy.

¹⁹ As defined in the Revised Prevent Duty Guidance for England and Wales.

²⁰ As defined in the Terrorism Act 2000 (TACT 2000)

safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard²¹ to the need to prevent people from being drawn into terrorism".²² This duty is known as the Prevent duty.

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

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

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

²¹ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

²² "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Additional support

The department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Peer on peer/ child on child abuse

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

Sexual violence and sexual harassment between children in schools and colleges

Context

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

harassing a single child or group of children.

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

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003²³ as described below:

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

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

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

²³ See Sexual Offences Act 2003 available at [Legislation.gov.uk](https://www.legislation.gov.uk)

What is consent?²⁴ Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.²⁵

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.²⁶ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats; and
 - upskirting.

Upskirting²⁷

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a

²⁴ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#).

²⁵ [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

²⁶ [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

²⁷ Additional information can be found at [GOV.UK](#).

persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Abuse

- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice
- [Relationship abuse: disrespect nobody](#) - Home Office website

Bullying

- [Preventing bullying including cyberbullying](#) - DfE advice
- [Preventing and Tackling Bullying](#), DfE advice

Children missing from education, home or care

- [Children missing education](#) - DfE statutory guidance
- [Child missing from home or care](#) - DfE statutory guidance
- [Children and adults missing strategy](#) - Home Office strategy

Children with family members in prison

- [National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and HO guidance

Drugs

- [Drugs: advice for schools](#) - DfE advice
- [Drug strategy 2017](#) - Home Office strategy
- [Information and advice on drugs](#) - Talk to Frank website
- [ADEPIS platform sharing information and resources for schools: covering drug \(& alcohol\) prevention](#) - Website by Mentor UK

“Honour Based Abuse” (so called)

- [Female genital mutilation: information and resources](#) - Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, DH, and HO statutory guidance

Health and Well-being

- [Fabricated or induced illness: safeguarding children](#) - DfE, DH, HO
- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England
- [Medical-conditions: supporting pupils at school](#) - DfE statutory guidance
- [Mental health and behaviour](#) - DfE advice

Homelessness

- [Homelessness: How local authorities should exercise their functions](#) - Ministry of Housing, Communities & Local Government guidance

Online (see also Annex D)

- [Sexting: responding to incidents and safeguarding children](#) - UK Council for Internet Safety

Private fostering

- [Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

- [Prevent duty guidance](#)- Home Office guidance
- [Prevent duty: additional advice for schools](#) and childcare providers - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF)

Upskirting

- [Upskirting know your rights](#) – UK Government

Violence

- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
- [Ending violence against women and girls 2016-2020 strategy](#) - Home Office strategy
- [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance
- [Sexual violence and sexual harassment between children in schools and colleges](#) - DfE advice
- [Serious violence strategy](#) - Home Office Strategy



Department
for Education

© Crown copyright 2020

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DfE-00147-2020

APPENDIX 2

Guidelines for Visitors to the College

These guidelines are based on those laid down in the following statutory guidance documents:

- Keeping Children Safe in Education (September 2020)
- Boarding schools: National Minimum Standards (2015)

The Governing Body assures all visitors a warm, friendly and professional welcome to Hockerill Anglo-European College, whatever the purpose of their visit. The College has a legal duty of care for the health, safety, security and wellbeing of all students and staff. This duty of care incorporates the duty to 'safeguard' all students from subjection to any form of harm, abuse or nuisance. It is the responsibility of the Governing Body and senior staff to ensure that this duty is uncompromised at all times. In performing this duty, the Governing Body recognises that there can be no complacency where child protection and safeguarding procedures are concerned. The College therefore requires that all visitors (without exception) comply with the following guidelines. Failure to do so may result in the visitor's escorted departure from the College site.

The aim of these guidelines is to safeguard all children under the College's responsibility both during College hours and out of College hours activities which are arranged by the College.

These guidelines establish a clear protocol and procedure for the admittance of external visitors to the College which is understood by all staff, governors, visitors and parents and conforms to child protection and safeguarding guidelines.

Where and to whom the guidelines apply

The College has responsibility for its students anywhere on the College site (i.e. within the College boundary fence), during normal College hours, during after- College activities and on College-organised (and supervised) off-site activities. The guidelines apply to:

- All staff employed by the College
- All external visitors entering the College site during the College day or for after College activities (including peripatetic tutors, welfare support workers, sports coaches, former students and topic-related visitors)
- All governors of the College
- All parents and volunteers
- Other education related personnel
- Building & maintenance and all other independent contractors visiting the College premises
- Independent contractors who may transport students on minibuses or in taxis

Protocol and Procedures

Visitors to the College during the College day

- All visitors to the College may be asked to bring formal photo identification with them at the time of their visit (unless they are named on the approved visitors list as set out below). They must follow the procedure below:
 - Once on site, all visitors must report to reception first. No visitor is permitted to enter the College via any other entrance under any circumstances.
 - At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
 - All visitors will be asked to sign the Visitors' Record Book which is kept in reception at all times, making note of their name, organisation, who they are visiting, and car registration.
 - All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
 - All visitors should be asked to familiarise themselves with the College's Child Protection procedures by reading the Safeguarding flyer (Appendix 1).
 - Visitors will either be escorted to their point of contact or their point of contact will be asked to come to reception to receive the visitor.
 - The contact will then be responsible for them while they are on site.
 - The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List.

Visitors outside of College Hours

The College reception is open from 0830 until 1700 (Monday to Friday) and 0830 until 1230 on Saturdays. Outside of these hours the following procedure should be followed:

- By pre-arrangement, scheduled visitors can be met in reception, issued with visitor lanyards and signed in.
- Visitors to the Boarding Houses can sign in and out at the Boarding House.

In both of the cases above, visitors **must be** supervised by College staff at all times whilst they are on site.

Approved Visitor List

The College will hold an Approved Visitor List for visitors who frequently visit the College site to undertake work within the College (including supply staff and Governors).

The Adult Vetting Officer is responsible for the process of approving visitors for this list. Visitors on the Approved Visitor List must follow the usual procedure on entry to the premises (i.e. come to reception and sign in the Visitors' Record Book).

A copy of the Approved Visitor List will be held in the College Office.

Any queries should be referred to the Head of Human Resources who is responsible for the Single Central Record

New additions to the Approved Visitors List will be made aware of the visitors' guidelines as part of their induction. This induction is overseen by the Adult Vetting Officer.

Contractors Working on Site

Contractors engaging in regulated activity (See Keeping Children Safe in Education (DfE 2020) for further details) will require an enhanced DBS certificate including barred list information.

Students should not be allowed in areas where contractors are working, not least for health and safety reasons, so these workers should have no contact with students. However, it may be impossible to control this and there may be occasions when contractors do come into contact with children (such as when entering or leaving the site).

The College will ensure arrangements are in place for any contract staff who may come into contact with students (and meet the frequency criteria and are unsupervised), are checked by the contractor in the same way as College employees.

Should the College have difficulty obtaining written confirmation from the contractor that they have satisfactorily completed the relevant checks, the College will request to carry out the relevant checks itself with approval from the contractor and individual.

An exception to this is where a contractor is on the College site for the purpose of a meeting scheduled with the Principal and/or Chair of Governors. As this is a one-to-one meeting and will involve no unsupervised contact with students, written confirmation that the checks have been carried out is not needed.

However, if the contractor then has contact with students, they should not be left unattended, but should be supervised at all times whilst on the College site. These contractors should still sign in and sign out when visiting the premises.

Visiting Staff from Overseas

The College will ensure arrangements are in place to make sure that any visiting staff who come into contact with students (and meet the frequency criteria and are unsupervised) are checked by means of:

- Providing a recent Police Check from their country of residence
- Satisfying the College that they are aware of and in compliance with the College's own safeguarding arrangements

Behaviour of Visitors

We expect parents and other visitors to behave in a reasonable way towards members of College staff and the wider school community at all times. Intimidating, threatening or abusive behaviour, or violence against staff or other members of the school community, including other parents and students, will not be tolerated. All members of the College community have a right to expect that their school is a safe place in which to work, learn and live. There is no place for any form of abuse, threatening behaviour or violence in our school.

If a visitor behaves in an unacceptable way towards a member of the school community, the Principal or appropriate senior staff will seek to resolve the situation. This may include asking the visitor to leave the College campus if the visitor's behaviour continues to be unacceptable. If appropriate, the College's complaints procedures may be followed by the visitor. Where all procedures have been exhausted, and aggression or intimidation continue, or where the circumstances otherwise require it, a visitor may be banned by the Principal from the College for a period of time, subject to review.

CCTV

Hockerill Anglo-European College uses closed circuit television (CCTV) and the images produced to prevent or detect crime and to monitor the school buildings and grounds in order to provide a safe and secure environment for its students, staff and visitors, and to prevent loss or damage to school property. Signs are placed in key locations to indicate that CCTV images are being recorded.

Visitors Departure from College

On departing the College, visitors must leave via reception and:

- enter their departure time in the Visitors' Record Book alongside their arrival entry
- return the identification badge to reception

Visitors to Residents on Site

College staff who are resident on site are subject to the conditions stated in their *Letting Agreement* and must be mindful of their responsibilities regarding visitors at all times. Arrangements for any visitors who will be staying overnight in staff accommodation must be approved by the Principal and reported to the Premises Department using the *Residential Visitors Form* (Appendix 2).

One-off visitors must follow the arrangements stated above and sign in at reception during office hours. They must not be unaccompanied at any time. Outside office hours, they must follow the arrangements detailed above.

Regular visitors to staff accommodation who are not staying overnight should be accompanied or included on the College's Single Central Record as a Volunteer with the necessary safeguarding checks in place and must have signed the Resident on Site contract.

Unknown/Uninvited Visitors to the College

Any visitor to the College site who is not wearing an identity badge should be challenged politely to enquire who they are and their business on the College site. Visitors should then be escorted to reception to sign the Visitors' Record Book and be issued with an identity badge. The procedures under "Visitors to the College" above will then apply.

In the event the visitor refuses to comply, they should be asked to leave the site immediately and the Principal should be informed promptly. The Principal (or Senior Leadership team member if the Principal is not available) will consider the situation and

decide if it is necessary to inform the police. If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the College grounds, police assistance will be called for.

Staff Development

As part of their induction, new staff will be made conversant with this policy for External Visitors and asked to ensure compliance with its procedures at all times.

Linked policies

In order to safeguard and promote the welfare of children, this policy should also be read in conjunction with all College Safeguarding policies to ensure the safety and wellbeing of children.

Attendance Behaviour

Child Protection Complaints

Countering Bullying Curriculum

First aid

Health and Safety

Online Safety

Out of College Trips and Activities

Safer Recruitment

Special Educational Needs and Disability Staff Code of Conduct

Substance Use and Misuse

Supporting Students with Medical Conditions Whistleblowing

Copies of all College Policies are available on the College website.

Review

These guidelines will be reviewed by the Pastoral and Boarding Committee of the Governing Body

safeguarding



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

SAFEGUARDING

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

OUR COMMITMENT TO SAFEGUARDING

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

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

DO:

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

DO NOT:

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

Child Protection

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

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

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

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

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

REPORTING CONTACT DETAILS



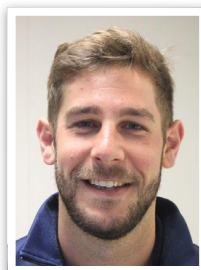
**Designated
Safeguarding Lead**
Mr Alasdair Mackenzie
Vice Principal
(Pastoral)

email: mackenziea@hockerill.com



**Deputy Designated
Safeguarding Lead**
Sister Lucy Tinnirello
Head of Student Health
& Wellbeing

email: tinnirellol@hockerill.com



**Deputy Designated
Safeguarding Lead**
Mr Will Conolly
Assistant Principal
Director of Boarding

email: conollyw@hockerill.com



**Deputy Designated
Safeguarding Lead**
Ms Alison McCulloch
Assistant Principal
Executive SENco

email: mccullochal@hockerill.com

If a disclosure is about a member of staff contact the

Principal

Mr David Woods

email: woodsd@hockerill.com

If the disclosure is about the Principal contact the

Joint Chairs of Governors

Mrs Marie Roberts

email: robertsm@hockerill.com

Dr Judith Braeckman

email: braeckmanj@hockerill.com

☎ Hockerill Anglo-European College: 01279 658451

IN THE EVENT OF A FIRE ALARM SOUNDING

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



FIRE ACTION

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

ON HEARING THE FIRE ALARM

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

THE FIRE ASSEMBLY POINT IS SITUATED AT

NETBALL COURTS AT ALL WEATHER PITCH

First aid boxes ☒ are located around the College campus. Automated External Defibrillators ☒ are located in Winchester House and the Staff Common Room and outside the Field Changing Rooms. The College also has a Health Centre ☒, staffed by Registered Nurses.



SITEPLAN



Residential Visitors Form

Residential Accommodation (Boarding House/Property Name):	
Resident's Name:	
Visitor's Name:	
Relationship:	
Vehicle Registration No:	
Length of Stay:	
Dates:	From:
	To:
Other Comments:	

Please tick and sign below to agree to the following terms:

- ☐ I will ensure my visitor has read and understood the document 'Guidance for adults visiting or working at Hockerill Anglo-European College'
- ☐ The visitor will be supervised by yourself during the entirety of their visit to the College
- ☐ Contact with students will be limited as much as possible
- ☐ A Risk Assessment must be completed (if requested by the appropriate member of the Senior Leadership Team)
- ☐ A DBS will be sought via the Adult Vetting Officer if the visits become more frequent than bi-weekly

Signed by Resident:	
Date Completed:	
Agreed by the Principal:	
Date Signed:	

Completed Form to be handed to the Premises Department for filing

APPENDIX 3

SAFEGUARDING



Hockerill
Anglo-European College
SAFEGUARDING



Children 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 and Ms McCulloch.

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 or Ms McCulloch of any concern by talking to them or giving them a written record. Alternatively, you may speak to any other member of staff if you would feel more comfortable doing so.

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 Joint Chair of Governors, Dr J Braeckman and Mrs M Roberts via the College reception.

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



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

SAFEGUARDING

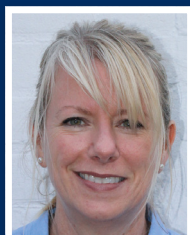


Hockerill
Anglo-European College
SAFEGUARDING

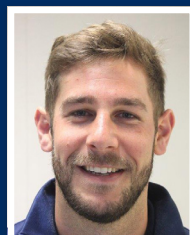
OUR DESIGNATED SAFEGUARDING LEADS (DSLs) ARE



Alasdair Mackenzie
07800 719201



Lucy Tinnirello
07941 688291



Will Conolly
07515 378020



Alison McCulloch
07702 457371

Children 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 child 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 child or young person you have a **duty** to report 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 child or another person who shares information with you which indicates that a child may be at risk of harm (eg abuse or neglect).

College staff could be the first people to see a child 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 child'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 child's own words.

RESPOND

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

REFER

Pass your written Record of Concern Form securely to the DSL without delay (do not leave in pigeon hole) and ensure that the DSL is aware of your referral before you leave the premises (ie do not rely on email).

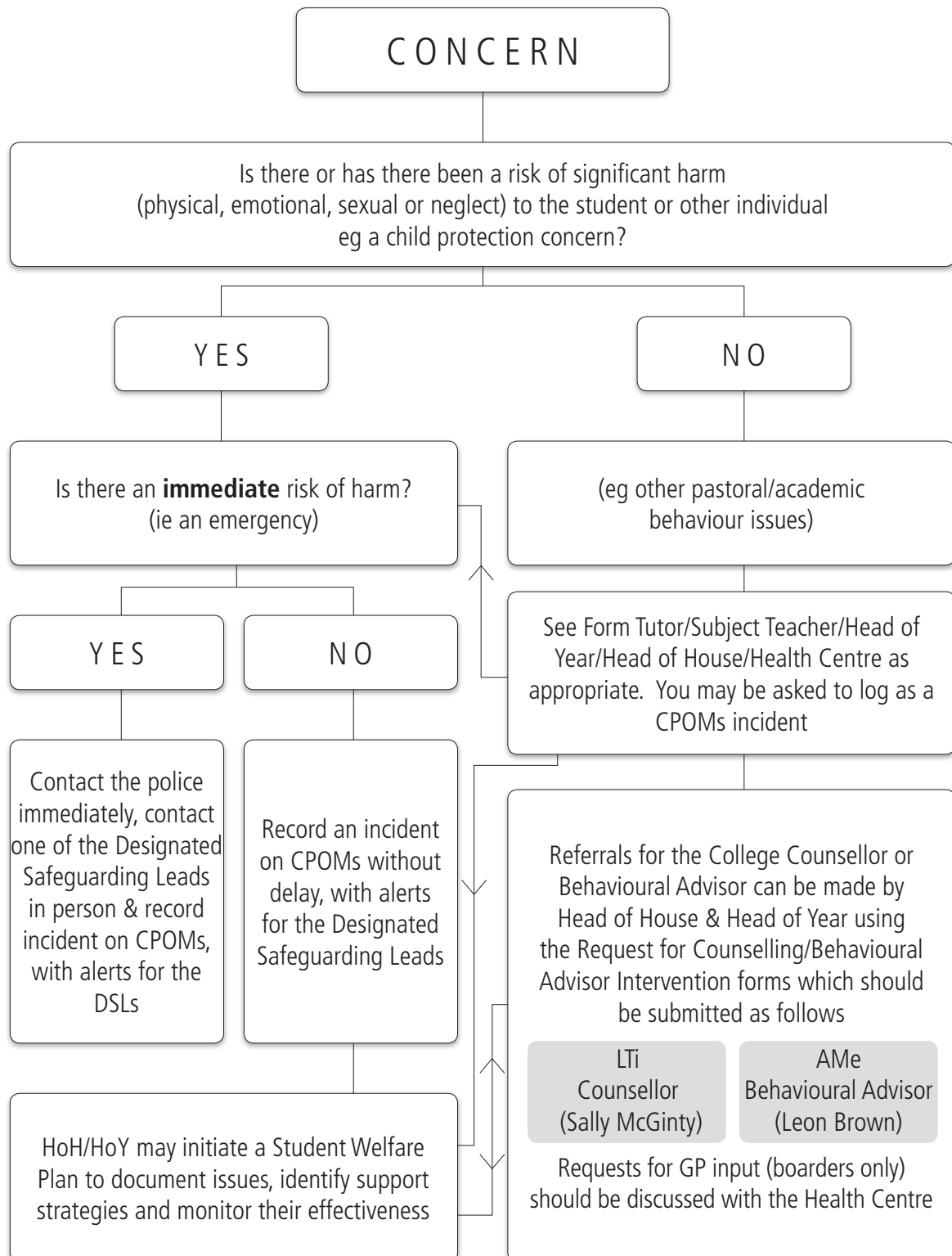
If your concern relates to a member of staff, your referral must go directly to the Principal.

If your concern is about the Principal you must inform the Joint Chair of Governors; **Dr Judith Braeckman 07754 967457**
Mrs Marie Roberts 07734 773397



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 Shared Area. A hard copy is also available in the Staff Room.

APPENDIX 4

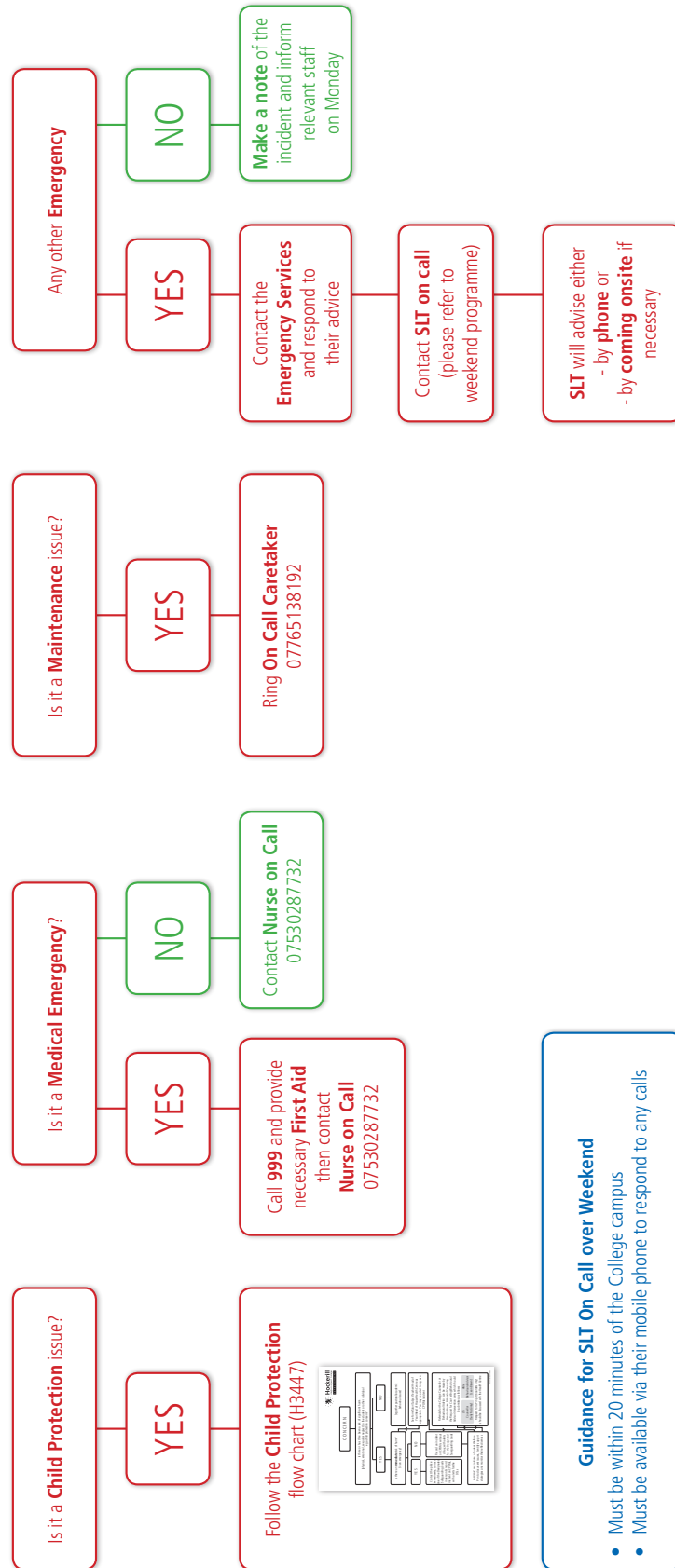


APPENDIX 5



WEEKEND EMERGENCIES

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



APPENDIX 6**What to do if you are worried a child is being abused: Advice for Practitioners (dfe 2015)**

Be alert	<ul style="list-style-type: none">• Be aware of the signs of abuse and neglect.• Identify concerns early to prevent escalation.• Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL).
Question behaviours	<ul style="list-style-type: none">• Talk and listen to the views of children, be non-judgemental.• Observe any change in behaviours and question any unexplained marks / injuries.• To raise concerns about poor or unsafe practice , refer to the Principal, if the concerns is about the Principal, report to Chair of Governors.• Utilise the College's Whistleblowing Policy.
Ask for help	<ul style="list-style-type: none">• Record and share information appropriately with regard to confidentiality• If staff members have concerns, raise these with the College's Designated Safeguarding Lead (DSL).• All staff members have a responsibility to take appropriate action, without delay.
Refer	<ul style="list-style-type: none">• The DSL will usually make referrals to Children's Services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Refer Children's Services on 0300 1234043.

APPENDIX 7



Commitment to Care Charter

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

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

Everyone working in a BSA school will raise any concerns immediately

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

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

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

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

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

BSA will support member schools which responsibly follow the Charter

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

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

