

Child Protection Policy

September 2016

Elstree University Technical College

The creative college that specialises in
multimedia production, digital communications
and the entertainment industry.

Studio Way, Borehamwood, Hertfordshire WD6 5NN

www.elstreeutc.co.uk

ELSTREE UNIVERSITY TECHNICAL COLLEGE

Also known as: EUTC, Elstree UTC, The Elstree UTC

CHILD PROTECTION POLICY

Author: Assistant Principal

Edition: 1.1

Date approved by Governors: 12-10-2016

Date reviewed by SLT: 21-09-2016

Comments:

This policy is regularly monitored by the Principal & Governing Body to ensure that it is working as effectively as possible.

Monitoring, Evaluation and Review:

The Principal, Senior Leadership Team and Governing Body will review this policy at least once every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout by the Elstree UTC

Amendments

Periodically the Senior Leadership Team and Board of governors will add to or revise the content within this policy. Any revision made are noted below.

Edition	Date	Revision made by	Content revised:
1.0	July 2016	Ben Rice Assistant Principal	
1.1	September 2016	Ben Rice Assistant Principal	

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Note from the author

At Elstree UTC we are dedicated to creating a safe learning environment where all students can achieve their potential

All concerns about a child (including signs of abuse and neglect) must be reported immediately to the Designated Safeguarding Person (DSP) or in their absence the Deputy Designated Safeguarding Person (DDSP)

In the event that a child is in immediate danger or at risk of harm a referral should be made to Children's Services and/or the police immediately

This policy must be read alongside:

Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2016)

Child Protection Contacts

College Contacts

Designated Safeguarding Person (DSP)	Ben Rice	Ext 223 ben.rice@elstreeutc.co.uk
Deputy Designated Safeguarding Person (DDSP)	Desrae Le Roux	Ext 222 desrae.leroux@elstreeutc.co.uk
Principal	Chris Mitchell	Ext 229 (via Jennifer Clairmonte Ext 225) chris.mitchell@elstreeutc.co.uk
Chair of Governors	Roger Morris	0208 324 2229 info@elstreestudios.co.uk
Nominated Governor for Child Protection	Amanda Roberts	01707 285 667 a.roberts2@herts.ac.uk

Hertfordshire Local Authority Contacts

Local Authority Herts LADO and CPSLO	John Mairs	01992 555 298 john.mairs@hertfordshire.gov.uk
MASH (Consultation)		01438 737511
Child Services: Safeguarding and Specialist Services		0300 123 4043 protectedreferrals.cs@hertfordshire.gov.uk

National Contacts

NSPCC Helpline 24/7		0845 22 55 787
NSPCC Childline		0800 1111
NSPCC FGM Helpline		0800 028 3550
NSPCC Whistleblowing Helpline		0800 028 0285
DfE Prevent Helpline		020 7340 7264 counter.extremism@education.gov.uk
The Lucy Faithfull Foundation		0808 1000 900
National Bullying Helpline		0845 22 55 787
UK Safer Internet Centre		0844 381 4772 helpline@saferinternet.org.uk
Educate Against Hate		http://educateagainsthate.com/

Police Contacts

Local Police Emergency		999
Local Police Non-Emergency		101
Prevent		prevent@herts.pnn.police.uk

Introduction

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Safeguarding Policy, Safer Recruitment Policy, Behaviour for Learning Policy, Preventing Bullying Policy, Attendance and Punctuality Policy, Preventing Extremism and Radicalisation Policy, Code of Conduct/Staff Handbook, ICT and E-safety Policy.

Purpose of a Child Protection Policy

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

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

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

The college follows the procedures established by the Hertfordshire Safeguarding Children Board; a guide to procedure and practice for all agencies in Hertfordshire working with children and their families:

www.hertssafeguarding.org.uk

School Staff & Volunteers

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

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

All college staff will receive appropriate safeguarding children training (which is updated regularly – Hertfordshire Safeguarding Children Board advises every three

years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person-including Child Protection Policy and staff behaviour policy (code of conduct)

Mission Statement

Our commitment is to safeguard and promote the welfare, health (including mental health) and safety of our students by creating and maintaining an open, safe, caring and supportive atmosphere.

We have three primary aims:

1. Prevent harm
2. Protect students from harm
3. Support students and staff when child protection and safeguarding incidents occurs

The college achieves these aims by:

- Ensuring the recruitment of individuals who are suitable and appropriate to work with children and who have positive safeguarding attitudes.
- Providing excellent pastoral care and fostering optimism and a positive college atmosphere where students feel secure and are encouraged to talk. Students are encouraged to find a person (whether a staff member or peer) whom they trust and to speak to that person about any issues which may be worrying them. Students are additionally reminded of specific individuals with whom they are able to talk.
- Valuing and promoting effective relationships with parents and professionals from other agencies.
- Ensuring that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.
- Teaching students, via PSHE and a varied curriculum, to identify, reduce and manage risks. This includes educating students, through regular internal and

externally provided ICT safety talks, about the safe use of electronic equipment and access to the internet.

- Ensuring that children are safeguarded from potentially harmful and inappropriate online material through embedding a whole college approach towards online safety, including the acceptable use of mobile technology and the use of appropriate filters and monitoring systems.
- Ensuring that all staff are properly trained, supported and supervised to enable them to identify abuse and welfare concerns and deal with such concerns appropriately and sensitively. Staff members 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 members should always act in the interests of the child.
- Encouraging staff to discuss child protection, safeguarding and welfare concerns confidentially with the Designated Safeguarding Person (DSP) in order to ensure they have confidence in their own abilities to identify and appropriately handle welfare concerns and cases of abuse and neglect.
- Creating a culture of openness, trust and transparency in which any concerns about the conduct of staff, visitors and other adults in school can be shared and dealt with in an appropriate and sensitive manner.
- Following the procedures laid down in this Policy and by the LEA as appropriate.

Implementation, Monitoring and Review of the Child Protection Policy

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

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
- Education Act 2002 (Section 175/157)

Outlines that Local Authorities and School Governing Bodies have a responsibility to *“ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”*.

- Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- Keeping Children Safe in Education (DfE, September 2016)
- Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2016) – APPENDIX 1
- Working Together to Safeguard Children (DfE 2015)
- What to do if you are worried a child is being abused - advice for practitioners (DFE 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Multi-agency statutory guidance on female genital mutilation (DfE 2016)

Working Together to Safeguard Children (DfE 2015) requires each school to follow the procedures for protecting children from abuse which are established by the Hertfordshire Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

- (a) a child may have been abused or neglected or is at risk of abuse or neglect
- (b) a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

The Designated Senior Person

N.B. Keeping Children Safe in Education, DfE 2016 refers to this role as Designated Safeguarding Lead – DSL.

Governing bodies and proprietors should ensure that the college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the college to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

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

The Designated Senior Person for Child Protection in this school is:

Ben Rice

The Deputy Designated Senior Person for Child Protection in this school is:

Desrae Le Roux

The Principal of the school is:

Chris Mitchell

Out of Hours

In the event of a concern occurring out of hours please use the following number:

07496 623 696 to contact Chris Mitchell

DSP Areas of Responsibility

The broad areas of responsibility for the Designated Senior Person are:

Managing referrals and cases

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern

- Liaise with the Principal to inform him/ her of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Support staff who make referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

Training

The Designated Senior Person should undergo formal training every two years. The DSP 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 DSPs, or taking time to read and digest safeguarding developments) at least annually to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
3. Ensure each member of staff has access to and understands the college's safeguarding and child protection policy and procedures, especially new and part time staff
4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. Understand and support the 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
6. Be able to keep detailed, accurate, secure written records of concerns and referrals

7. Obtain access to resources and attend any relevant or refresher training courses
8. Encourage a culture of listening 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 person should ensure the college's policies are known, understood and used appropriately.
- Ensure the college's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the college in this.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the college, ensure the file for safeguarding and any child protection information is sent to any new school/college as soon as possible but transferred separately from the main pupil file.
- The college should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines (see Record keeping Guidance on Hertfordshire Grid for Learning for further information.)

Support for staff

All staff should feel comfortable and confident approaching the DSL, Deputy DSL or any other member of senior leadership about any safeguarding and/or pastoral care concerns, including in relation to unsafe practice (see Whistleblowing section below). If a staff member would like additional support and/or training in order to fulfil their safeguarding responsibilities, including in identifying and/or handling concerns they should speak to the DSL who will work with the member of staff to ensure that they are adequately supported. Safeguarding and pastoral care responsibilities are a key part of staff appraisals and staff should use this process to build and improve their knowledge, confidence and experience in this area.

Training

As part of their induction programme all newly appointed staff, including part-time, temporary and voluntary staff, receive training in safeguarding issues including:

- This Child Protection Policy;
- Keeping Children Safe in Education (September 2016) Part 1 and Annex A for adults working directly with children;
- The School's Code of Conduct/Staff handbook;
- the School's Safeguarding: Preventing Extremism and Radicalisation;
- 'What to do if you're worried a child is being abused – advice for practitioners' (2015);
- the School's Whistleblowing Policy;
- and the role of the DSL.

At induction (and annually thereafter, as minimum) staff are trained on:

- identifying signs of abuse;
- knowing what to do to raise concerns;
- knowing how to make a referral (including if the DSP is not available);
- and recognising the need for early help.

Staff should re-read KCSIE each time it is updated by the DfE, and are told of updates by the DSP and Deputy DSP. Staff are expected to sign to note they have read and understood the content of KCSIE Part 1. Refresher training for staff is provided regularly in line with advice from the LSCB. All staff are provided with safeguarding and child protection updates annually, as minimum. The DSP leads on ensuring that regular safeguarding and child protection updates are circulated to all staff.

The DSP and Deputy DSP[s] receive advanced safeguarding and child protection training at least annually. This includes inter-agency working protocols, KCSIE and the child protection procedures for the LSCB(s) and training in preventing extremism.

LSCB - Local Safeguarding Children Board

The Governing Body

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

The nominated governor for child protection is:

Amanda Roberts

The responsibilities placed on governing bodies and proprietors include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- ensuring that an effective child protection policy is in place, together with a staff behaviour policy
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2016) – 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 Lead Designated Senior Person. It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Senior Person
- ensuring that all of the Designated Senior Persons (including deputies) should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensuring that children are taught about safeguarding in an age appropriate way
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of Keeping Children Safe in Education (DFE 2016) available at:

http://www.thegrid.org.uk/info/welfare/child_protection/policy/national.shtml

- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements

When to be concerned

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, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

The 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

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

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

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

Staff and volunteers working within the college should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect.

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

One of the best ways to help children is by being aware of the signs of possible abuse. All staff should be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of help or protection. These signs can take many forms including physical injuries and behavioural indicators. Although in most cases these signs will manifest themselves in children who are themselves the victims of abuse, it is important to remember that adults can also display significant indicators which suggest the existence of their own abuse as children. Staff should also be alert to any comments or jokes made by other children in the college.

All staff should familiarise themselves with the list below which, although not exhaustive, includes common signs of abuse which, if present, may indicate a problem requiring follow up. It is important to recognise that some young people who are being sexually exploited or abused do not exhibit any external signs of this abuse. Sometimes children don't even realise that what's happening is abuse. It is also sometimes difficult to tell the difference between injuries suffered as part of normal childhood activities and those caused by abuse. If a staff member is unsure he/she should discuss the case with the DSL. The NSPCC website includes advice on how to spot signs and patterns of abuse and neglect.

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

There isn't one sign to look out for that will prove that a child is being physically abused. But if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated. Signs of physical abuse can include:

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 injury
- Fabricated or induced illness

Parent/Carer

- Parent with injuries
- Evasive or aggressive towards child or others
- Explanation inconsistent with injury
- Fear of medical help / parents not seeking medical help
- Over chastisement of child

Family/Environment

- History of mental health, alcohol or drug misuse or domestic violence
- Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Marginalised or isolated by the community
- Physical or sexual assault or a culture of physical chastisement

Sexual abuse

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

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
- Urinary infections/sexually transmitted diseases

Parent/Carer

- History of sexual abuse
- Excessively interested in the child.
- Parent displays inappropriate behaviour towards the child or other children
- Conviction for sexual offences
- Comments made by the parent/carer about the child.
- Grooming behaviour
- Lack of sexual boundaries

Family/Environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Grooming behaviour
- Physical or sexual assault or a culture of physical chastisement.

Neglect

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

Signs of neglect may include:

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/Carer

- Failure to meet the child's basic essential needs including health needs
- Leaving a child alone
- Failure to provide adequate caretakers
- Keeping an unhygienic dangerous or hazardous home environment
- Unkempt presentation
- Unable to meet child's emotional needs
- Mental health, alcohol or drug difficulties

Family/Environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault

- Lack of opportunities for child to play and learn
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved or 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 the child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Signs of emotional abuse tend to be behavioural rather than physical:

Child

- Self-harm
- Overreaction 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/Carer

- Observed to be aggressive towards child or others
- Intensely involved with their children, never allowing anyone else to undertake their child's care.
- Previous domestic violence

- History of abuse or mental health problems
- Mental health, drug or alcohol difficulties

Family/Environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Wider parenting difficulties

Behavioural signs of abuse and neglect

If a child is being abused, their behaviour may change in a number of ways. For example, they may:

- behave aggressively or be disruptive, act out, demand attention and require more discipline than other children;
- become angry or disinterested and/or show little creativity;
- seem frightened of certain adults;
- become sad, withdrawn or depressed;
- have trouble sleeping;
- become sexually active at a young age;
- exhibit inappropriate sexual knowledge for their age or sexualised behaviour in their play with other children;
- refuse to change for PE or participate in physical activities;
- develop eating disorders;
- self-harm;
- refuse to attend school or run away from home;
- lack confidence or have low self-esteem; or
- use drugs or alcohol.

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

Grooming

Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse. The signs of grooming are not always obvious. Groomers will also go to great lengths not to be identified. Children may:

- be very secretive, including about what they are doing online;
- have older boyfriends or girlfriends;
- go to unusual places to meet friends;
- have new things such as clothes or mobile phones that they can't or won't explain;
- have access to drugs and alcohol;

- go missing from home or school;
- display behavioural changes;
- have sexual health issues; or
- present as suicidal, self/harming, feeling depressed, unworthy.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age. See the NSPCC website for further information about grooming.

Signs of grooming and/or online abuse

A child may be experiencing abuse online if they:

- spend lots, much more, or much less time online, texting, gaming or using social media;
- are withdrawn, upset or outraged after using the internet or texting;
- are secretive about who they're talking to and what they're doing online or on their mobile phone; and/or
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

Signs of grooming manifested by sex offenders

It is important to remember that not all sex offenders will exhibit these signs and if an individual exhibits some or all of these signs it does not mean that they are a sex offender:

- Overly affectionate behaviour with a child
- Affording special attention or preferential treatment to a child
- Excessive time spent alone with a child outside of the classroom/school
- Frequently spending time with a child in private or isolated areas
- Transporting a child to or from the school
- Making friends with a child's parents and visiting their home
- Acting as a particular child's confidante
- Giving small gifts, money, toys, cards, letters to a child

- Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a child
- Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a child

Modus operandi of institutional grooming

- Target vulnerable victim - Perpetrators target victims who are vulnerable, isolated, insecure and/or have greater emotional needs.
- Gain victim's trust – Offenders may allow a child to do something (e.g. eat ice cream, stay up late, view pornography) which is not normally permitted by the child's parents or the college in order to foster secrecy.
- Gain the trust of others – Institutional offenders are often popular with children and parents, successfully grooming not only the victim but also other members of the victim's family and the community at large.
- Filling a need / becoming more important to the child - This can involve giving gifts, rewards, additional help or advice, favouritism, special attention and/or opportunities for special trips or outings.
- Isolating the child - The perpetrator may encourage dependency and subtly undermine the victim's other relationships with friends or family members.
- Sexualising the relationship - This can involve playful touches, tickling and hugs. It may involve adult jokes and innuendo or talking as if adults, for example about marital problems or conflicts
- Maintaining control and secrecy - Offenders may use their professional position to make a child believe that they have no choice but to submit to the offender.

Signs of grooming for radicalisation

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase their risk of being groomed in this way. Signs of vulnerability include:

- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events

- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

Peer on peer abuse

Education settings are an important part of the inter-agency framework not only in terms of 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.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Hertfordshire County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at:

www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

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

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

The UKCCIS guidance 'Sexting in schools and colleges, responding to incidents and safeguarding young people' published in August 2016, is non-statutory, but should be read alongside 'Keeping children safe in education'. Over 200 organisations were involved in creating the guidance, including the Home Office, DfE, police, children's charities, UK Safer Internet Centre, CEOP and teachers' groups.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/55157/5/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

Specific Safeguarding Issues

All staff should have an awareness of specific safeguarding issues some of which are listed below. Further details should be read at Annex A of Keeping Children Safe in Education (September 2016):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Safeguarding can link to issues such as drug-taking, alcohol abuse, truanting and sexting. Sexting can become an aspect of online safety abuse, between adults/children.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present it could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. The Risk factors for young people around FGM can be found in annex B page 38-39 of the Multi Agency Statutory guidance on FGM. FGM can also link to Honour Based Violence (see below for further information). Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, he or she has a statutory duty to personally report it to the police. Those failing to report such cases to the police will face disciplinary sanctions. Unless the teacher has good reason not to they should still consider and discuss the case with the DSL and involve children's social care as appropriate. Any other adults with concerns about FGM should report their concerns to the DSL immediately.

Honour Based Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Child Sexual Exploitation (CSE)

CSE is a form of abuse which involves children receiving something in exchange for sexual activity. CSE involves an imbalance of power in the relationship; it can involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. In addition to the behavioural indicators above, key indicators of CSE include appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; and having older boyfriends or girlfriends. Any concerns regarding CSE should be immediately reported to the DSL.

Preventing radicalisation and extremism

It is the College's duty under the Counter Terrorism & Security Act 2015 (The Prevent Duty) to have due regard to the need to prevent students from being drawn into terrorism. The referral procedures set out above also apply where there are concerns about children who may be at risk of being drawn into terrorism. The College also has in place a specific Prevent Policy which sets out in detail the training requirements, prevention measures and procedures which staff must follow if they have concerns about a child being drawn into terrorism. All staff should familiarise themselves with and follow the procedures set out in this policy. The DSP is the designated Prevent duty person responsible for co-ordinating action within the college and liaising with other agencies.

Action if a student is missing

The College needs to be aware of those students who are persistently absent or missing from college as this may be an indicator of welfare concerns, including abuse or neglect. All staff must also be aware of their role to prevent children from going missing from education. For details of the College's procedures and responses, please see our Attendance Policy. This contains the College's procedures for unauthorised absence, including on repeat occasions, as well as referral to the local authority.

LA notification when private fostering is discovered

Where colleges have not been involved in making the arrangement but a member of staff or volunteer at College becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the designated senior person for child protection. The College should notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

Teaching about safety and safeguarding

The College takes a proactive approach to teaching children about safety and safeguarding. Within their learning base students have a timetable of activities that present multiple opportunities to explore issues around safeguarding. Their form tutor is their first port of call and it is important that this relationship is strong. Students at KS4 have a weekly PSHE session. The PSHE curriculum is mapped out for the year and addresses all key issues through discussion various activities including discussions and workshops around protective behaviours. The college has strong links with local services who come and work with individual students around specific behaviours, Family Support Workers, Outreach from the Park ESC and Amy Winehouse Foundation. The college also has a weekly assembly rota that also addresses issues around safeguarding and global issues that effect the college population. As well as explicit teaching opportunities, staff use incidental opportunities to promote safe messages and teach about how to manage risk.

Dealing with a disclosure

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Senior Person without delay

Support

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

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

Record Keeping

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

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

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible. see appendix?
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

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

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

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

Confidentiality

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

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

College Procedures

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

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

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

If a teacher (persons employed or engaged to carry out teaching work at schools and other institutions in England) , in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. This is a mandatory reporting duty. See Keeping Children Safe in Education (DfE 2016): Annex A for further details.

Hertfordshire Children's Services (including out of hours) 0300 123 4043.

If the allegations raised are against other children, the college should follow:

HSCB Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)

Section 4.4 [Children Who Abuse Others](#)

Please see the college's anti-bullying policy for more details on procedures to minimise the risk of peer on peer abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. (record of concern pro-forma is available on the Hertfordshire Grid for Learning).

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

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

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

Communication with Parents

Elstree UTC will ensure the Child Protection Policy is available publicly either via the college website or by other means.

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

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

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

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

Allegations involving College Staff/Volunteers

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

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

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

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 the Chair of Governors.

The Chair of Governors in this school is:

Roger Morris
0208 324 2229
info@elstreestudios.co.uk

In the absence of the Chair of Governors, the nominated Governor for child protection should be contacted. The nominated governor in this College is:

Amanda Roberts
01707 285 667
a.roberts2@herts.ac.uk

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). Staff may consider discussing any concerns with the Designated Senior Person and if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2016, for further information).

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

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

present. This record should be signed, dated and immediately passed on to the 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 – 03001234043

SOOHS (Out of Hours Service-Children's Services) – 03001234043

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

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

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

For further information see:

HSCB Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)

Section 4.1 [Managing Allegations against Adults who work with Children and Young People](#)

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

All adults have a responsibility to report any concerns about poor or unsafe practice, including in relation to the care and protection of a student or students. If a member of staff believes that best practice in this area is not being adhered to or that practice may put a student or students at risk they should in the first instance report their concern to the Principal, unless their concern relates to the Principal in which case they should report their concern to the Chair of Governors.

Concerns raised under this policy are distinct from concerns or allegations about an adult's suitability to work with or have access to children, which should be reported in accordance with Section 12 above.

No member of staff will suffer a detriment or be disciplined for raising a genuine concern about unsafe practice, provided that they do so in good faith and following the whistleblowing procedures. Where an adult feels unable to raise a concern about poor safeguarding practice with the Principal or where they feel that their concern is not being addressed, they can raise their concern externally:

- Guidance can be found at - <https://www.gov.uk/whistleblowing>
- The NSPCC whistleblowing helpline is available for adults who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or email: help@nspcc.org.uk

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook and Safer Recruitment Consortium document Guidance for safer working practice for those working with children and young people in education settings (September 2015) available at:

http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml

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

Appendices

Appendix A- Keeping Children Safe in Educations DfE (Sep 2016)

It is essential that all staff have access to this online document and have read Part 1 and Annex A, which provides further information on:

- children missing from education
- child sexual exploitation
- 'honour based' violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

Link to Keeping Children Safe in Education:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

Staff may also want to familiarise themselves with this document:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

**Elstree UTC
Academic Year 2016-17**

Please sign and return to Jennifer Clairemont by 05.09.16

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

- (1) The College's Child Protection Policy
- (2) Part 1 and Annex A of 'Keeping Children Safe in Education' DfE Guidance DfE (Sep 2016)
- (3) The College Handbook
- (4) The College's Safeguarding Policy
- (5) What to do if you are worried a child is being abused DfE (Mar 2015)

I am aware that the DSPs are:

.....
.....

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

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

Signed _____

Date _____

Appendix B – Child Protection Flowchart



Raising safeguarding concerns about a child

Designated Safeguarding Lead(s):

Ben Rice (Lead)
Desrae Le Roux (Deputy)

Link Governor:

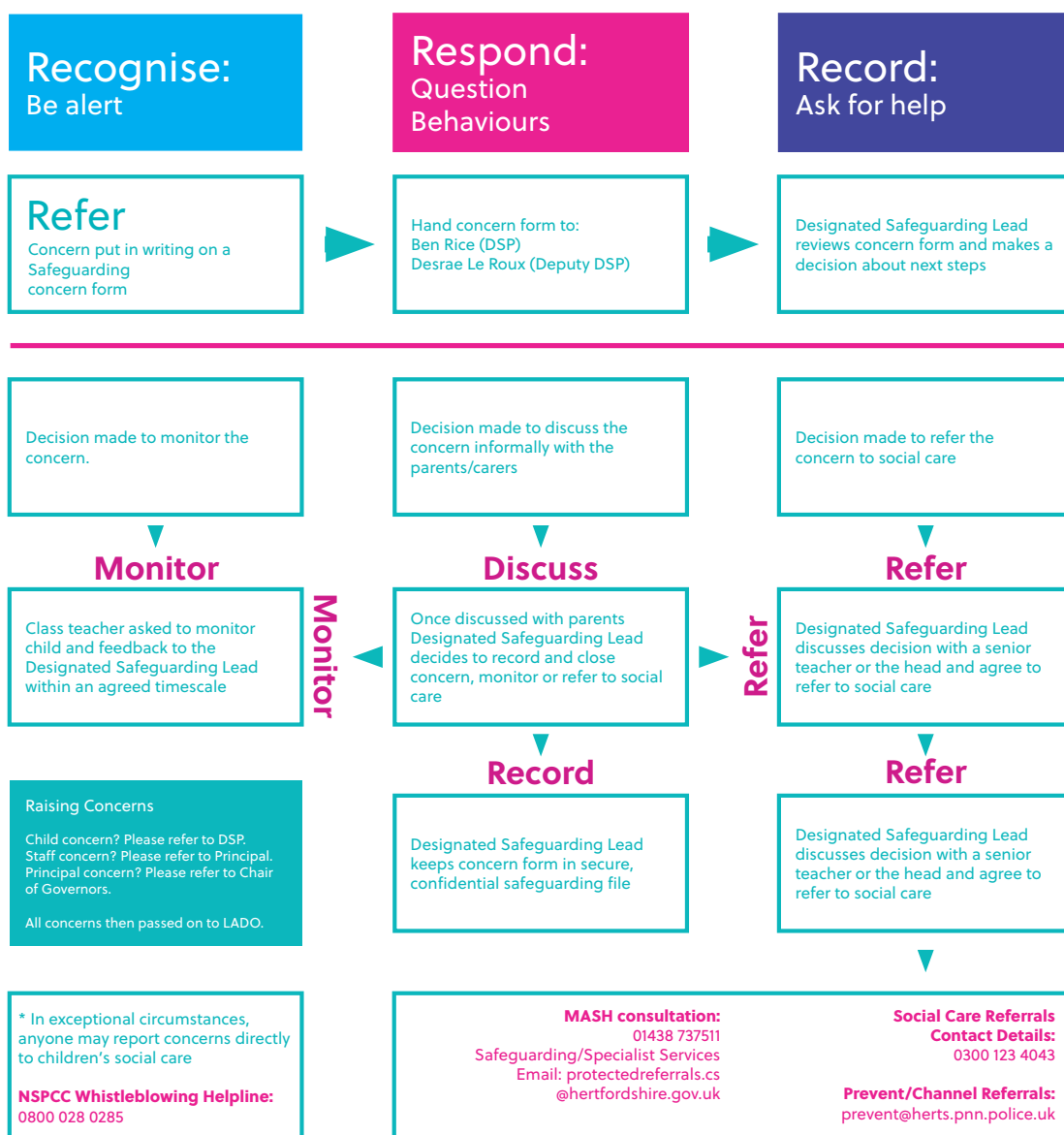
Amanda Roberts

The local authority Designated Officer for concerns about adults is:

John Mairs

Contact details:

01992 555298
john.mairs@hertfordshire.gov.uk



Appendix C – Child Protection Concern Form

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

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

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

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

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

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