



CHILD SAFEGUARDING POLICY

This policy applies to all sections of Charlotte House School including EYFS.

Staff responsible:	Head
Last review/update date:	September 2019
Review cycle:	Annually
Reviewed by Committee:	SMT
Approved by Board of Governors:	September 2019
Next review date:	September 2020
Related policies:	Anti-bullying Policy Application & Recruitment Procedure Behaviour & Sanctions Policy Children Missing Education First Aid & Medicines Policy Health & Safety Policy Internet & e-Safety Policy Missing Child Policy Missing in Education Policy PSHEE Policy Risk Assessment Policy Staff Handbook
This document also appears on:	Website ISI Portal

This policy is addressed to all staff, volunteer workers, Governors and contractors and is in compliance with:

- *Keeping Children Safe in Education (KCSIE) (Sept 2019)*
- *Working together to safeguard children (2018)*
- *What to do if you're worried a child is being abused (March 2015)*
- *Prevent Duty Guidance for England and Wales (March 2015)*
- *Teaching online safety in school (June 2019)*
- *The Prevent Duty – Departmental advice for schools and childminders (June 2015)*
- *Children Acts 1989 and 2004*
- *Disqualification under the Childcare Act 2006 (July 2006)*
- *The use of social media for on-line radicalisation (July 2015)*
- *The Serious Crime Act 2015*
- *Serious Violence Strategy 2018*
- *Hertfordshire Safeguarding Children Partnership (HSCP) Child Protection Procedures – as amended and updated online at <http://hertsscb.proceduresonline.com/index.htm>*

STATEMENT OF INTENT

The safety and welfare of all our pupils at Charlotte House School is our highest priority. We will provide a safe and caring environment so that every pupil can learn in safety. All adults and children will understand that there are people they can talk to who will help them and will fully understand their role in keeping everyone happy, healthy and safe.

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) Safeguarding is **everyone's** responsibility and anyone, not just staff, can make a referral. In all matters relating to child protection the school will follow the procedures laid down by our "safeguarding partners". Charlotte House is committed to full co-operation with inter-agency working and 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>. The guidance set down in KCSIE will be followed (unless there are exceptional circumstances) and Governors and the Senior Management Team will ensure all staff understand their roles and responsibilities in safeguarding (see Training).

Charlotte House School has a policy of partnership between home and school, but with child abuse, or suspicion of child abuse, our first and only responsibility is to the child. This may mean that parents are not informed or consulted in some instances.

DESIGNATED SAFEGUARDING LEADS (DSL)

The DSL has ultimate responsibility for safeguarding and child protection in the School, this responsibility cannot be delegated. Penny Woodcock the Head is the DSL and Sallyann O'Dell the Deputy Head is the Deputy DSL. Both are on the Senior Management Team and they also take lead responsibility for safeguarding children in the EYFS setting and liaising with the "safeguarding partners" as appropriate.

Miss Catriona Smith is the Governor with responsibility for safeguarding. All three may be contacted via the school office - 01923 772101.

SCHOOL PROCEDURES

Suspected cases of abuse or concerns, including suspicions about possible radicalisation, are reported, procedures adhered to and subsequent actions are taken by the appropriate agencies. In reporting concern or suspicion, all adults in school must follow the procedures set out below. Penny Woodcock, the Designated Safeguarding Lead, will then follow the Hertfordshire Child Protection Procedures. The main responsibilities of the DSL are managing referrals, training and raising awareness. (Please refer to Appendix 5 for more details). The DSL will within 24 hours either make a Child Protection Contact to Children's Services or contact the Child Protection Consultation Hub if advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention and/or with the Local Authority Designated Officer LADO in relation to allegations against someone working in the school and/or with the police if a criminal offence is suspected. If action is taken any phone call will be followed up with a written record.

Sexual abuse cases and incidents of female genital mutilation (FGM) will be immediately reported to the Police to investigate.

Reasons for Following Procedures

- It protects the child to the best of our ability
- It avoids delay
- It provides consistency
- It protects all staff
- It ensures that, if further action is taken by another agency, then the school has followed the protection procedures

Staff are in contact with children all day and are in a position to detect possible abuse. It is important to identify problems as soon as they emerge and staff are encouraged to talk to the DSL and seek early help. They must not think that by voicing concern they are necessarily starting procedures and should

feel confident to freely raise concerns with the DSL (see paragraph on whistleblowing). The criteria should be that they have ‘*reasonable suspicion*’ and under the Children Act, 1989, this definition has been extended to include ‘*or may suffer in future*’.

PROCEDURES AND RESPONSIBILITIES – ANY STAFF MEMBER

All staff understand the importance of the early identification and, if deemed necessary, the early implementation of help for children experiencing safeguarding issues. They are trained to remember that there are certain children at a higher risk but remember the importance of being vigilant with all our girls. (See Children in Need pg. 6.) The procedure route will depend upon the urgency of the situation. If it is a general concern about behaviour or changes in demeanour (i.e. a child in potential need of support) it will be discussed with the DSL, monitored and reviewed and if necessary, advice will be sought from children’s social care. If there is a suspicion of abuse or an actual disclosure, the following procedures will be followed:

DEALING WITH DISCLOSURES/ALLEGATIONS OF ABUSE INCLUDING PEER ON PEER ABUSE

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect to the DSL. This includes alleged abuse by one or more pupils against another pupil which can occur regardless of age or gender. Where the allegation(s) concern the DSL the staff member should report the matter to the Head, or

should the allegations relate to the Head, report to the Chair of Governors and/or direct to the “safeguarding partners”

Staff have an important role in hearing what children have to say. The school can provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously, and value what they say.

All allegations or concerns, including suspicions about possible radicalisation, must immediately be reported to the DSL. All teachers (along with social workers and healthcare professionals) have a statutory duty 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 (Serious Crime Act 2015). Those failing to report such cases will face disciplinary sanctions.

The DSL keeps a list of children causing concern. This includes all children who, for whatever reason, need to be monitored. Staff are kept informed of any child in the school who is on this list through staff and Pupil Concerns meetings. Teachers must inform the DSL of any changes/additions so that this list can be kept up to date.

All staff are 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
- upskirting, 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.

An allegation of abuse should never be tolerated or passed off as “banter” or “part of growing up”. An incident should be treated as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm’ (see Anti-bullying policy). A pupil against whom an allegation of abuse has been made may be suspended from School during the investigation and the School’s policy on behaviour will apply. The DSL will deal with any allegations raised against other children in the school as both victim and perpetrator are considered to be ‘at risk’. In this situation the school follows section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Children Who Abuse Others. Please see the school’s anti-bullying policy for more details on procedures to minimise the risk of peer on peer abuse.

Pupils will be supported by the school pastoral system with the DSL leading an investigation if deemed appropriate and keeping the best interests of the child at the heart of the investigation.

If the disclosure/allegation of abuse is made against someone outside school e.g. a parent/guardian, then it must be referred to Children’s Social Care. Where a child may be in need of pastoral care but is not at risk of significant harm and the child or family would benefit from a coordinated support from more than one agency (for example: education, health, housing, police) there should be an inter-agency assessment.

As a school, we acknowledge our duty to support and care for both children in need and children at risk. In the unlikely event of the DSL or Deputy DSL not being available to deal with an emergency involving a Child Protection issue, then the teacher must speak to the Child Protection Governor, Catriona Smith, who will deal with the matter.

Notwithstanding that the usual procedure would be to report any concerns to the DSL (or in certain circumstances the Head or Chair of Governors) any member of staff or volunteer may, at their discretion, report their concerns directly to the “safeguarding partners” being mindful that a report must be made within 24 hours of becoming aware of a concern or allegation.

Children in the school should also be made aware how to report any allegations or concerns they may have. Specific emphasis is placed upon promoting the awareness of “e-safety”.

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 and will help practitioners and families find information and support to prevent escalation of needs and crisis. The school will flag this resource to any families it feels could benefit from the support.

SUSPICION OF ABUSE (if abuse is suspected but there has been no disclosure)

- Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour, etc. “Can you tell me about...?”
- Record the facts and conversation in writing immediately afterwards **using the exact words spoken not implied**. Sign and date the report (it may be required as evidence). See appendix 7.
- Report the suspicion to the DSL, or Deputy DSL, who will take the appropriate action.

DISCLOSURE

1. Listen to what the child says and allow the child to talk freely. Do not press for details or put forward your own ideas or ask leading questions that might impede a subsequent investigation.
2. Stay calm and reassuring.

3. Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
4. Believe the child but do not apportion any blame to the perpetrator (it may be someone they love).
5. Reassure the child that they were not to blame and they were right to talk to you.
6. Mark on a diagram to indicate the position of bruising or any other injury.
7. Keep an open mind.
8. Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). See appendix 7. Sign and date the report and give it to the DSL (it may be required as evidence).

See Appendix 1 for Safeguarding referral flowchart.

The reporting teacher will be told of any further action taken i.e. Child Protection Service referral, monitor, etc. If the reported case is taken up and investigated by an external agency, then any meetings, case conferences or action taken will be followed through and the teacher concerned informed.

STAFF CODE OF CONDUCT

See Appendix 2 to this policy.

ACCEPTABLE USE OF MOBILES, CAMERAS AND RECORDING DEVICES

See Appendix 3 to this policy.

ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS OR OTHER STAFF

At all times the school will adhere to the process outlined in Part 4 of Keeping Children Safe in Education, Statutory Guidance for Schools and Colleges.

1. If the allegation is about a member of staff or a volunteer, the Head should be informed. In the absence of the Head, or in cases where the Head is the subject of the allegation or concern, the Chair of Governors should be informed without informing the Head first. If the allegation is against a Governor the Chair of Governors should be contacted. If the Chair of Governors is suspected, another Governor should be contacted. In the case of serious harm, the police should be informed from the outset.
2. The Head will refer allegations or suspicions against a member of the school staff or volunteer to the Local Authority Designated Officer (LADO) within 24 hours, without prior investigation. In response to an allegation, staff suspension should not be the default option. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons.
3. The outcome of an investigation of an allegation will be recorded if it is substantiated or not; false or malicious. If it is established that the allegation is malicious no details of the allegation will be retained on the individual's personal file or referred to in employer references. In all other circumstances, a written record will be made of the decision and retained on the individual's personal file in accordance with the Department of Education advice.
4. Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

5. Ofsted will be informed within 14 days of any allegations (and the action taken) of serious harm or abuse by any person working or looking after children in the EYFS.

6. The school will promptly report to the Disclosure & Barring Service DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity, and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child.

7. If a teacher leaves the school because they have been dismissed (or would have been dismissed had he or she not resigned) a prohibition order may be appropriate, because of unacceptable professional conduct; conduct that might bring the profession into disrepute or a conviction at any time for a relevant offence, advice will be sought as to what action is taken next. If the allegation against the teacher is considered sufficiently serious, the school will make a referral to the Teacher Regulation Agency (TRA).

8. Allegations against a member of staff who is no longer at the School (including historical allegations) should be referred to the police.

WHISTLEBLOWING

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Head (or to the Chair of Governors where the concern relates to the Head). Any concern will be thoroughly investigated. Where there are allegations of criminal activity, the statutory authorities will always be told. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it. If staff and volunteers feel unable to raise an issue with the School or feels that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (tel: 08000280285 or email: help@nspcc.org.uk).

PARTICULARLY VULNERABLE CHILDREN.

Working Together to Safeguard Children 2018 highlights specifically that “practitioners should, in particular, be 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 into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

WHAT IS CHILD ABUSE?

It is important to understand the difference between: “Children in Need” and “Children at Risk”

CHILDREN IN NEED

Under Section 17 (10) of the Children Act 1989, a child is a Child in Need if:

- a) He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;
- b) His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- c) He/she is a Disabled Child.

These legislative definitions may be summarised into the following categories of children in need:

1. Significant Harm: children who have suffered significant harm.
2. Disabled Children: children with physical disabilities, sensory disabilities, learning disabilities or emotional and behavioural disabilities.
3. Parental Illness/Disability: alcohol or drug misusing parents; acutely ill parents (short term); chronically disabled parents; chronically mentally ill parents; children assuming responsibility for chronically ill family members.
4. Family in Acute Stress: homeless family; unsupported single parent; death of carer, domestic abuse occurring.
5. Family Dysfunction: domestic violence; inconsistent parenting; family breakdown.
6. Socially Unacceptable Behaviour: disorderly behaviour; offending; truancy; unsafe sexual behaviour.
7. Low Income: asylum seeking families; non habitually resident status; independent young people.
8. Absent Parenting: parents died; unaccompanied child asylum seekers; children privately fostered.
9. Other: step-parent adoptions; inter country adoptions; court reports, subject access to files; historical allegations/complaints;

In cases where it is suspected that the needs of the child are not being met the Designated Safeguarding Lead will decide either to make a referral to Hertfordshire Social Services Department or the family will be directed to Families First support.

CHILDREN AT RISK

Children at risk are suffering from abuse or neglect which may fall within the following categories:

1. 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children.
2. 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.
3. 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 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.

4. 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.

5. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. In cases where it is suspected that a child is "at risk" a referral to the Hertfordshire Safeguarding Children Board will be made by the Designated Person.

For details of the referral process refer to pg.3 and/or the flowchart appendix 1.

RECOGNITION OF POSSIBLE ABUSE

Sometimes it is difficult to determine if abuse has occurred. Teachers should look carefully at the behaviour of their children and be alert for significant changes. This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place. It is important to understand that children with special needs and disabilities are vulnerable and more likely to be abused or neglected. It is also vital to remember that abuse can take place wholly on-line or be used to facilitate offline abuse and sexual abuse of children by children has increased significantly over the past few years.

Signs and Symptoms of abuse

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed
- Children with clothes which are ill-fitting and/or dirty
- Children with consistently poor hygiene
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason
- Children who don't want to change clothes in front of others or participate in physical activities
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry; Children who talk about being left home alone, with inappropriate carers or with strangers
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school
- Children with poor school attendance and punctuality, or who are consistently late being picked up
- Parents who are dismissive and non-responsive to practitioners' concerns
- Parents who collect their children from school when drunk, or under the influence of drugs
- Children who drink alcohol regularly from an early age
- Children who are concerned for younger siblings without explaining why
- Children who talk about running away

- Children who shy away from being touched or flinch at sudden movements
- Children who express extreme views, maybe repeating a learned script using language inappropriate to their age

There are four main categories of abuse and neglect

Some of the following signs may be indicators of PHYSICAL ABUSE:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained:
 - bruises or cuts
 - burns or scalds
 - bite marks

Some of the following signs may be indicators of EMOTIONAL ABUSE

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Some of the following signs may be indicators of SEXUAL ABUSE:

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have
- Children who draw sexually explicit pictures or write inappropriate stories
- Children who ask others to behave sexually or play sexual games
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy

(Staff have access to the Brook Traffic Light Tool to help assess sexual behaviour)

Some of the following signs may be indicators of NEGLECT:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing or ill-fitting clothes, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence

(For further information see NSPCC's child protection factsheet 'The definition and signs of child abuse')

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. Characteristics of young people's vulnerability to child sexual exploitation (CSE) and child criminal exploitation (CCE) may be recognised by:

- 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

SAFETY WITHIN THE SCHOOL

It is the responsibility of all the staff, not just the Head, Deputy, Bursar or Health and Safety Committee, to ensure the school environment is safe for children.

- Through Personal Social Health & Economic Education (PSHEE) lessons children should be made aware of 'Stranger Danger' without alarming them and we use the NSPCC PANTS (<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>) campaign to teach the girls about private parts.
- Assemblies, Drama, PSHEE, PE and RE lessons are used to promote tolerance and mutual respect and understanding including the promotion of British Values and help the girls understand their rights.
- Children are provided with lessons on e-safety and we ensure that all pupils understand and adhere to the school guidelines in this area. Appropriate filters and monitoring systems are in place to keep children safe online and staff are equipped with the knowledge to safeguard children through online safety training. (see Anti-bullying & Internet & E-Safety Policies)
- Any visitors who are invited into school must be cleared through the Head, signed in and wear a visitor's badge.
- Visiting speakers must be deemed suitable by the Head who will determine an individual's suitability to deliver appropriate content after an online check is performed by the Head's PA. If appropriate the Head may check for suitability by contacting other organisations e.g. other schools the person has visited previously.
- Tradesmen may not normally carry out repairs in working hours where it would bring them into possible contact with the children. Where this is necessary in emergencies, they will be chaperoned by a member of staff.
- The security system on the doors leading into and out of the school must be maintained at all times.
- Missing children are reported immediately and procedures outline in the 'Missing Child Policy' are followed.
- Parents are contacted if children are absent from school and no reason has been given.

STAFF RECRUITMENT (see Appendix 6 Application and Recruitment Procedure)

Rigorous safe recruitment procedures are carried out on all staff employed by the school. These procedures are carried out in compliance with Independent Schools Standard Regulations. The Head, Bursar and Safeguarding Governor have all completed safer recruitment training. Disclosure and Barring Service (DBS) checks of the appropriate level are performed depending on the role in question (following DBS guidelines & taking into account that the DBS cannot provide barred list information on any person, including volunteers, who are not in or seeking to enter in regulated activity), New Teachers are checked via the Teachers services system to ensure that they are not prohibited from teaching. All new recruits are required to complete a medical questionnaire & declaration to verify their mental and physical fitness to carry out their work responsibilities.

Staff are required to complete a Childcare Disqualification self-declaration form prior to commencing employment.

For those engaged in management roles an additional check is performed to ensure they are not prohibited under section 128 provisions.

For any candidate that has lived or worked outside the UK an EEA check (using the Teacher Regulation Agency employer access system) will be carried out to see any teacher sanctions or restrictions placed on the candidate.

Staff working for outside providers/contractors will be subject to pre-employment checks; employers requested to provide proof of these checks and reviews of their appropriate policies and to provide appropriate training in child protection for their staff; these checks, training and record keeping will be a condition of the providers/contractors' contract or agreement with the School.

We follow guidance relating to references as laid out by KCSIE (2019) so references are obtained from the current or most recent employer are sought. They should be from a senior person with 'appropriate authority'. Information provided by the candidate is verified and if references are received electronically we verify the source.

PREVENT DUTY

We recognise that it is a key role of the school to support children and that school may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. When vetting speakers, the risk of fundamental views is considered and we aim to ensure visitors will be providing balanced views.

The DSL, Penny Woodcock, Deputy DSL, Sallyann O'Dell & the Safeguarding Governor, Catriona Smith, are the School's Prevent leads and will ensure that all staff are aware of their responsibilities and alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination. Prevent Training for all staff will be reviewed and updated on an annual basis; all three Prevent leads have attended a WRAP course.

Staff acknowledge the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people.

Where there is a concern that a child might be vulnerable to radicalisation a referral will be made to the "Channel Programme" by initially contacting the "safeguarding partners". "Channel" is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Charlotte House School actively promotes British Values through its Social Moral Cultural & Spiritual Policy (SMCS), a broad and balanced curriculum and PSHE lessons where sensitive or controversial issues can be explored.

TRAINING

The DSLs keep updated with current child protection initiatives and inter-agency working. The DSLs have completed Prevent Duty training. The DSLs undertake appropriate training in Child Safeguarding and inter-agency working (updated every two years). Charlotte House follows the Hertfordshire Safeguarding Children Partnership advice that all staff receive training 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 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 and to manage reports of abuse including child on child sexual violence and sexual harassment. New staff, temporary staff and volunteers will be trained either before they start or on their first day by the DSL as part of their induction and will be given a copy of KCSIE part 1 and the school's Safeguarding, Pupil Behaviour and Children Missing Education Policies along with the Staff Handbook which covers various safeguarding related information. The DSL and DDSL job description is part of the Safeguarding Policy. Staff and Governors read key safeguarding policies and the KCSIE part 1 together with Annex A (where appropriate) at the beginning of each academic year and as part of

their induction whenever a new version of KCSIE is published all staff will read part 1 as a matter of priority.

RECORDS

The school keeps a record of any safeguarding incidents and all concerns, decisions and reasons for those decisions are recorded in writing. These are kept securely by the DSL together with records of children on the Child Protection register. Records are kept until the child leaves us, when they are passed on to the new school. Charlotte House will record where the records have been sent to and the date it happened. Note safeguarding takes precedent over any GDPR issues as long as the information shared is necessary and only shared with those who need to have it.

CORPORAL PUNISHMENT

There is no use of corporal punishment and corporal punishment must not be threatened.

MONITORING AND EVALUATION OF THIS POLICY

The school monitors and evaluates its child protection policy and procedures through the following activities:

- This policy is updated annually
- Governors annually review and sign off the policy (see minutes of Governors' meetings) and are informed of any interim policy changes
- The Child Protection Governor, Catriona Smith, meets with the school DSLs at least termly and reviews safeguarding at Charlotte House School
- Safeguarding is an agenda item at every meeting of the SMT, Education Committee and of the Board of Governors.
- The Child Protection Governor reports annually to the Governors on Safeguarding and detailed minutes are recorded. Miss Smith interviews members of the teaching and admin or support staff to ensure they are aware of what to do if they suspect child abuse and how they would react to a child reporting abuse.
- The Governors approve the job description for the DSL and the Deputy and ensure that they have sufficient time, funding, supervision and support to perform their duties
- The Governors monitor the work of the school (through pastoral work, PSHEE, etc.) in equipping pupils to reduce risks and keep themselves safe
- The Governors monitor pastoral care in the school to ensure that staff have the skills, knowledge and understanding necessary to keep children safe (including children who are looked after by a local authority)
- SMT monitor and review safeguarding procedures
- Staff read the Safeguarding Policies annually and sign to confirm their understanding of them.
- Attendance data is monitored and reviewed by the Head
- Regularly analyse risk assessments in line with the Health & Safety Policy
- Incidents of Bullying/racial behaviour incidents are reviewed by the SMT

USEFUL CONTACTS

Targeted advice (SLO) 01438 737 511

Senior Families First Coordinator: George Gearing - 01438 844038

Children's Services – 03001234043

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

The Hertfordshire LADO

LADO.referral@hertfordshire.gov.uk

Andrea Garcia- Sangil

CPSLO John Mairs mobile: 01992 555298

John.Mairs@hertfordshire.gov.uk

NSPCC Whistle-blowing helpline 0800 0280285

MASH (Multi Agency Safeguarding Hub) 0300 123 4043

protectedreferrals.cs@hertfordshire.gov.uk

Disclosure and Barring Service (DBS)

DBS customer services

PO Box 3961

Royal Wootton Bassett

SN4 4HF

United Kingdom

customerservices@dbs.gsi.gov.uk

DBS helpline 03000 200 190

Hertfordshire Safeguarding Children Partnership Team (HSCP)

admin.HSCP@hertfordshire.gov.uk

Room 152

Postal Point CHO116

County Hall

Hertford

SG13 3DQ

01992 588757 Web site:

<https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-partnership/hscp.aspx>

OFSTED Safeguarding children <https://contact.ofsted.gov.uk/online-complaints> 0300 1233155
(Monday to Friday 8am – 6pm)

Support and advice for concerns about extremism/radicalisation:

DfE dedicated telephone helpline for non-emergency advice for staff and governors:

020 7340 7264 counter-extremism@education.gsi.gov.uk

Local Authority Channel Referral and Intervention processes. (prevent@herts.pnn.police.uk)

Referral form available on <http://www.thegrid.org.uk/leadership/safeguarding/anti-radicalisation.shtml>

The Department of Education statutory Prevent Duty guidance can be accessed on:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The Channel General Awareness course can be accessed on the link below:

https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html

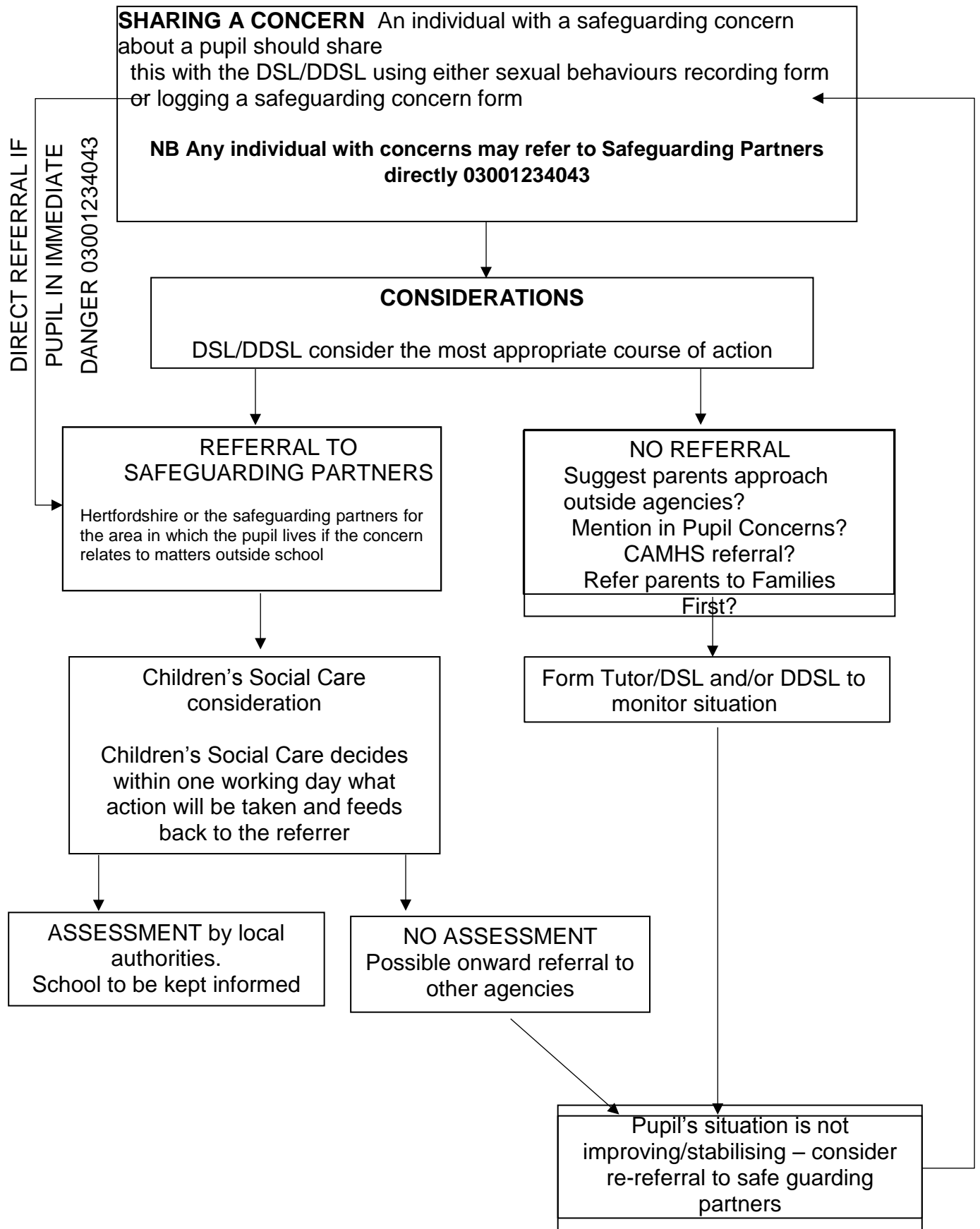
Non-emergency police: 101 Local police

FGM (Female Genital Mutilation)

All concerns relating to FGM should be reported to the local police on 101 or, in an emergency, 999

APPENDIX 1

Safeguarding Concern Flowchart



APPENDIX 2

STAFF BEHAVIOUR AND CODE OF CONDUCT

This code is placed on the agenda of a staff meeting once a year so that it can be reviewed and updated by the staff themselves. This should be read in conjunction with the Staff Handbook.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct; teachers should at all times model good behaviour.

In general, pupils should be encouraged to discuss with their parents or guardians' issues that are troubling them. Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse; staff are aware that they should act in a professional manner at all times and maintain healthy professional boundaries. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Doors should remain open or windows should not be covered so that staff and pupil are visible.

Sharing Concerns

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect to the DSL. This includes alleged abuse by one or more pupils against another pupil. Where the allegation(s) concern the DSL the staff member should report the matter to the Head, or should the allegations relate to the Head, report to the Chair of Governors and/or direct to the "safeguarding partners". Please ensure you are familiar with the Safeguarding policy and our safeguarding procedures. If FGM is suspected all staff have a duty to report this to the police (see pg14)

Communication with Pupils

Staff must not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they must use one of the school's telephones and email using the school system. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with her/him. Staff must not interact with pupils on any social media sites.

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff must not have unnecessary physical contact with pupils and must be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection. Physical contact should never be secretive. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

Physical Restraint and Behaviour Management

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of

physical restraint should be recorded in writing and reported immediately to the Head who will decide what to do next. Parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable. All staff are expected to adhere to our Behaviour Policy and corporal punishment is not used or threatened. Staff will not resort to shouting, humiliation or the use of sarcasm to manage the behaviour of pupils.

Physical education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, extreme caution must be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This must only be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff must remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. If there are exceptional circumstances that make this unavoidable, the journey must be made known to a member of the Senior Management Team. Staff should not be transporting pupils in their own cars unless this has been agreed by the Head and the specific permission sought from the parents.

Confidentiality

Staff members must never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

Awareness of Prevent and related issues.

See Prevent Duty pg10

Giving/receiving of gifts

Teachers must be aware that the giving and receiving of gifts can be seen as encouraging favouritism. Whilst a small reward can be given the teachers must ensure that this is awarded fairly and in an open and transparent way that would not lead to any suspicion about their actions or intent.

Intimate Care Guidelines

All girls at Charlotte House have the right to be safe and be treated with dignity, respect and privacy at all times. When intimate care is given, the member of staff explains fully each task that is carried out, and the reason for it. Staff encourage children to do as much for themselves as they can, lots of praise and encouragement will be given to the child. Another member of staff should be in the vicinity.

WHISTLEBLOWING

See Staff Handbook and pg6 of the Safeguarding Policy.

DAILY CONDUCT REQUIREMENTS FOR STAFF

Please see the staff handbook for school rules relating to personal appearance, timekeeping, alcohol and drugs and see Appendix 3 further advice on E-safety and the use of social media.

APPENDIX 3

Acceptable Use of mobile phones, cameras and recording devices.

This policy applies to all areas of the School including EYFS.

Mobile Phones

- All staff must ensure that their mobile phones, personal cameras and recording devices are left in the staff room during working hours.
- If any staff member has an emergency which requires them to keep their mobile close at hand, they should consult with the Head and get permission for this. In this situation, any phone calls taken or made should be done so in a designated staff area of the school where possible i.e. staff room or office.
- There are many occasions at which staff are required to carry a mobile phone – away matches and off-site trips. On these, a School nominated mobile phone should be used. If these are not available for any reason, then the staff personal phone number should be logged with the Head. Staff should not give out personal mobile numbers to pupils or parents/carers unless previous permission has been given by the Head and be aware of the advice on minimising risk through electronic communication with pupils.

Cameras

Children may only be photographed or filmed on video for the purpose of recording their development or participation in events organised by us. Parents indicate their consent to the above if they do not opt-out of this as designated in the School's Terms & Conditions of entry. Parents have the right of access to records holding visual images of their child.

- Only a School camera may be used to take any photo within the school or on outings. If a school camera is not available, then a personal one may be utilised subject to advance approval from the Head/Deputy who will also check images taken.
- Images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress
- Staff are responsible for the location of a classroom assigned camera.
- Images taken and stored on the camera must be downloaded as soon as practicable. Images should be downloaded to an approved network folder designated by the Deputy Head.
- Images may only be uploaded to the school website/Facebook Account by authorised staff and should never be uploaded to the internet for any other reason.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Head.
- Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policies.

APPENDIX 4

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) -
- child criminal exploitation (CCE)
- children missing education
- child missing from home or care
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- missing children and adults strategy
- mental health
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking
- upskirting

Annex A of KCSIE contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children must read the annex.

APPENDIX 5

DSL and DDSL Job Description.

The governors are aware of the important nature of these roles and as such are committed to ensuring the people carrying out these roles have enough support and time to complete their roles successfully. As part of the annual audit the Safeguarding Governor will interview the DSL and see if there needs to be any further support put in place for the following year.

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

Managing referrals

- Refer all cases of suspected abuse or suspicions of radicalisation to the local authority children's social care
- Refer to the designated officer(s) for child protection concerns (used to be the LADO) all cases which concern a staff member
- Refer to the Disclosure and Barring Service cases where a person is dismissed or left due to risk/harm to a child
- Refer to the police cases where a crime may have been committed and FGM cases
- If the DSL is not the Head, liaise with the head to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as the Prevent Duty Lead person within the school. (Anti-extremism/radicalisation)
- Complete Safety Plans if deemed necessary for cases of peer on peer abuse

Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Ensure all new staff complete the safeguarding induction
- Carryout training for all staff on a regular basis with a full INSET session at least once every year ensuring e-safety and on-line issues are included and all staff feel confident in managing a report of child on child sexual violence and sexual harassment

- Run Safeguarding training for Governors at least once every two years.
- Ensure they and staff are aware of any changes in Government and/or County policies/advice relating to Safeguarding.

Raising Awareness

The DSL will:

- ensure the school's policies are known, understood and used appropriately
- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.
- Work with the Safeguarding Governor to complete the annual safeguarding report.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local "safeguarding partners" to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Ensure information has been asked for from previous schools that new girls have arrived from.
- Liaise closely with the Safeguarding/Prevent Governor and ensure their knowledge and understanding is thorough and up to date.
- Liaise with IT technicians and Head of computing to ensure all aspects of e-safety is covered within the computing curriculum and our firewall systems are sufficient to help keep the girls safe when on-line in school.
- Work with external agencies to ensure staff and parents are kept up to date with e-safety.

Role of DDSL

- If/when the DSL is absent the DDSL will take on any or all of these roles depending on the length of the DSL's absence.

The DDSL oversees the bullying audit each year and is the Head of pastoral care in the school.

APPENDIX 6

Application and Recruitment Procedure

Application Form

- Applications will only be accepted from candidates completing the enclosed Application Form in full. CVs will not be accepted in substitution for completed Applications Forms.
- Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.
- Where appropriate, an Enhanced Disclosure from the Disclosure and Barring Service will be obtained for the successful applicant.
- We will seek references from the current or most recent employer on shortlisted candidates. They must be from a senior person and if references are received electronically we verify the source. We may approach previous employers for information to verify particular experience or qualifications, before interview.
- Where a candidate is currently working with children, on either a paid or voluntary basis, the current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether the candidate has been the subject of any child protection allegations or concerns. If the candidate is not currently working with children but has done so in the past, that previous employer will be asked about these issues.
- Candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal - if the applicant has been selected and possible referral to the police and/or DfES Children's Safeguarding Operation Unit.

Invitation to Interview

- Interviews will be conducted in person and the areas which will be explored will include suitability to work with children.
- All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas, etc.). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body.
- All candidates invited to interview must also bring with them:
 - a current passport or a full birth certificate
 - a utility bill or financial statement issued within the last three months showing the candidate's current name and address
 - where appropriate any documentation evidencing a change of name
 - your latest DBS Certificate

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

- receipt of at least two satisfactory references (if these have not already been received)
- verification of identify and qualifications including, where appropriate, evidence of the right to work in the UK
- A satisfactory enhanced DBS check and if appropriate, a check of the Barred List maintained by the DBS
- A Google search will take place to look for any evidence of extremist views held by the candidate and if necessary any offer will be subject to a risk assessment in line with our Prevent duty
- For a candidate to be employed as a Teacher, a check that the candidate is not subject to a prohibition order issued by the Secretary of State
- For those engaged in management roles an additional check is performed to ensure you are not prohibited under section 128 provisions
- verification of professional qualifications, where appropriate
- verification of successful completion of statutory induction period (for teaching posts – applies to those who obtained QTS after 7 May 1999)
- where the successful candidate has worked or been resident overseas such checks and confirmations as the school may consider appropriate so that any relevant events that occurred outside the UK can be considered including an EEA check (European Economic Area).
- satisfactory medical fitness
- signed staff suitability declaration form showing that you are not disqualified from providing childcare under the Childcare Act 2006 (July 2018)

Policy on the Recruitment of Ex-Offenders

- The School will not unfairly discriminate against any candidate for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. If an individual has a criminal record this will not automatically bar him/her from employment within the School.
- Under the relevant legislation, it is unlawful for the School to employ anyone who is included on the lists maintained by the DBS of individuals who are considered unsuitable to work with children. In addition, it will also be unlawful for the School to employ anyone who is the subject of a disqualifying order made on being convicted or charged with any offences against children.
- All candidates should be aware that provision of false information is an offence and could result in the application being rejected (or summary dismissal if they have been appointed) and a referral to the police and/or DBS and/or the DfES Children's Safeguarding Operation Unit.



APPENDIX 7

Logging a Safeguarding Concern at Charlotte House Prep School

Date:

Time:

Name of Child:

Reminder: *Use direct quotes, if relevant.*

Who is/has been involved?

What happened?

Where did it take place?

Have you taken any action? If so what?

Name of person you are passing this information to

Your signature

Community:

1.2 Provide an overview of other behaviour concerns:

Such as bullying, violence, disruptive behaviour.

1.3 Other relevant factors:

Family background, involvement of children's services, learning difficulties, disabilities or cultural/religious factors.

1.4 What interventions/consequences are already in place or have taken place:

Restrictions on activities/movement around the school, one-to-one work or whole school/class work, specialist services.

1.5 Child's views regarding their sexual behaviour and other behavioural concerns:

Do they understand the concerns, do they deny or accept the behaviours, are they embarrassed, angry, remorseful etc.?

1.6 Parent's/carer's views regarding child's sexual behaviour and other behavioural concerns:

Are they angry, rejecting, supportive, minimising, concerned?

2 Identifying risks

2.1 Record any known triggers to the behaviour:

Particular lessons, activities, peers, staff and events outside of school.

Where identified, detail strategies to reduce triggers:

What supervision is available to support the young person, can the child identify triggers to the behaviour?

2.2 Identify any risky locations in the school:

Toilets, unsupervised areas, corridors, playgrounds etc.

Where risky locations are identified, detail plans to minimise risk:

Using different toilets/toilet times, additional supervision? No go areas for child/young person?

2.3 Identify any others who may be particularly vulnerable:

Include staff, visitors and other children and, maintaining appropriate confidentiality, detail why they might be vulnerable

Where vulnerable individuals have been identified detail plans to minimise risk:

Supervision, assessing suitability for contact activities, consideration of classroom seating arrangements, consider whether one-to-one work is appropriate.

2.4 Identify any risky activities:

PHSE lessons, school trips, PE, including getting changed/contact sports, residential stays.

Where identified, detail strategies to minimise risk:

Supervision, changing in different room, conducting activities safely without supervision

2.5 Explore child's/young person's access to internet/media and any associated risks, including personal devices:

Is access monitored and supervised, are safety settings/filters applied, is access available in unstructured time, are personal devices accessible during the day?

Where identified, detail strategies to minimise risk:

Supervised access, use of filters, no personal devices, whole school e-safety.

2.6 Explore and record transport arrangements to and from school:

Walking, bus, car, shared transport arrangements. Include whether the child is transported by the local authority, whether they are transported with other children, what the supervision arrangements are, is the person supervising (e.g. taxi driver) aware of the potential risks and is there an appropriate person to manage them, consider whether the child/young person should be transported individually or with additional supervision.

Where concerns are identified, detail actions/changes required to transport arrangements:

3 Strengths

3.1 Identify areas/locations within the school that are not assessed as requiring additional planning/supervision at this time:

Please note areas where there has been no history of incidents or concerns, or where existing supervision manages risk.

3.2 Please describe positive relations the child has:

Include professionals, family, peers etc.

3.3 Please note activities/lessons the child enjoys and engages in positively:

Describe how these will be promoted and maintained

Consider any additional activities that could be encouraged to promote prosocial behaviour and self-esteem.

3.4 Please identify positive attributes/characteristics/skills the child possesses which can be promoted to help them meet their emotional needs in a healthy way:

4. Implementation

4.1 Who needs to know about this plan:

Consider lunchtime supervisors, teaching staff, volunteers, contractors, governors.

Who will share this information and when?

4.2 Work to be undertaken with the young person and wider school population:

Include one-to-one work, e.g. emotional literacy, communication skills, empathy work, NSPCC Underwear Rule, Online Safety, PHSE.

Note whether this is individual or wider school work.

4.3 Referrals for external support:

Specialist services, e.g. CAMHS, NSPCC, Note any identified need, e.g. safeguarding, therapeutic support. Who will make the referral and timescales?

5 Measuring risk

5.1 How will you measure whether the level of risk has changed:

This may include:

- change in the child's view regarding their behaviours
- reduction or increase of incidents of sexual behaviours
- reduction or increase in other concerning behaviours
- reduction or increase of prosocial behaviour/activities

5.2 Review date:

The plan should be reviewed every three months or if there is a further event that impacts on risk.

Signatures of attendees:

APPENDIX 9

Sexualised behaviours recording form

Form to be completed by person who witnessed the incident or had the incident reported to them. This can be done with support, e.g. from the safeguarding lead. This template can be used each time there is an incident of concerning sexual behaviour.

BEHAVIOUR RECORDING FORM NUMBER:	
Details of child/young person	
Name:	
DOB:	
Any specific vulnerabilities:	
Any other behavioural concerns:	
Any other previous incidents of sexualised behaviour:	
Details of the Incident: <i>Detail anything of note that took place before the behaviour. Describe in detail what was observed or reported. Use quotation marks to describe child's words. Avoid terms such as 'inappropriate touch, sexualised behaviour' etc. as they are too vague.</i>	
Other significant factors: <i>Describe if there was any observed planning, physical force, coercion, secrecy, any adult sexual behaviour i.e. not age appropriate. Oral, penetration/attempted penetration or mutual, consenting, light hearted, sexual behaviour, exploratory.</i>	
Power imbalances: <i>Describe any power difference between the children/young people involved in the incident, e.g. age, relationship, social status, developmental differences, size, learning disabilities, physical disabilities etc.</i>	

Reaction of the children/young people involved in the incident:

Describe individually for all children involved e.g. fear, tearful, anxiety, happy, playful, embarrassed, angry, regretful, taking responsibility.

Anonymise where necessary when attaching the recording to an individual's school records.

Behaviour management:

How was behaviour addressed in the immediacy? Was SDSE used/discussed?

How will the behaviour be addressed in the future, e.g. whole class/school response – PANTS, pastoral support?

Report/referral to other agencies, including social care.

What support will be offered if necessary to the children/young people involved?

Reaction of parents/carers:

Record individually the parents/carers' reactions for each child – you may need to record their initial response and their subsequent response. For example, a parent may react negatively initially, but then responds in a more supportive manner in time.

Supportive/concerned/caring/rejecting/angry/shocked.

Have they similar concerns at home?

Anonymise where necessary when attaching the recording to an individual's school records.

Completed by:

Date: