



CHILD SAFEGUARDING POLICY

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

Staff responsible:	Head
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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/ Code of Conduct
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 2020)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>
- Working together to safeguard children (2018 updated Feb 2019)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>
- What to do if you're worried a child is being abused (March 2015)
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>
- Prevent Duty Guidance for England and Wales (March 2015 updated April 2019)
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- Teaching online safety in school (June 2019)
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- The Prevent Duty – Departmental advice for schools and childminders (June 2015)
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Children Acts 1989 and 2004
- Disqualification under the Childcare Act 2006 (July 2006 updated August 2018)
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- The use of social media for on-line radicalisation (July 2015)
<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>
- The Serious Crime Act 2015
- Serious Violence Strategy 2018
- Hertfordshire Safeguarding Children Partnership (HSCP) Child Protection Procedures – as amended and updated online at <https://hertsscb.proceduresonline.com/index.htm>

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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. Both mental and physical health are relevant to safeguarding and the welfare of children. (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 and multi-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*'.

OPERATION ENCOMPASS

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

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”.

Whilst the normal process for reporting concerns would be through the DSL or Chair of Governors all staff have the right to make a direct referral to the Hertfordshire Safeguarding Children Partnership or, in serious matters, to the police. (See section four of KCSIE) Parental consent is not required for referrals to statutory agencies.

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”, “just having a laugh” 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 separate policy Staff Behaviour Policy

ACCEPTABLE USE OF MOBILES, CAMERAS AND RECORDING DEVICES

See Appendix 3 to this policy.

ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS OR OTHER STAFF (including supply teachers and volunteers).

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. Consideration should be given to 'transferable risk' from incidents outside school where staff may have behaved in a way that indicates that the person may not be suitable to work with children. Allegations against Supply Teachers and Volunteers must be treated in the same way as those against employed members of staff.

1. If the allegation is about a member of staff, supply teacher 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, supply teacher 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. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

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 Partnership 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. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

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. Safeguarding incidents and behaviours can be associated with external factors, staff and particularly the DSL should consider whether a child is at risk of extra-familial abuse or exploitation.

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')

MENTAL HEALTH

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

SERIOUS VIOLENCE

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance can be due to age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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 CSE and child criminal 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. Pupils are not allowed to make use of mobile phones, tablet computers or i-Pads which have 3G/4G/5G capability within the school. Where mobile devices may be used these will only connect to the internet via the School network with appropriate filtering and monitoring in place. 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 previously lived or worked outside the UK but within the EU 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. All candidates who have lived or worked abroad at any time during the 5 year period prior to their application must produce a police record check certificate from the country where they have lived and worked which covers the dates when they were resident or worked in that country. Details of how police record checks can be obtained from relevant overseas countries can be found at: <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

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 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. The Governors also read key safeguarding policies and are required to read KCSIE part 1 together with Annex A every year.

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, Cattriona 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

Chair of Governors Judith Parr can be contacted, in the strictest confidence, through the Clerk to the Governors on aparker@chpschool.co.uk

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 Andrea Garcia- Sangil LADO.referral@hertfordshire.gov.uk

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

The single number to call for consultations is **01438 737511**. The Consultation Hub is operational as outlined - Monday to Thursday 9.00am - 5.00pm and 9.00am - 4.00pm on Fridays

Please note: Where you are concerned that a child may be **at imminent risk of significant harm, please call 999 for Police or make a Child Protection Contact Referral** by either calling the Customer Service Centre on 0300 123 4043 and/or complete and submit a Child Protection Contact Referral online. The form will be located online at www.hertfordshire.gov.uk/childprotection

Disclosure and Barring Service (DBS) DBS helpline 03000 200 190
customerservices@dbs.gsi.gov.uk

DBS customer services

PO Box 3961

Royal Wootton Bassett SN4 4HF

United Kingdom

Hertfordshire Safeguarding Children Partnership Team (HSCP) 01992 588757

admin.HSCP@hertfordshire.gov.uk

Room 152

Postal Point CHO116

County Hall

Hertford

SG13 3DQ

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)

Useful Guidance:

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

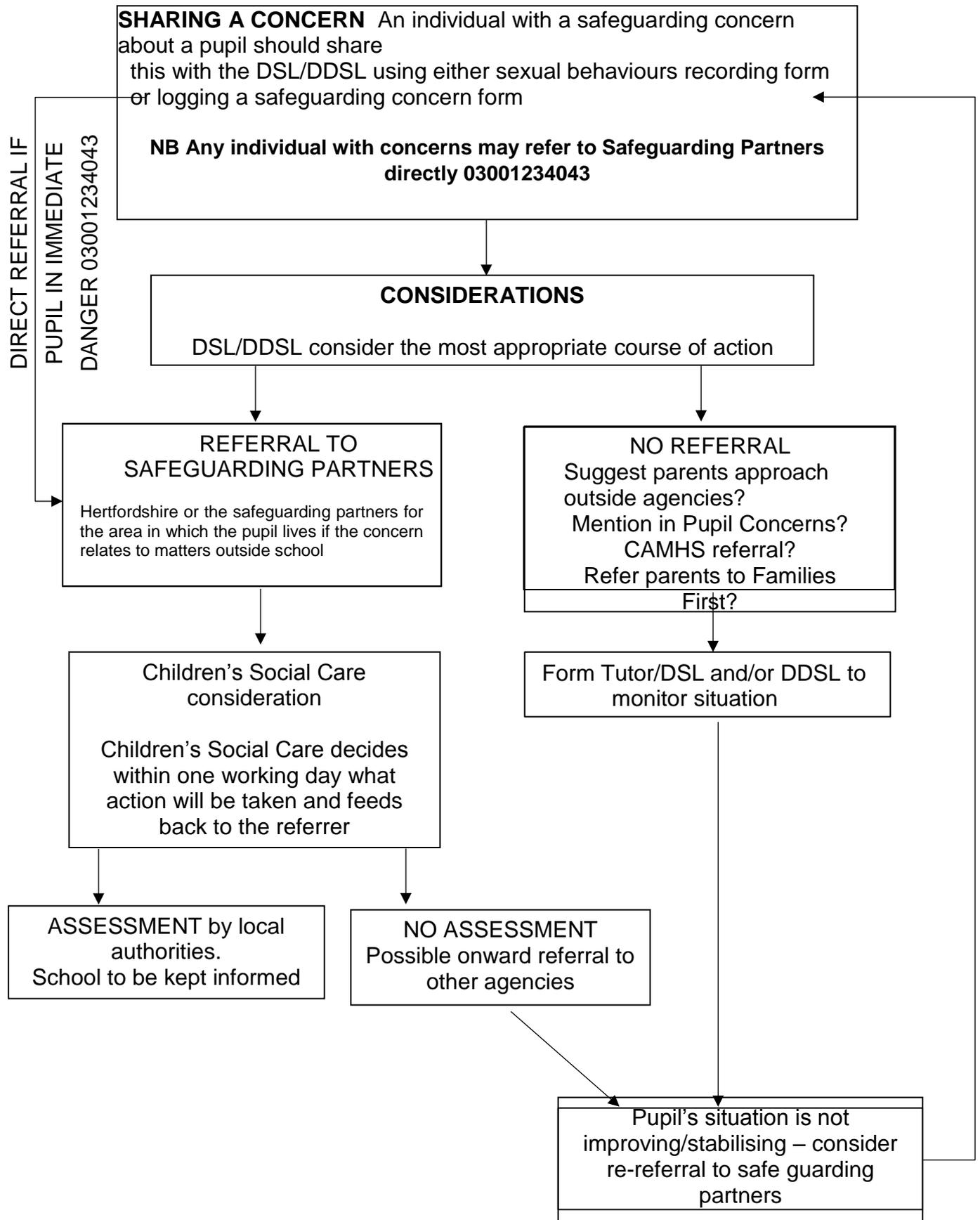
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>

[Working Together to Safeguard Children. NPCC- When to call the police](#)

<https://www.operationencompass.org/>

APPENDIX 1

Safeguarding Concern Flowchart



APPENDIX 2

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 3

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 4

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 are 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 5

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 6

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 8

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:



Child's name and age & DOB			
Police Reference Number		Date:	
Date and time of incident Address of incident			
<u>Circumstances of incident</u>			
<u>Additional school information including other Operation Encompass calls</u>			
<u>Actions taken and Impact</u>			

APPENDIX 10

Addendum to Child Protection Policy in light of the Covid-19 Pandemic. April 2020

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

Charlotte House agreed to stay open for children of our school community's Key Workers throughout the Easter holidays and will continue to do so until the Government allows us to reopen to all pupils.

Throughout the holidays this provision has been manned by volunteers from our staff and from the 23rd April staff will be rota'd on.

2. The status of this addendum

The School's Safeguarding and Child Protection Policy continues to apply in all aspects and this addendum, which contains details that apply in addition to that policy, is as a result of the change in circumstances which COVID-19 has brought about. This should be read in conjunction with the pre-existing policy and not in isolation.

3. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. *We presently have two diabetic girls with EHC plans. Neither of these is attending school at the moment as their parents are not key workers. Should they return to school a risk assessment will be completed to ensure we are considering their extra needs as the diabetes puts them at a higher risk of serious ill health were they to contract covid-19. The local diabetes nurse will be contacted for advice.*

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989. *We have no children currently in this category. Should any of our girl's circumstances change so they do qualify we would discuss with the parents their return to school. If parents choose to keep them at home the DSL & DDSL will together make weekly contact through Zoom and liaise with the relevant county services as usual.*

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support should they deem it appropriate. Where parents are concerned about the risk of the child contracting COVID-19, Charlotte House &/or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health

England. Charlotte House will encourage our vulnerable children and young people to attend a school, including remotely if needed.

4. Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Whilst Charlotte House has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, we will complete the return once as requested by the DfE. Should we have any vulnerable children we and social workers will agree with parents/carers whether children in need should be attending school - we will then follow up on any pupil that we were expecting to attend, who does not. We will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, we will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or serves notice to leave we will notify the relevant authorities and outside agencies.

We will monitor children's attendance in 'live' sessions and which children are regularly completing the Maths and English tasks. Parents of those not completing work &/or attending live sessions will be contacted initially by the Form teacher and then by the Head/DSL if participation does not improve. We would expect at least 70% participation.

5. Designated Safeguarding Lead Availability

Penny Woodcock is the Designated Safeguarding Lead (DSL), Sallyann O'Dell and Caroline Guise are Deputy DSLs.

During school hours Penny Woodcock will be on-site and both Caroline and Sallyann can be contacted via phone or Google Meet.

It is important that all Charlotte House staff and volunteers have access to a trained DSL (or deputy). All staff have been made aware of the three possible points of contact throughout 'lockdown'.

The DSLs or members of the Safeguarding Teams will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

6. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy; this includes submitting a Record of Concern which can be done

remotely. All staff have been reminded that a form can be found in the shared Google Drive but when completed it should be shared just with one of the DSLs and not on the main shared drive.

In the unlikely event that a member of staff cannot access a Record of Concern from home, they should email the Designated Safeguarding Lead and await confirmation of receipt.

Staff are reminded of the need to report any concern immediately and without delay.

Staff are also reminded to follow up on any concerns they have communicated, including actively seeking confirmation that their concerns have been received (given the inability to physically hand over a form in person).

Where staff are concerned about an adult working with children in the school, they should follow the usual procedures as laid down in the Safeguarding Policy. If there is a requirement to make a notification to the Head whilst away from school, this should be done verbally and followed up with an email.

Concerns around the Head should be directed to the Chair of Governors their details are in the Safeguarding Policy.

7. Safeguarding Training and induction

DSL training is all up to date and staff are not due any updates in the immediate future. Any updates needed as a result of the daily updates from DfE will be shared with relevant members of staff and if applicable with the governors. The DSL will be checking the daily updates.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

No new staff are being recruited, we have no plans to allow any volunteers on site, should this alter they will continue to be provided with a safeguarding induction as explained in the CP policy.

8. Safer recruitment/volunteers and movement of staff

When recruiting new staff, Charlotte House will continue to follow the relevant safer recruitment processes, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

We have no plans to deploy staff from another setting to our school. If this becomes necessary due to insufficient numbers of our staff, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE. Charlotte House Prep will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.'

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Charlotte House Prep will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

9. Online safety in schools

Charlotte House Prep will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

10. Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in each School's existing policies, guidance and code of conduct.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Parents have been reminded (letter dated 17/4/20) that they need to be mindful of their monitoring systems at home and should be vigilant when their children are on-line. Any links the teachers are using in their work have all been checked. All YouTube links used in any work have been converted to safe tube links.

10.1 Code of Conduct for delivering virtual lessons

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Staff should only use school-registered e-mail or Google accounts, never personal ones;
- Staff should only use systems that SMT have approved (check if unsure, but approved include Microsoft Office, Google Drive/classroom, 3sys, Zoom, Class Dojo, Atom, Espresso, Mymaths, Purple Mash, You tube via Safe tube only, Accelerated Reader and Mathletics);

- When Zooming the waiting room feature must be used to alleviate the risk of 'Zoom bombing';
- Staff should ensure that, when livestreaming, they and their pupils have a safe and appropriate place with no bedrooms/inappropriate objects/information visible;
- Staff should take care not to livestream by mistake;
- Staff are aware that the Head or Deputy Head can join any live meetings at any point.
- Staff should only livestream during the pre-agreed lesson time in the timetable, if they need to schedule an extraordinary virtual lesson this must be pre-agreed by the Head
- Staff must avoid livestreaming 1-2-1 unless express permission has been given by the Head and parents have pre-agreed.
- All Acceptable Use Policy agreements are still in force for all staff and all pupils; this includes the illicit recording of staff.

10.2 Code of Conduct for one-to-one Zoom meets for pupils

- 1:1 Zooms must be approved by the Head first;
- The date/time of the Zoom meet will then be agreed with the parent;
- All conversations should remain school-focussed;
- For both teacher and pupil the Zoom meet must take place in an appropriate room (i.e. not a bedroom) with no inappropriate objects or unsuitable information visible;
- Both teacher and pupil should be in appropriate dress – it is recognised that this won't be business clothes or school uniform but something that might be worn on a mufti day;
- For Form II and below a parent must be in the background of the conversation between teacher and pupil (although it is not a Parent-Teacher meeting);
- For Forms III-VI any 1:1 Zoom meet should be recorded.
- If there are any pastoral or safeguarding ramifications from a Zoom meet these should be recorded on 3-sys and the Head should be notified;
- Parents have received a letter prior to the start of the Summer Term (17/4/20) explaining their role in e-safety for their daughter and our Code of Conduct.

11. Supporting children not in school

All staff and Governors at Charlotte House Prep School are committed to ensuring the safety and wellbeing of all its pupils.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include; remote video or phone contact and/or e-mail. The DSL and DDSs will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

Charlotte House Prep recognises that school is a protective factor for children and the current circumstances can affect the mental health of pupils and their parents/carers. Teachers at Charlotte House Prep need to be mindful of this when interacting with the girls on-line and in their expectations of pupils' work where they are at home. We hope by facilitating frequent live communication (at least twice a day) and regular virtual contact with Form teachers we will alleviate some of the stress and concerns the 'lockdown' may bring about.

12. Supporting children in school

Charlotte House Prep is committed to ensuring the safety and wellbeing of all its students.

We will continue to be a safe space for all children to attend and flourish. The Head will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate to maximise safety.

We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

13. Peer on Peer Abuse &/or Sexting

Given the amount of time our pupils may be spending on electronic devices we acknowledge a heightened risk of on-line peer on peer abuse &/or sexting. Charlotte House Prep recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Should we receive a report of peer on peer abuse or sexting, we will follow the principles as set out in part 5 of KCSIE and of those outlined within the School Safeguarding and Behaviour Policies.

The school will listen and work with the young person, parents/carers and any multi-agency partner required ensuring the safety and security of that young person.

Concerns and actions must be recorded as usual and appropriate referrals made.