

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 and Recruitment Procedure
	Behaviour and Sanctions Policy
	Children Missing Education
	First Aid and Medicines Policy
	Health and Safety Policy
	Internet and e-Safety Policy
	Missing Child Policy
	Missing in Education Policy
	PSHE/RHE Policies
	Risk Assessment Policy
	Staff Handbook/ Code of Conduct
This document also appears on:	Website

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

- Keeping Children Safe in Education (KCSIE) (Sept 2023) https://www.gov.uk/government/publications/keeping-children-safe-in-education-2
- Working together to safeguard children (2018 updated July 2022)
 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 2021)
 https://www.gov.uk/government/publications/prevent-duty-guidance
- Teaching online safety in school (January 2023)
 https://www.gov.uk/government/publications/teaching-online-safety-in-schools
- The Prevent Duty Departmental advice for schools and childminders (June 2015 updated August 15) 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
- Domestic Abuse Act April 2021
- Serious Violence Strategy 2018
- Hertfordshire Safeguarding Children Partnership (HSCP) Child Protection Procedures as amended and updated online at https://hertsscb.proceduresonline.com/index.htm
- Relationships education, relationships, and sex education (RSE) and health education (Updated Sept. 2021).
- Meeting digital and technology standards in schools and colleges (uodated March 23)
- Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings (Updated April 2022)

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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).

As we have charitable status due regard is also given to the Charity Commissions guidance on safeguarding.

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.

In certain situations, such as a pandemic, the Governors in discussion with SMT may decide there is a need for an addendum to this policy to ensure our procedures are sufficiently taking into consideration any increase in safeguarding risks or changes to the day to day routines in school such as remote learning. If this is the case all members of the school community will be sent the addendum for their immediate attention. Both the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will remain available via both e-mail and on their mobile phones if they are not in school.

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 Caroline Guise 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 (or Deputy 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 a 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'.

When the school site is used by other providers we maintain our duty of care and ensure appropriate arrangements are in place to keep children safe. We seek assurances that any provider is adhering to the government guidance. Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings.

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 DDSLs. 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 CHILD ON CHILD ABUSE

Every member of staff, including part-time, supply, 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 whether they occur inside or outside of school or on-line. This includes alleged abuse by one or more pupils against another pupil which can occur regardless of age or gender. We recognise that girls are more likely to be victims and boys perpetrators but all child on child abuse is unacceptable. 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 will address inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future. 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. Staff must reassure the victim that they will be taken seriously, supported and kept safe. The School recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.

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.

Ofsted's Review of sexual abuse in schools and colleges revealed how prevalent sexual harassment and online sexual abuse is for children and young people and that, the issues are so widespread that they need addressing for all children and young people. Staff are aware of this and encourage the girls to report any related issues.

The DSL keeps a list of children causing concern. This includes all children who, for whatever reason, need to be monitored. Staff, on a need to know basis, 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 child on child abuse and any abusive behaviour between peers must be challenged. This is most likely to include, but may not be limited to:

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;

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

The school has rigorous procedures so that child on child abuse is dealt with thoroughly and in a timely fashion. All incidents of bullying are recorded. The school will support both victims and perpetrators when dealing with incidents as well as communicating closely with any families involved. The school has clear Anti-bullying and Discipline and Behaviour policies which are followed to prevent or identify child on child abuse. The PSHE/RHE curriculum is also relevant as it offers children the opportunity to express their feelings and concerns as well as educating the pupils about how to remain safe. The pastoral system within school makes it clear to them who they can turn to for victim support, help and advice.

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. (See Appendix 12) Please see the school's anti-bullying policy for more details on procedures to minimise the risk of child on child 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. We are aware that there may be some cases of abuses including child on child that are never reported.

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

These arrangements apply to all reports and concerns including those of child on child abuse, whether they have happened in school or outside of it, and/or online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

The girls are regularly reminded in tutor time, PSHE/RHE lessons and assemblies about avenues of support and the importance of talking to adults when they are unhappy. All the classes from Form II upwards have some form of worry box/monster in their room that the girls can write messages in and there is an annual bullying audit during which girls may raise concerns. The School's pastoral systems are designed to allow careful monitoring of all pupils but also to encourage pupils to feel respected and supported. There are Childline posters around the school reminding girls of that avenue.

- 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. Ensure the child understands 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.

SUPPORT

The school will do everything in its power to ensure that those affected by the matters outlined are supported. In the case of `child on child abuse' this includes victims, the perpetrators and other children investigated. The child/children is/are able to choose the member of staff they would like to support them and, if felt appropriate, referral to outside specifically trained counsellors is provided. At all times the school will work with parents and the local Social Services to ensure that all support available is offered.

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, contractors 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 but if the staff are supplied from an agency the agency must also be informed.

The welfare of the child is paramount and would be our primary concern but we also offer appropriate support to the subject of the investigation and their family.

An allegation would be deemed to have met the threshold for the following actions if the adult has

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 1. If the allegation is about a member of staff, supply teacher or a volunteer, the Head should be informed orally and then this would be followed by the completion of the concerns form (Appendix 12.) 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. In cases where there is a conflict of interest in reporting the matter to the Head the LADO would be informed directly. If the allegation relates to a member of supply staff provided by an agency, the agency will be informed and fully involved in the process.
- 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 and Barring Service DBS any person (whether employed, contracted, a volunteer or student) who has been dismissed or removed or 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.

LOW-LEVEL CONCERNS RELATING TO STAFF CONDUCT (including supply teachers, volunteers and contractors)

Some concerns may not meet the threshold but to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviours as set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff. it is important that these are shared with the Head who can then keep relevant records, identify any trends or patterns of behaviour and deal with issues promptly and appropriately. Any records received will be kept confidentially. A member of staff may decide their own conduct has potentially been of concern or could be misconstrued and they are encouraged to self-report.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Any reports received by the Head relating to contractors or supply staff should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Concerns can be made either orally to the Head or by filling in the relevant form (Appendix 11). Anonymity cannot be promised to the person sharing the concern.

If there is any doubt as to whether a threshold has been met the Head will seek advice from the LADO. The concern may trigger other procedures such as those set out in the disciplinary policy. Otherwise the member of staff will be spoken to and records kept of any resulting actions. This information will be kept by the Head securely until the member of staff leaves the school.

The Head will consider if any policies or cultural issues have enabled the behaviour and will consider whether any wider training is necessary to prevent such behaviours happening in the future. The rationale for all decisions and actions will be recorded.

WHISTLEBLOWING

At Charlotte House we understand how crucial it is to have a culture of safety where all our community feel empowered to raise concerns. We value our staff and understand the importance of being reflective of our practice and when needed provide mediation and dispute resolution. 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, a family member in prison and/or domestic abuse;
- is misusing drugs or alcohol themselves:
- has returned home to their family from care or is involved in the court system;
- is a privately fostered child:

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND), OR PUPILS WITH CERTAIN HEALTH CONDITIONS

Pupils with SEND or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- the potential for children with SEND or certain health conditions being disproportionally impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Senco, DSL and School First Aider share any pertinent information relating to any conditions with staff. Training is sought for any new specific conditions and relayed via INSET training.

Regular safeguarding and SEN training for staff enable them to recognise any additional barriers and to remember that no assumptions should be made where safeguarding is concerned.

WHAT IS CHILD 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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, family member in prison.

- 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; those involved in the court system

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. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

- 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. The sexual abuse of children by other children is a specific, safeguarding issue (also known as child on child abuse) in education and all staff are aware of this and our procedures for dealing with it
- 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure

adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or

treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. In cases where it is suspected that a child is "at risk" a referral to the Hertfordshire Safeguarding Children Partnership or police 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 INCLUDING CHILD ON CHILD

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; staff should be aware that these children may have communication barriers or difficulties in reporting abuse. 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 on-line activity can 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 and we follow the Government guidance given in Sexual violence and sexual harassment between children in schools and colleges (Sept 2021))

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 whether it is also a safeguarding concern or not, immediate action should be taken by speaking to the designated safeguarding lead or a deputy. Concerns may be shared in Pupil Concerns meetings if the DSL feels it appropriate and will advise on talking to parents about the issue.

Staff are encouraged to make use of Government guidance relating to this topic and are expected to have read Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK

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 and Health and Education (PSHE) and Relationship and Health
 Education (RHE) 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, PSHE, RHE, PE and RE lessons are used to promote safeguarding, tolerance and mutual respect and understanding including the promotion of British Values and help the girls understand their rights and understand how they can raise any concerns they may have
- The monitoring and filtering of the children's access to the internet is part of our safeguarding work as we must ensure they are not accessing information on-line which puts them physically or mentally in danger. Children are provided with lessons on e-safety and we ensure that all pupils understand and adhere to the school guidelines in this area. Unless needed on medical grounds, pupils are not allowed to make use of their own mobile phones, tablet computers or i-Pads which have 3G/4G/5G capability within the school. Those who walk to or from school may bring mobiles in but they must be handed into the school office on arrival. 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 in school and staff are equipped with the knowledge to safeguard children through online safety training. The School recognises however that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G) which means that children may consensually and/or non-consensually share indecent images, sexually harass their peers via mobile and smart technology, and view and share pornography and other harmful content which increases the need to educate the children. (see Anti-bullying and Internet and E-Safety Policies)

- E-safety information is shared at least termly with staff and parents.
- 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 outlined in the 'Missing Child Policy' are followed.
- Parents are contacted if children are absent from school and no reason has been given.
- As with all safeguarding allegations, we follow our safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO) for any allegations relating to incidents occurring when an individual or organisation uses our premises.

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 and 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 and 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.

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. From 1 January 2021 the Teaching Regulation Agency no longer maintain a list of EEA teachers with sanctions, so this check (undertaken by schools via the Teacher Services/Employer Access route) is no longer available. Instead, teachers will be asked to provide a letter of professional standing from the organisation responsible for regulating teachers in the country in which they qualified. Teachers who qualified in the EEA will be required to present this when they apply for Qualified Teacher Status in England. 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 (2023) so references are obtained from the current or most recent employer. 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. We also carry out an online search as part of our due diligence on any shortlisted candidates, as part of the shortlisting process and this is made clear to candidates in the paperwork outlining how to apply for a post.

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 and 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; both the 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, Spiritual and Cultural Policy (SMSC), a broad and balanced curriculum and PSHE/RHE 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 B (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 or priority. The Governors also read key safeguarding policies and are required to read KCSIE part 1 together with Part 2 every year. The Governors may deem it appropriate for those who do not work directly with children to read just Annex A.

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. The designated safeguarding lead should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. 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 at least 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 full governing body in the first board meeting of the year on Safeguarding and detailed minutes are recorded. As part of this annual process, 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, PSHE, 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
- Head/DSL analyses risk assessments in line with the Health and Safety Policy
- Incidents of Bullying/racial behaviour incidents are reviewed by the SMT
- Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.'
- DSL will check whether our filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content Your Internet Connection Blocks Child Abuse & Terrorist Content).'

USEFUL CONTACTS

Chair of Governors Catriona Smith 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 Louise McCourts mobile: 07814077877 Louise.McCourts@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

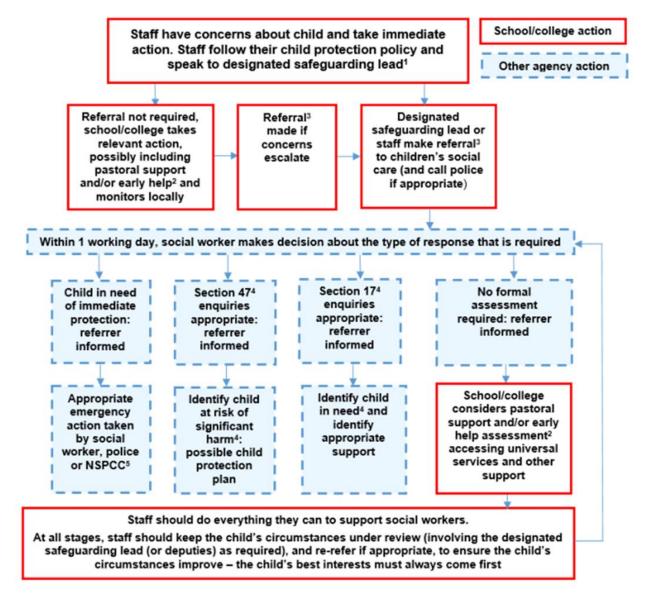
https://www.operationencompass.org/

Safeguarding and protecting people for charities and trustees - GOV.UK (www.gov.uk)

Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)

Teaching about mental wellbeing - GOV.UK (www.gov.uk)

Actions where there are concerns about a child



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

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

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of <u>Working Together to Safeguard Children</u>.

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

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

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 and 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. All images must be downloaded on to the school
 system and removed from the personal item before it is taken home.
- 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.

SIGNS AND TYPES OF ABUSE

All School staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy).

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

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and should recognise that children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life. Staff should be aware that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL (or deputy).

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 (including through corporal punishment). Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as 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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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. Sexual abuse also includes sexual violence and sexual harassment (see below) which can occur between two children of any sex (also known as child on child abuse). This can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault, and assault by penetration. Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without

consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

Sexual harassment: is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes, or upskirting, and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature); and online sexual harassment, which might include consensual or non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes/semi-nudes, or sexting – see below); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. Further information can be found in the SVSH advice.

Child-on-child sexual violence and/or harassment: Sexual violence and sexual harassment (as defined above) can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Children who are victims of sexual violence and/or sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Further information can be found in the SVSH advice.

Sharing of nudes and/or semi-nudes: the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" sets out the classification of incidents, and how each should be handled.

Upskirting: is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any sex can be a victim.

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.

Serious violence: indicators which may signal that children are at risk from, or are involved with serious violent crime include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the associated risks which increase the likelihood of involvement in serious violence (for example, being male, frequent absence from school or permanently excluded from school, experienced child maltreatment or having been involved in offending) and understand the measures in place to manage these.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via child on child abuse, such as abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families); female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; consensual and non-consensual sharing of nudes and seminudes; and trafficking.

Child sexual exploitation (CSE): CSE is a form of child sexual abuse (see above) which occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years (including 16- and 17-year olds who can legally consent to have sex) who has been coerced into engaging in sexual activities. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

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

- children who have older boyfriends or girlfriends,
- children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

The DfE has published guidance on this entitled "Child sexual exploitation: guide for practitioners".

CSE may occur alone, or may overlap with CCE, and/or county lines, as well as other forms of abuse.

Child criminal exploitation (CCE): CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or (c) through violence or the threat of violence. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised by adults and professionals (especially when they are older children). It is important in these circumstances that the child perpetrator is also recognised as a victim.

Some of the following can be indicators of CCE:

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

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse.

Children who have been exploited will need additional support to help maintain them in education.

County lines: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of "deal line".

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults exploited to sell drugs and move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the ways of identifying indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- who go missing and are subsequently found in areas away from their home;
- that have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Modern Slavery: Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance "Modern slavery: how to identify and support victims (June 2021)"

Cybercrime: is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where

young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does <u>not</u> currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.gov.uk

Mental health: all staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. 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.

Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy, and speaking to the DSL or a deputy.

The DfE has published advice and guidance on *Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools*. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance *Promoting Children and Young People's Emotional Health and Wellbeing*. Its resources include social media, forming positive relationships, smoking and alcohol.

So called 'honour based' abuse: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM)], forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting, or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal
 in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should speak to the DSL (or deputy) who will (where appropriate) activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

There is a statutory duty on teachers to personally 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. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a

teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) [• or it involves a pupil over 18], teachers should follow the School's local safeguarding procedures.

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack, particularly section 13.]

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. Staff should contact the DSL or the Deputy DSL, who should be aware of the local procedures in place, before making a Prevent referral.

In the event of a child leaving, the DSL should consider if it would be appropriate to share any information with the new school or college. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives at the new school.

Special educational needs and/or disabilities (SEND), or pupils with certain health conditions Pupils with SEND or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- the potential for children with SEND or certain health conditions being disproportionally impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs; and

communication barriers and difficulties in managing or reporting these challenges.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans ("LGBT"): Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Domestic abuse: The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio- economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Domestic Abuse may lead to other safeguarding concerns and is therefore be managed under this policy.

Homelessness: Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

Children who go missing from school: A child going missing from School is a potential indicator of a range of safeguarding issues including abuse, neglect, sexual abuse, CSE and CCE. It can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so-called 'honour'-based abuse or risk of forced marriage. Staff must follow the School's procedures for dealing with children

who go missing, particularly persistently. The School's procedure for dealing with children who go missing can be found in the School's Missing Child Policy. All unexplained absences will be followed up in accordance with this Missing Child Policy.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education;
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect, or radicalisation.

School attendance registers are carefully monitored to identify any trends.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare. The School's policy supports identification of abuse and provides preventative measures against the risk of the child going missing in the future. This applies when issues are first emerging as well as where children are already known to the local authority children's social care and need a social worker.

Child abduction and community safety incidents: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the court system: Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11year olds and 12-17 year olds available on the gov.uk website. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

Children with family members in prison: Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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 child on child 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.
- Have full understanding of the filtering and monitoring systems and processes in place.

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.

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

- We carry out an online search as part of our due diligence on any shortlisted candidates, as part of the shortlisting process. This is done prior 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:
 - o a current passport or a full birth certificate
 - o a utility bill or financial statement issued within the last three months showing the candidate's current name and address
 - o 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 KCSIE
- 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 and government guidelines dictate so that
 any relevant events that occurred outside the UK can be considered
- 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.



Logging a Safeguarding Concern at Charlotte House Prep Schoo
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

Safety plan template



This safety plan should be completed with professionals who support the child/young person and their family.

The child/young person should be involved in creating and have access to a version of the plan that is appropriate for their age and level of development.

Professional judgement should be used as to whether the child/young person should attend any safety planning meetings. However, their wishes and feelings should be gathered prior to any safety planning meetings by a professional with whom they have a positive relationship.

The safety plan should be reviewed at regular intervals (e.g. every three months) or if there is a change in perceived risk or other circumstance.

The safety plan should be a dynamic document that supports the child's development and healthy peer relationships, while promoting safety within the school. It should be proportionate to the level of risk and non-punitive. Identifying and promoting strengths is as important as identifying concerns and risks, as positive life skills can counter some risky behaviour.

Name of child/young person:	
Date of birth:	
School/education setting:	
Class:	
Date of completion:	
Present at meeting:	
1 Background information	
community: Be specific; avoid general statements, such as 'Was there use of force/coercion/planning/sect	recy? entials between any children involved and all children's responses.
School:	
Home:	

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 viely leastions are identified detail plans to minimise viels
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
zacinac canji, vanesa ana care, cinacan ana, manaaning appropriate conjunctionally, accurating any might be commented
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?
devices decessive 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:
where concerns are rachemed, actual 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:

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 RECORD	ING FORM NUMBER:
Details of child/young pe	rson
Name:	
DOB:	
Any specific vulnerabilities:	
Any other behavioural concerns:	
Any other previous incidents of sexualised behaviour:	
	blace before the behaviour. Describe in detail what was observed or reported. Use quotation void terms such as 'inappropriate touch, sexualised behaviour' etc. as they are too vague.
	planning, physical force, coercion, secrecy, any adult sexual behaviour i.e. not age tempted penetration or mutual, consenting, light hearted, sexual behaviour, exploratory.
	veen the children/young people involved in the incident, e.g. age, relationship, social status, rning disabilities, physical disabilities etc.

Reaction of the children/young people involved in the incide Describe individually for all children involved e.g. fear, tearful, anxiety, happy, pla responsibility. Anonymise where necessary when attaching the recording to an individual's school	yful, embarrass	sed, angry, regretful, taking
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 Report/referral to other agencies, including social care. What support will be offered if necessary to the children/young people involved?	: – PANTS, pa	istoral support?
Reaction of parents/carers: Record individually the parents/carers' reactions for each child – you may need to subsequent response. For example, a parent may react negatively initially, but then 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			
and DOB			
Police Reference		Date:	
Number			
Date and time of			
incident			
Address of incident			
Circumstances of incident			
Additional school informat	tion including othe	r ()neration Enco	
- radinorial correct information	don morading out	or Operation Endo	mpass calls
rtadillonal oonoo mioma	non mordaling our	n Operation Ende	mpass calls
rtadiaonar oonoor miorma	non mordaing our	n Operation Ende	mpass calls
rtaanional oonoon mormas	non mordaling our	T Operation Ende	mpass calls
		T Operation Ende	mpass calls
Actions taken and Impact		T Operation Ende	mpass calls
		TOPOTATION ENGO	mpass calls
		T Operation Endo	mpass calls
			mpass calls
			mpass calls
			mpass calls

Proforma for sharing low level concerns about staff conduct. Please use this form to share any concern – no matter how small, and even if no more than a 'nagging doubt' – that an adult may have acted in a manner which:

- is not consistent with our staff Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary).

Date
Name of reporting member of staff
Name of person of concern
Dates and further details of concern

Signed by

This record will be held securely. Please note that low-level concerns will be treated in confidence as far as possible, but we may, in certain circumstances, be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.

APPENDIX 11 Proforma for sharing serious concerns about staff conduct Date of report..... Name of reporting member of staff Name of person of concern Nature of the Allegation: (delete as appropriate) Physical/Emotional/Sexual/Neglect If Physical - did it follow an authorised physical intervention or restraint? Yes/No Date of alleged incident: Where did the alleged incident take place? Further details of the allegation. Please include in your report -➤ Name/s of child/children. ➤ If any, names of witnesses. > Details of any injuries

This record will be held securely. This report may be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.

Herts safeguarding partnership

5.1.7 Children Who Abuse Others

1. Threshold for Referral

Child victim

Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and such abuse must be taken as seriously as abuse perpetrated by an adult. Abusive/inappropriate behaviour is often characterised by a lack of true consent, the presence of a power imbalance and exploitation the same signs and symptoms that pertain to the abuse of children by adults are applicable to the abuse of children by other children.

The effect on the victim of intimidation and peer pressure by their abuser may make disclosure difficult for the victim.

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The ability of professionals to determine whether a child's sexual behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children who exhibit a range of sexually harmful behaviours such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults or children and accessing/downloading sexually abusive child images from the Internet.

Developmental sexual activity encompasses those actions, which are to be expected from children as they move from infancy through to adulthood, developing an understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experimentation characterised by mutuality and consent.

Sexual behaviour can be inappropriate socially, inappropriate to development or both. It is important to consider what negative effects the behaviour has on any of the parties involved and what concerns it raises about a child. It should be recognised that the behaviour may be motivated by information seeking but may cause significant upset, confusion physical damage etc. It may also be that the behaviour is acting out which may derive from other sexual situations which the child has been exposed to.

Abusive sexual activity is characterised by behaviour involving coercion, threats, aggression together with secrecy or where one participant relies on an unequal powerbase.

Professionals must decide in the circumstances of each case whether or not behaviour directed at another child should be categorised as 'abusive' and it will be helpful to consider the following factors:

- Relative chronological and developmental age of the children (the greater the difference the more likely the behaviour should be defined as abusive);
- A differential in power or authority e.g. related to race or physical or intellectual vulnerability of the victim;
- Actual behaviour (both physical and verbal factors must be considered);
- Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation;
- Physical aggression, bullying or bribery;
- The victim's experience and perception of the behaviour;
- Attempts to ensure secrecy;

- An assessment of the change in the behaviour over time (whether it has become more severe or more frequent);
- Duration and frequency of behaviour.

When there is suspicion or an allegation of a child having sexually abused or being likely to sexually abuse another child (or an adult), it should be referred immediately to Children's Services or the Joint Child Protection Investigation Team (JCPIT).

Adult victim

If allegations concern abuse of an adult by a child, the Police would normally undertake the criminal investigation, but a referral to Children's Services should take place about any allegation of abusive behaviour by a child, irrespective of the age of the victim.

Adult Care Services and/or Hertfordshire Partnership Trust should be informed and involved when a vulnerable adult is alleged to have been abused.

Alleged abuser - a possible victim?

The possibility the alleged abuser is or was also a victim of abuse should be considered.

Bullying

Bullying is a common form of deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for the victims to defend themselves.

Damage inflicted by bullying is often underestimated. It can cause considerable distress and affect health and development and in the extreme can cause significant harm, including self-harm. This could be via acts of omission or commission by an individual or institution.

Bullying takes many forms, but the three main types are physical (hitting, kicking, theft), verbal (racist or homophobic remarks, threats, name calling) and emotional e.g. isolating an individual from social activities. Perpetrators and victims may be male or female.

All settings in which children are provided with services or are living away from home are required to adopt policies to combat bullying including cyber bullying via mobile phones or internet usage and in the first instance, cases should be dealt with under such policies.

When there are concerns about sexual abuse or serious or persistent physical or emotional abuse, referrals should be made to Children's Services or the Police.

Bullying may involve an allegation of crime (assault, theft, harassment) and this must be reported to the Police at the earliest opportunity. See <u>Bullying Procedure</u>

Schools' role in recognition of abuse

Concerns about possible abuse by one child of another are frequently first considered within a school environment and it may frequently be unclear if the circumstances should be considered under child protection procedures or not.

When it is clear that the concern is one of child protection there should be **no delay** in the referral to Children's Services or the Joint Child Protection Investigation Team (JCPIT) e.g. disclosure or witnessing of sexual abuse or allegation of physical assault.

When further assessment is required prior to deciding the extent and nature of the concerns, the school should undertake an evaluation of all relevant information is required to inform the extent and nature of the concerns and the appropriate response:

- An initial discussion should be held with each of the pupils involved and they should be given the opportunity to record or dictate, in their own words an account of what has happened;
- On the basis of the accounts given, the perceived level of distress experienced by the pupils and/or risk of further incident, consideration should be given to the need to separate alleged victim and perpetrator in the classroom or in the school and the possible need to send one or both home (for a defined period);
- A written record of pertinent information including date and time of the incident and staff signature a diagram / photo of the room / playground may be useful, as well as a description of who was present (potential witnesses);
- It may be appropriate to seek an account of the incident from other pupils or staff named as being present;
- Provide the child with the opportunity to confirm the accuracy of the record and record any disagreement.

The information gathered should be kept as a formal record of the incident and:

- Pupils involved given the opportunity to comment on the factual accuracy of this formal record and any disagreement recorded;
- Parents / carers of pupils involved should, without delay be informed of the incident, the initial action taken by
 the school and a meeting should be arranged so that they can be present when the pupils are formally
 interviewed about the incident by school staff.