



## LOCKERS PARK SCHOOL

### SAFEGUARDING POLICY

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## Safeguarding Policy

### Introduction

Lockers Park School takes seriously its responsibility to safeguard and promote the welfare of children and to work with other agencies to ensure adequate arrangements are made within the school to identify, assess and support those children suffering harm.

Safeguarding is defined as:

*“Protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.” – KCSIE July 2015*

All school employees (including governors, temporary staff, volunteer staff, supply staff and gap students) at Lockers Park have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

All staff believe that the school should provide a safe, caring, nurturing and stimulating environment that encourages the physical, social, moral and health development of the individual child.

The school follows the procedures established by the Hertfordshire Safeguarding Children Board (HSCB) and is committed to inter agency work.

All staff must read the following document and acknowledge that they have done so in writing. The policy is available to the public on the website and via the school office. The policy applies to all areas of the school including the Early Years Foundation Stage (EYFS) and boarding.

This policy refers to and complies with:

- Keeping children safe in Education (KCSIE) – September 2018
- A strategy for early help in Hertfordshire – September 2016
- Working together to safeguard children – February 2017
- ISI handbook for the inspection of schools (regulatory requirements) – September 2016
- The early years foundation stage (statutory framework) – Sept 2014
- Independent schools standards regulations – 2014
- HSCB inter agency child protection and safeguarding procedures – 2014
- The prevent duty (DfE guidance for schools) – July 2015
- Counter-Terrorism and Security Act 2015
- Children missing education 2016
- Child sexual exploitation: definition and guide for practitioners – February 2017
- The use of social media for on-line radicalisation or CEOP’s Thinkuknow website

### Designated Safeguard Leads (DSL)

All safeguarding matters are referred to:

Designated Safeguarding Lead: Mr Gavin Taylor – Deputy Head

[gtaylor@lockerspark.herts.sch.uk](mailto:gtaylor@lockerspark.herts.sch.uk) – 01442 849963

Deputy designated safeguarding lead: Mr Chris Wilson – Headmaster

[cwilson@lockerspark.herts.sch.uk](mailto:cwilson@lockerspark.herts.sch.uk) – 01442 418402

Mr Guy Erskine-Naylor – Housemaster

[gerskine-naylor@lockerspark.herts.sch.uk](mailto:gerskine-naylor@lockerspark.herts.sch.uk) – 01442 251712

Safeguarding Governor: Mr Oliver Abel Smith

Chair of Governors: Mr Chris Lister

### Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) at Lockers Park has undergone level 3 Safeguarding training and is responsible for maintaining an overview of safeguarding within the school, including the EYFS-Pre-Prep, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. In absence of the DSL the Deputy Designated Safeguarding Leads are responsible for the role.

A job description for the Designated Safeguarding Lead is included – appendix 1.

### Training

The DSLs are trained every two years in child protection and inter-agency working including informal updates. They are also updated annually. Training is provided by the local social services department and approved external welfare agencies. (This will also include training with the College of Policing on the Channel General Awareness module.)

All staff at Lockers Park are trained in child protection and undertake level 1 training every three year. They are also provided regular updates with regard to new legislation in line with LSCB and includes prevent and online safety training.

All staff, including temporary staff and volunteers, will have induction training that includes:

- The school's child protection policy
- The staff Code of Conduct, (including the whistleblowing procedure, acceptable use of ICT, staff pupil relations and communications, and advice of the use of social media)
- The behaviour policy
- **The safeguarding response to children who go missing from education**
- The identity of the designated person
- A copy of part 1 of KCSIE
- KCSIE Annex A (those working directly with children)

At Lockers Park, all employees sign a declaration to say they have read the Safeguarding Policy and part 1 of KCSIE including Annex A. All staff who were employed prior to the KCSIE being published have also signed a declaration to say they have read part 1 of the KCSIE.

The DSL provides the Prefects with basic Safeguarding awareness training and meets regularly with them.

The school ensures that online safeguarding is part of the curriculum and seeks to help pupils to ensure that their online behaviour minimises risks to themselves and to ensure that they have safe access to the internet.

The school also helps to keep parents informed about online safety so that the school and the parents are working together for the safety of the pupils at school and at home.

#### Mobile phone and cameras

Mobile phones may not be used in EYFS, except in the case of an emergency. Photographs taken of the children should be part of planned activities and should be taken with school cameras only. Other guidance for the use of mobile phones can be found in the staff code of conduct.

#### Staff responsibilities

There is a professional responsibility for all adults working with children to be vigilant to the possibility that a child may be suffering significant harm and to take action if abuse or neglect is suspected.

Everybody at Lockers Park is involved in safeguarding: anyone can make a referral.

Staff are not allowed to investigate any safeguarding incident involving a member of their family or a close friend of their family. This includes the DSL and DDSL.

#### Helping Children to Keep Themselves Safe

Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, including sexting and tackling bullying procedures including the legalities and consequences.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

#### Types of abuse and neglect

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. They may be abused by an adult or adults or another child or children.

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

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 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.

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.

#### Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can occur through the use of technology. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

## Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. All incidents of this nature are recorded on ISAMs and monitored by the pastoral team.

## Female Genital Mutilation (FGM)

Staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Staff are made aware that it is a legal requirement to report concerns.

Signs and behaviours which may indicate that a child is at risk or has undergone FGM:

- A girl may talk about pain or discomfort between her legs
- Be particularly reluctant to undergo normal medication examinations.
- Prolonged absence from school with noticeable behaviour changes
- Frequent urinary or stomach problems
- A girl confiding that she is attending a special occasion

## Domestic Abuse

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

## Honour Based Abuse

Honour Based Abuse (HBA) is violence and abuse in the name of honour, covering a variety of behaviours (including crimes), mainly but not exclusively against females, where the person is being punished by their family and/or community for a perceived transgression against the 'honour' of the family or community, or is required to undergo certain activities or procedures in 'honour' of the family.

## Preventing Radicalisation

The school recognises its duty under the Counter-Terrorism and Security Act to have due regard to the need to prevent people from being drawn into terrorism. The school builds pupils' resilience to radicalisation (the process by which people come to support terrorism and the forms of extremism leading to terrorism) by promoting fundamental British values. (See Promoting British Values Policy)

Staff should be aware of the following issues which may be signs of radicalisation:

- expression of views by a child or the child's family members which suggest that a child may be susceptible or exposed to a terrorist ideology

- changes in children's behaviour which could indicate that they may be in need of help or protection
- seeking to hide their views
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views

If staff have concerns about children's vulnerability to radicalisation they should report this to the DSL as with other safeguarding concerns.

### Missing Children

The school will treat any incidents of missing children or children who run away as potential cases of abuse and will liaise with external agencies (police and or Local Children's Safeguarding Board as appropriate) cf Missing Child Policy.

### Concerns about a child

Any member of staff may become aware of a child in distress or suspicious that a child may have been maltreated.

These are some of the signs and behaviours which may indicate that a child is being abused, but is not a definitive list:

#### Emotional

- an air of 'detachment' or 'don't care' attitude;
- a 'watchful attitude';
- does not trust adults, particularly those who are close;
- depression, withdrawal;
- overly compliant behaviour;
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums;
- a change in behavioural pattern

#### Physical

- repeated minor injuries;
- children who are dirty, smelly, poorly clothed or who appear underfed;
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play;
- a child who is reluctant to go home, or is kept away from school for no apparent reason;

- 'tummy pains' with no medical reason;
- eating problems, including over-eating, loss of appetite;
- disturbed sleep, nightmares, bed wetting;
- running away from home, suicide attempts;
- self-inflicted wounds;
- reverting to younger behaviour;
- relationships between child and adults which are secretive and exclude others;

Any of these signs may not be evidence themselves but may be a warning, especially if many of the signs occur together or a pattern emerges.

Staff are to report any safeguarding concerns, through the use of the school's concern sheet, to the DSL.

If any member of staff is approached by a child who wishes to tell them about abuse or a worry of this kind, they should:

Take the concerns seriously and listen sympathetically;

- Do not offer confidentiality and explain that you may have to inform someone else;
- Do not ask leading questions;
- Do not make promises
- Hand-write the report, adding signature and the date;
- Immediately report to DSLs

Early help is recognised as essential in any situation where there are concerns about a child. This will mean that the school will seek to provide support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss the need for early help with the DSL. Early help may involve support from the class teacher or personal tutor or from another member of the staff who is able to offer suitable pastoral counselling; judgment as to the member of staff with whom a particular child is likely to be most open will be exercised. It may be necessary to involve external counselling support for a child – this may be the School Listener or a representative of an external agency. The engagement of parents at this stage will also be considered.

### Online Safeguarding Risks

The school recognises that the use of technology has become a significant component of many safeguarding issues including child sexual exploitation, radicalisation and sexual predation. There are three broad areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of or causes harm.

The school seeks to ensure that there are appropriate internet filters and monitoring of internet use in place. Similarly, there is a clear policy on the use of mobile technology in school such that day pupils do not bring their own devices into school and boarders have restricted use at specified times.

The pupils are taught as part of the Computing and PSHE schemes of work about the risks of online technology and how to keep themselves safe online. Staff are regularly briefed concerning online safety and issues to be aware of in regard to pupil behaviour online.

### Safer Recruitment

Lockers Park follows the Government's recommendations for the safer recruitment and employment of staff who work with children and the ISI guidance in Part 4 of the regulations concerning the suitability of staff, supply staff and proprietors. All members of the teaching and support staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are checked with the Disclosure and Barring Service before employment. In addition those Governors, Volunteer Helpers and adult members of the families of members of staff who live on site and have contact with children are also checked with the DBS.

This policy works in conjunction with the Lockers Park Safer Recruitment Policy.

Standard application forms are required of all applicants for positions in the school and CVs are not accepted. References are taken up using a standard reference form prior to interview and job descriptions and person specifications are provided to referees. Identity checks, qualifications, right to work in the UK and the completion of a medical questionnaire are carried out at the time of the interview where possible. Safeguarding questions are included at every interview and the school aims to ensure at least one person on every interview panel has been trained in safer recruitment. References and career history are scrutinised as part of the recruitment process for potential staff.

When responding to a request by potential employers for current or past staff who may be/have been under suspicion of being unsuitable to work with children, they are advised to contact the Disclosure and Barring Service (DBS) and NCTL. The School fulfils its legal duty to respond to requests from the DBS for any information it has on record for new referrals after 20th Jan 2009 or existing referrals at 20th Jan 2009 where barring was not automatic.

### Disqualification by Association

Government Guidelines Recent advice to supplement KCSIE, provided by the Department for Education outlines how staff can be disqualified by association with others and explains the Childcare (Disqualification) Regulations 2009.

This advice applies to relevant staff or volunteers providing 'childcare' meaning any form of care for a child, including education or supervision applying to EYFS and children up to the age of 8. It also applies to staff involved in the management of such provision. The advice sets out that school may not allow staff or volunteers to work or manage these settings if they or others in their households are disqualified under the Childcare (Disqualification) Regulations 2009, unless granted a waiver. Disqualification applies where a person:

- Has been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults at home or abroad or;
- Other orders have been made against them relating to their care of children or;
- They have had their registration cancelled in relation to childcare or children's homes or fostering or; They are living in the same household where another person who is disqualified lives. This is known as 'by association'.

Relevant staff and volunteers are required to complete a self-declaration form based on those issued by ISBA and the Local Authority.

### Reporting

A member of staff observing or having been told by a child about possible abuse or neglect will need to make a written record. Write down the full account using the child's own words as far as possible. Sign the notes and record the date and time of disclosure. Pass this record to the Designated Safeguarding Lead. Lockers Park records all matters of suspected or proven child abuse. This record will be kept securely by the Designated Safeguarding Lead and the file will be handed to each successive Headmaster (or DSL) so that they are properly apprised of any previous issues.

Any member of staff may make a direct referral to external agencies and the contact details of the LADO are therefore included in this policy; staff who make their own referral should inform DSL that they have done so. If at any time, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care immediately. If a crime may have been committed the matter will be reported to the Police. Each child who has been referred into local authority children's social care should have an individual assessment to identify their needs and to understand the impact of any parental behaviour on them as an individual.

Staff who are speaking to a child who has raised an issue of safeguarding concern about themselves or another pupil should never promise that they will not tell anyone about an allegation. It will not be appropriate to promise unconditional confidentiality as information will need to be shared with relevant staff in school and perhaps with children's social care.

Staff will report concerns to the DSL or to the DDSL or in their absence to the Headmaster. During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In exceptional circumstances this discussion could be by phone or email, but face to face discussion is preferred. Contact details are made available to staff. In the DSL's absence from school both of the DDSLs should be aware and make themselves available for staff to raise any safeguarding concerns.

It may be that advice is sought from the Local Authority Designated Officer (LADO) concerning borderline cases. It will always be the case that the school will seek to ensure that children receive the right help at the right time, to address risks and prevent issues escalating, to act on early signs of abuse and neglect, to keep clear records, to listen to the views of the child, to reassess concerns when situations do not improve and to share information quickly.

The school recognises that there is a difference between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former will be reported via the LADO to Children's Social Care agencies or the police immediately, whereas the latter will lead to inter-agency assessment such as the "Families First Assessment". Referrals do not require parental consent in the interests of pupil safety

If any allegations of historic or non-recent abuse are brought to the attention of the School, these will be forwarded to the police.

### Confidentiality

Staff must recognise that all matters relating to child protection are confidential. The DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

Lockers Park will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Education Safeguarding Advisory Service or Social Care (First Response Team) on this point. Pupils who have suffered or are likely to suffer significant harm should be reported to Children's Social Care immediately. Those pupils who are in need of additional support from one or more agencies should go through the inter-agency process, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches. All allegations should be reported within 24 hours.

### Dealing with allegations against a member of staff

All school staff should take care not to place themselves in a vulnerable position with a child and to minimise the possibility of allegations being raised against them. We understand nonetheless that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headmaster or The Child Protection Governor if the Headmaster is not present. The Headmaster/senior teacher on all such occasions will discuss the content of the allegation with the Designated Officer immediately and definitely within 24 hours. There should be no unnecessary delays and the school will not undertake their own investigation of allegations without prior consultation with the Designated Officer, or in the most serious cases, the Police, so as not to jeopardise statutory investigations.

If the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation will immediately inform the Chairman of Governors who will consult the Designated Officer, without notifying the Headmaster first. The subject of the allegation will be informed as soon as it is possible to do so following advice from the Designated Officer and other agencies. Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult in making this decision. If an allegation is made against a member

of boarding staff, the school will make arrangements for alternative accommodation away from children if the staff member is suspended pending investigation of a child protection nature. If there has been a substantiated allegation against a member of staff, the school should work with the Designated Officer to determine whether there are any improvements to be made to the school's procedures to help prevent similar events in the future.

In cases involving EYFS the DSL or Headmaster will ensure that Ofsted are notified as soon as is reasonably practicable, but within 14 days of any allegations of abuse involving any adult working or volunteering or governing at the school.

### Reporting dismissed teachers to the Disclosure and Barring Service (DBS)

Lockers Park understands that it is a legal requirement to notify the DBS within one month if the services of a person are discontinued because they were considered unsuitable for work with children and meet the DBS criteria for referral. Failure to report constitutes an offence. (Contact details for DBS: <https://www.gov.uk/government/organisations/disclosure-andbarring-service/about> ) We would also consider making a referral to the National College for Teaching and Leadership (NCTL) where a dismissal does not reach the threshold for DBS referral.

### Cases where abuse may have been inflicted by a pupil

If an allegation of abuse is made against a pupil and there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the pupil may be suspended from the School during the investigation. Abuse is never tolerated or passed off as 'banter' and victims of peer on peer abuse will be supported. Lockers Park promotes good education on the negative impact of sexting on the lives of children, through our PSHE programme and all cases are recorded by the DSL.

The School will take advice from the Designated Officer on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the boy or boys accused of abuse. If it is necessary for a boy to be interviewed by the Police in relation to allegations of abuse, the School will ensure that the boy is supported during the interview by an appropriate adult. In the case of boys living abroad, the boy's Guardian will be requested to provide support to the student and to accommodate him if it is necessary to suspend him during the investigation. If the abuse is by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm' then any such abuse should be referred to the local agencies. In the event of such disclosures about pupil on pupil abuse the school should ensure that all pupils involved, whether perpetrator or victim, are treated as being 'at risk'.

Staff should be particularly alert to pupils' relationships with each other and the potential for peer abuse within the Boarding House as well as across the rest of the school. Staff should also note that children with SEN and disabilities are more likely to be abused or neglected and should be especially alert to the wellbeing of pupils on the SEND list and ensure that there is early intervention to give support if there are any concerns.

### Record Keeping

Prior to a child joining the school the DSL writes to the previous school requesting feedback and documentation on any child with a history of requiring protective measures.

On leaving the school a copy of records relating to child protection are sent onto the next school and originals are retained by the DSL indefinitely, at least for 25 years.

### Reviewing Procedures

Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School by the Designated Safeguarding Lead. Where an incident involved a member of staff, the Designated Officer (LADO) will assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

### Whistle blowing

The school's Whistle Blowing Policy makes it clear that it is the duty of employees and volunteers to report any concerns or allegations about behaviour of colleagues or practices which are likely to put children at risk of abuse or serious harm. The whistle blower is guaranteed confidentiality until, or if, the police are informed.

### E-safety and ICT

It is the duty of the ICT staff to ensure that Internet access and electronic communication is as safe as possible. The ICT staff have responsibility for educating staff and pupils in the best safe practice in electronic communication. This includes the importance of pupils safeguarding themselves against grooming. Staff are trained to notice warning signs where this might be taking place. The School operates a filtering system to ensure that pupils are safe when accessing the internet

### Visiting Speaker

The schools Visiting Speaker Policy makes it clear that we try to enrich the pupils education by extending their educators to a wider body with providing them an information to make decisions.

Within this we try to ensure the information is aligned to the Christian ethos and values of the school and British values which include democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

For more information please refer to the Visiting speaker policy.



### Hertfordshire Child Protection Contact Number

Designated Officer Hertfordshire: Tony Purvis – 01992 555420 or 07920283106

School Liaison Officer: Laura Andrews – 07788567906

Targeted advice (SLO): 01438 737511

Children's Services Out of Hours Service: 0300 1234043

Hertfordshire Safeguarding Children Board: 01992 588757

HSCB Office, Room 127, County Hall, Hertford, Herts, SG13 8DF – [admin.hscb@hertscc.gov.uk](mailto:admin.hscb@hertscc.gov.uk)

NSPCC Whistleblowing 08000280285 [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

National College for Teaching and Leadership

Contact is made using the Teacher Referral procedures at:

<https://www.gov.uk/government/publications/teacher-misconduct-referral-form>

Prevent

To raise concerns relating to extremism:

DfE helpline: 020 7340 7264

Or by email to: [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

FGM

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

### Related Policies

- [Safer Recruitment](#)
- [Code of conduct](#)
- [Behaviour](#)
- [Anti-Bullying](#)
- [SEND](#)
- [Educational Visits](#)
- [Acceptable use](#)
- [Health and Safety](#)
- [Whistleblowing](#)
- [Visiting Speaker](#)

Safeguarding Referral Form

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

## Appendix 1 - Job Description of Designated Safeguarding Lead and Deputies

Main Responsibilities of the Designated Safeguard Lead are set out in KCSIE September 2016 Annex B.

The designated safeguarding lead and deputies are expected to:

### **Manage referrals**

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases where a crime may have been committed to the Police as required.

### **Work with others**

- Liaise with the Headmaster to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the case manager (as described in Part 4 of KCSiE) and the designated officer(s) at the local authority for child protection concerns regarding all cases which concern a staff member;
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

### **Undertake training**

The designated safeguarding lead should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so that they:

- 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;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

#### Raise Awareness

- The designated safeguarding lead should ensure the school's child protection policies are known, understood and used appropriately;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Board regarding this;
- 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 LSCBs to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

#### Child protection file

- 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.

#### Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In exceptional circumstances this discussion could be by phone or email, but face to face discussion is preferred.
- In the DSL's absence from school both of the Deputy DSLs should be aware and make themselves available for staff to raise any safeguarding concerns. If both DDSs are also absent then the Headmaster should be made aware so that he can ensure that he is available.

Staff Signature

I have read and have understood the School Safeguarding Policy and any questions which I may have had have been clarified by GT, the Designated Safeguarding Lead in charge.

Signed \_\_\_\_\_

Capitals \_\_\_\_\_

Date \_\_\_\_\_