# 

Stanborough Primary School & Nursery

**CHILD PROTECTION POLICY**

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| **Approved by:** |  | Date: |
| **Last reviewed on:** | 5th September 2023 | |
| **Next review due by:** | 1st September 2024 | |

**CHILD PROTECTION POLICY**

**1. INTRODUCTION**

Safeguarding is defined as protecting children from maltreatment, preventing impairment of children’s health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (Working Together to Safeguard Children, DfE, 2018, pg.6)

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

In particular, this policy should be read in conjunction with other policies. This should include the :

* child protection policy which should amongst other things also include the policy and procedures to deal with child on child abuse;
* Safeguarding Policy,
* Safer Recruitment Policy,
* behaviour Policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
* Physical Intervention Policy,
* Staff behaviour policy (sometimes called a code of conduct)
* E-safety Policy and ICT Acceptable Usage Policy.
* Safeguarding response to children who go missing from education; and
* Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and their deputies).
* Copy of Part One Keeping Children Safe in Education (2023) and should be signed to say it has been read and understood.
* Annex A, condensed version of Part one of KCSiE (DfE 2023). It can be provided (instead of Part One) to those staff who do not directly work with children.

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| **1.1 Mission Statement**  At Stanborough Primary School and Nursery we are concerned about the welfare and safety of all our pupils and aim to create and maintain an ethos and culture in which pupils feel secure, are encouraged to talk and are listened and responded to when they have a worry or concern.  We aim to establish and maintain an ethos and culture where school staff and volunteers feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child.  We ensure children know that there are adults in the school whom they can approach if they are worried.  Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or Child Protection Contact to specialist services if they are a child in need or have been / are at risk of being abused and neglected.  We include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.  We consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Refer to KCSiE (DfE 2023), PG.31-33  Staff members working with children are advised to maintain an attitude of ‘it could happen here’ and ‘it could be happening to this child’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and demonstrate professional curiosity. |
| **1.2 General Introduction**  Stanborough Primary School and Nursery 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. We may not be able to prevent child abuse, but by following child protection procedures, we are trying our best to protect all our children and this is our first and only responsibility. |
| **1.3 Purpose of a Child Protection Policy**  To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.  In this policy, at Stanborough we aim to ensure that:  Appropriate action is taken in a timely manner to safeguard and promote children’s welfare  All staff are aware of their statutory responsibilities with respect to safeguarding  Staff are properly trained in recognising and reporting safeguarding issues so as to enable everyone to have a clear understanding of how these responsibilities should be carried out. |
| **1.4 Hertfordshire Safeguarding Children Partnership Procedures**  The school 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.  [**http://hertsscb.proceduresonline.com/index.htm**](http://hertsscb.proceduresonline.com/index.htm) |
| **1.5 School Staff & Volunteers**  All school staff have a responsibility to provide a safe environment in which children can learn.  All school staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.  All school staff will receive appropriate safeguarding children training (which is updated every 3 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 and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.  Supply staff, contractors and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead or the Headteacher, including the Child Protection Policy and Staff Behaviour Policy (code of conduct). Volunteers and Visitors to the school will be given a leaflet containing basic Safeguarding and Safety Advice when signing in at the office (see Appendix 7). |
| **1.6 Implementation, Monitoring and Review of the Child Protection Policy**  The policy will be reviewed annually by the governing body. It will be implemented through the school’s induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead and through staff performance measures. |

**2. STATUTORY FRAMEWORK**

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

This policy is based on the Department for Education’s statutory guidance [Keeping Children Safe in Education (2023)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) and [Working Together to Safeguard Children (2018)](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2), and the [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

* Part 3 of the schedule to the [Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/part/3/made), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
* [The Children Act 1989](http://www.legislation.gov.uk/ukpga/1989/41) (and [2004 amendment](http://www.legislation.gov.uk/ukpga/2004/31/contents)), which provides a framework for the care and protection of children
* Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](http://www.legislation.gov.uk/ukpga/2015/9/part/5/crossheading/female-genital-mutilation), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
* [Statutory guidance on FGM](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
* [The Rehabilitation of Offenders Act 1974](http://www.legislation.gov.uk/ukpga/1974/53), which outlines when people with criminal convictions can work with children
* Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](http://www.legislation.gov.uk/ukpga/2006/47/schedule/4), which defines what ‘regulated activity’ is in relation to children
* [Statutory guidance on the Prevent duty](https://www.gov.uk/government/publications/prevent-duty-guidance), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
* The [Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018](http://www.legislation.gov.uk/uksi/2018/794/contents/made) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](http://www.legislation.gov.uk/ukpga/2006/21/contents), which set out who is disqualified from working with children
* This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).
* Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to **marry. Includes** taking someone overseas to force them to **marry** (whether or not the **forced marriage** takes place).
* Serious Violence Strategy 2018
* Sexual violence and sexual harassment between children in schools and collegses (DfE 2017)
* Keeping Children Safe in Education (DfE 2021) states that governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working together to safeguard children.
* Furthermore, it also states that governing bodies and proprietors of all schools and colleges should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of inter-agency safeguarding procedures set up by the LSCB.

**3. THE DESIGNATED SAFEGUARDING LEAD**

**Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.**

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

The Designated Safeguarding Lead (DSL) for Child Protection in this school is:

NAME**: Mrs Nike Adewole**

A Deputy DSL should be appointed to act in the absence/unavailability of the DSL.

The Deputy Designated Safeguarding Lead in this school is:

NAME: **Mrs Rebecca Dean**

NAME**: Mrs Natasha Kochhar**

NAME**: Miss Glora Keshishyan**

NAME**: Mrs Joanna Swain**

**The broad areas of responsibility for the designated safeguarding lead are:**

**3.1 Managing referrals**

* Contacting the Child Protection Consultation Hub (01438 737511) when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention.
* Refer cases of suspected abuse to Hertfordshire Children’s Services (0300 123 4043) as required and/or support staff who make referrals to Hertfordshire Children’s Services.
* Refer cases to the Channel programme where there is a radicalisation concern as required and/or support staff who make referrals to the Channel programme.
* Refer cases where a member of staff or volunteer 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.
* Liaise with the Head Teacher or Principal to inform him/her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
* Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
* Share information with appropriate staff in relation to a child’s looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
* Ensure they have details of CLA’s social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

**3.2 Training KCSiE (DfE, 2023)**

The Designated Safeguarding Lead undergoes formal training every two years . The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments) at least termly:

* 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.
* Be alert to the specific needs of children in need, those with special educational needs and young carers.
* Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
* Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
* Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
* Be able to keep detailed, accurate, secure written records of concerns and referrals.
* Obtain access to resources and attend any relevant or refresher training courses.
* Encourage a culture of listening and responding 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.

**2.3 Raising Awareness**

* The designated safeguarding lead should ensure the school 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 governing bodies or proprietors regarding this.
* Ensure the safeguarding and child protection policy is available publicly (on school website or on request from the school office) and that parents are aware that advice regarding child protection concerns could be sought from the Child Protection Consultation Hub and that Child Protection Contacts about suspected abuse or neglect may be made. Ensure parents are aware of the role of the school in this.
* Link with the Hertfordshire Safeguarding Children’s Partnership (HSCP) 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 copied for any new school or college as soon as possible but transferred separately from the main pupil file. The file should not be sent until the child is physically attending the new school.
* Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.
* Consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

**4. THE GOVERNING BODY**

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

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their schools or college’s safeguarding arrangements.

The nominated governor for child protection is:

NAME: **Mrs Jeanetta Liburd**

The responsibilities placed on governing bodies and proprietors include:

* their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
* ensuring that an effective child protection policy is in place, together with the Code of Conduct Policy for staff.
* ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2023) and Annex A and are aware of specific safeguarding issues
* ensuring that staff induction is in place with regards to child protection and safeguarding
* appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Safeguarding Lead(s)
* ensuring that all of the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every year (in line with HSCP guidance) and receive regular (termly) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
* prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
* should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.
* ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of **Keeping Children Safe in Education (DFE 2023**)
* Having a senior board level lead to take leadership responsibility for the organisation’s safeguarding arrangements.

**5. WHEN TO BE CONCERNED**

If staff have any concerns about a child’s welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the Designated Safeguarding Lead/DSL(or deputy). The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

If a child’s situation does not seem to improve, staff must press the DSL for reconsideration. If they feel action is not being taken, any staff member is able to make a safeguarding referral to Children’s Services.

All staff should be aware of the process for making referrals to Children’s Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow a referral, along with the role they might be expected to play in such assessments.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

**Options will then include:**

* managing any support for the child internally via the school’s own pastoral support processes;
* completing a Families First Assessment or a Request for Support referral;
* a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

**Extra Familial Harm (Contextual Safeguarding)**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare.

This includes parents/carer in prison. Children who have a parent/carer in prison are at high risk of poor school attendance and have poor academic success. The more aware school staff can be of the issues involved for the child, the more chances that child has of continuing to achieve and thrive at school.

**5.1 A child centred and coordinated approach to safeguarding:**

Safeguarding and promoting the welfare of children is **everyone’s responsibility**. In order to fulfil this responsibility effectively, each professional should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

**5.2 Children who may require early help (known as Families First in Hertfordshire)**

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

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

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child’s needs (see Appendix 3 – HSBC Continuum of Need March 2017). It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a referral to Children’s Services (Safeguarding and Specialist Services) if the child’s situation doesn’t appear to be improving.

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up a Families First Assessment as appropriate.

**Any child may benefit from early help, but all school staff should be particularly 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 in to 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 misusing drugs or alcohol themselves;
  + Is at risk of modern slavery, trafficking or exploitation;
  + Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
  + has returned home to their family from care;
  + is showing early signs of abuse and/or neglect;
  + is at risk of being radicalised or exploited;
  + is a privately fostered child.
  + is persistently absent from education, including persistent absences for part of the school day.

School staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect.** They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

*See Appendix 1 of this policy for information on indicators of abuse and Appendix A of KCSiE (Sept 2023) for specific safeguarding issues.*

**5.3 Children with special educational needs and disabilities:**

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s impairment without further exploration;
* Assumptions that children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs;
* Communication barriers and difficulties
* Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
* Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
* A disabled child’s understanding of abuse.
* Lack of choice/participation
* Isolation

**5.4 Child on child abuse**

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and referring concerns to Children’s Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

* Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
* Whether the perpetrator has repeatedly tried to harm one or more other children; or
* Whether there are concerns about the intention of the alleged perpetrator.

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

* bullying (including cyberbullying);
* physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
* sexual violence, such as rape, assault by penetration and sexual harassment;
* sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
* ‘up skirting’, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
* sexting (also known as youth produced sexual imagery);
* initiation/hazing type violence and rituals.

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

[**http://www.thegrid.org.uk/info/welfare/child\_protection/reference/index.shtml#sex**](http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex)

**All staff should be aware that abuse is abuse and child on child abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Furthermore they should recognise the gendered nature of child on peer child (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously.**

In order to minimise the risk of child on child abuse the school:

* Provides developmentally appropriate PSHE lessons which develop students understanding of acceptable behaviour and keeping themselves safe.
* Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
* Ensure victims, perpetrators and any other child affected by child on child abuse will be supported.
* Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
* Have relevant policies in place (e.g. behaviour policy).

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

[**https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool**](https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool)

**Staff should also refer to Part 5 of Keeping Children Safe in Education (DfE 2021) – ‘Child on child sexual violence and sexual harassment’:**

[**https://www.gov.uk/government/publications/keeping-children-safe-in-education--2**](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

**Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. Also refer to Schools Toolkit the characteristics of young people’s vulnerability to CSE and CCE on the HFGL.

* 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

Also refer to Schools Toolkit the characteristics of young peoples’ vulnerability to CSE and CCE on the HGFL; <http://thegrid.org.uk/safeguarding-and-childprotection/child-protection/specific-safeguarding-issues/child-sexual-and-criminal-exploitation>

**5.5** **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and 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. 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse 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. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex B KCSiE DfE 2023.

**5.6 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 appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the schools DSL.

**5.7 Prevent: Safeguarding Children and Young People from Radicalisation**

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.  
  
All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism.”  Pg 133 KCSiE (DfE 2023).

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children’s behaviour, which could indicate that they may be in need of Prevent support. They must act proportionately to the concern using the Prevent ‘notice, check, share’ approach, which may lead to the DSL making a Prevent referral.

Local Hertfordshire County Council guidance on Prevent is featured at 6.25 of the Hertfordshire Safeguarding Children’s Partnership CP procedures

<https://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html>

Which outlines the specific duties in Hertfordshire. This guidance also features advice on making a Prevent referral.

**5.8 Domestic Abuse**

Domestic abuse is: any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.

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. See Appendix 4 for information regarding Operation Encompass.

**6. DEALING WITH A DISCLOSURE**

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

* Listen to what is being said without displaying shock or disbelief
* Accept what is being said
* Allow the child to talk freely and express how they feel about the situation
* Reassure the child, but not make promises which it might not be possible to keep
* Not promise confidentiality as this may ultimately not be in the best interests of the child
* Reassure him or her that what has happened is not his or her fault
* Stress that it was the right thing to tell
* Listen, only asking questions when necessary to clarify
* Not criticise the alleged perpetrator
* Explain what has to be done next and who has to be told
* Make a written record (see Record Keeping)
* Pass information to the Designated Senior Person without delay (on the same day).

**6.1 Support**

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

**If a staff member receives a disclosure about potential harm caused by another staff member, they should see section 12 of this policy– Allegations involving school staff/volunteers.**

**7. RECORD KEEPING**

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss this with the Designated Senior Person.

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

* Make brief notes as soon as possible after the conversation. Use the school record of concern sheet wherever possible. (Pro-forma available on school network on All Staff – Proformas – CP Record of Concern)
* Don’t destroy the original records in case they are needed by a court
* Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
* Draw a diagram to indicate the position of any injury (use the body map on Hertfordshire Grid for Learning).
* Record statements and observations rather than interpretations or assumptions

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

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

**8. CONFIDENTIALITY**

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

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

**9. SCHOOL PROCEDURES**

*Please see Appendix 6: What to do if you are worried a child is being abused: flowchart.*

If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead without delay. (In addition to the procedures outlined in this policy, staff have access to a summarised set of procedures in the staff manual and to a quick reference chart, which is displayed in every classroom and is made available to all adults working in the school.)

The Designated Safeguarding Lead will decide whether the concerns should be referred to Children’s Services: Safeguarding and Specialist Services. If it is decided to make a referral to Children’s Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSLs role to make referrals, any staff member can make a referral to Children’s Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Hertfordshire Children’s Services (on 0300 123 4043, including out of hours) and/or the Police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. **This is a mandatory reporting duty.** See Appendix 2- Keeping Children Safe in Education (DfE 2023): Annex A for further information.

If the allegations raised by the staff member are against other children, the school should follow section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual - Children Who Abuse Others. Please see the school’s anti-bullying policy for more details on procedures to minimise the risk of peer on peer abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. (Pro-forma is available on the school network on All Staff – Proformas – CP Record of Concern).

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

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

Private fostering is when a child under 16 (under 18 if they’re disabled) lives with an adult who is not a close relative for 28 days or more. If a child is not living with their parents or a close relative, like a grandparent, brother, sister, uncle or aunt, then we are required by law to inform Hertfordshire County Council of this arrangement if they have not already been informed by the child’s parents and the person looking after the child (see leaflet attached in appendix for further information).

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

Referring parents/carers

If it is necessary to refer an incident to the police it will be done through the local neighbourhood police, dialling 101, or the local community police officer.

**10. COMMUNICATION WITH PARENTS**

*Stanborough Primary School and Nursery* will:

Ensure the child protection policy is available publicly either via the school website or by other means.

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

* The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
* Leading to an unreasonable delay;
* Leading to the risk of loss of evidential material;
* The school may also consider not informing parent(s) where this would place a member of staff at risk.

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

Where reasonably possible schools and colleges should hold more than one emergency contact number for their pupils and students.

**11. PHYSICAL CONTACT**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

Staff at Stanborough Primary and Nursery School will follow the guidance contained within the document ‘Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.’ (Safer Recruitment Consortium October 2015)

**12. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS**

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

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

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

**12.1 What school staff should do if they have concerns about safeguarding practices within the school**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school’s senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors. Staff may consider discussing any concerns with the school’s Designated Safeguarding Lead and make any referral via them.

The Chair of Governors in this school is:

NAME: CONTACT NUMBER:

**Pastor Eglan Brooks 01923 672251**

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME: CONTACT NUMBER:

**Pastor John Surridge 01923 672251**

In the event of allegations of abuse being made against the Headteacher, or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Senior Person and if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2021, for further information).

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

Actions to be taken include making a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

* Children’s Services - 03001234043
* SOOHS (Out of Hours Service-Children’s Services) - 03001234043

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

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Partnership Procedures Manual.

If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed.

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

**For further information, see:**

Hertfordshire Safeguarding Children Procedures Manual - Section 4.1 Managing Allegations against Adults who work with Children and Young People.

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, the following whistleblowing channels are open to them:

* Children’s Services 0300 123 4043
* NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**12.2 Safer working practice**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct and Safer Recruitment Consortium document ‘Guidance for safer working practice for those working with children and young people in education settings (May 2019)’ available at <https://www.saferrecruitmentconsortium.org/>

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

**12.3 The recording of ‘low level’ staff concerns**

A low-level concern is any concern that an adult has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO). Examples of low-level concerns could include:

* being over friendly with children
* Failing to report minor safeguarding matters on CPOMS in the required period of time
* having favourites
* taking photographs of children on their mobile phone
* engaging with a child one-to-one in a secluded area or behind a closed door
* using inappropriate sexualised, intimidating or offensive language.

In these circumstances, the Headteacher will investigate the matter and record details on the confidential area of CPOMS. The headteacher will not share this information with the safeguarding team but will consult interview the alleged and ensure there is correction work and/or relevant disciplinary in line with our code of conduct.

**13. APPENDICES**

**Appendix 1 – Indicators of Harm (from Herts Model CP Policy) – August 2019**

**Appendix 2 – Keeping Children Safe in Education Part 1 & Appendix A (DfE, September 2023)**

**Appendix 3 – HSBC Continuum of Need – March 2017**

**Appendix 4 – Mandatory Reporting of Female Genital Mutilation Effective - October 2015**

**Appendix 5 – Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings – May 2019**

**Appendix 6 – What to do if you are worried a child is being abused: Advice for Practitioners (DfE 2015) – Flowchart**

**Appendix 7 – Safeguarding and Safety Advice for Volunteers and Visitor**

The appendices are available on the school website for all and are also on the school server for staff.