ST ALBANS GIRLS' SCHOOL

	CHILD PROTECTION POLICY (Statutory)	
	GB sub-committee: Personnel and Student Wellbeing	
	Co-ordinator: Miss T Lambert	
	Last Reviewed: Autumn 2022	**Next Review: Autumn 2023**

Signed by……
Margaret Chapman (Head Teacher)

Signed by……
Claire Barnard (Chair of Governors)

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1.	**INTRODUCTION**	
	Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's health and/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 whole school staff and volunteers. All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. 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; • behaviour policy (includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying); • staff behaviour policy (a code of conduct); should amongst other things, include low-level concerns, allegations against staff and whistleblowing as well as acceptable use of technologies, staff/pupil relationships and communications including the use of social media; • safeguarding response to children who go missing from education; and also important that staff determine how best to build trusted relationships with children and young people which facilitates communication; • role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). • copy of Part One Keeping children safe in education (2022) and should be signed to say it has been read and understood. Annex A, condensed version of Part one of KCSiE (DfE 2022). It can be provided (instead of Part one) to those staff who do not directly work with children. In particular, this policy should be read in conjunction with the; • Behaviour Policy • Code of Conduct/Staff Behaviour Policy • the safeguarding response to children who go missing from education; and • the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). **Copies of policies and a copy of Part one of this document should be provided to staff at induction.** **Other policies relevant to this policy are;** • Physical Intervention Policy • Anti-Bullying Policy • On-line Safety Policy • ICT Acceptable Usage Policy • Safer Recruitment Policy	
	Purpose of a Child Protection Policy	To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

	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. **https://hertsscb.proceduresonline.com/index.htm**
	School Staff & Volunteers and contract workers	All school and college staff have a responsibility to provide a safe environment in which children can learn. 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 regularly – Hertfordshire Safeguarding Partnership advises every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Supply staff, contractors and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person, including Child Protection Policy and staff behaviour policy (code of conduct).
	Mission Statement	Establish and maintain an ethos and culture where children feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern. 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. 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. Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. (KCSIE 2022 part 2 p31-33) 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.
	Implementation, Monitoring and Review of the Child Protection Policy	The policy will be reviewed at least 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 Senior Person 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: • The Children Act 1989 • The Children Act 2004 • Children and Social Work Act 2017 • Education Act 2002 (Section 175/157) *Outlines that Local Authorities and School Governing Bodies have a responsibility to 'ensure that their functions relating to the conduct of school are exercised with a view to safeguarding* *and promoting the welfare of children who are its pupils'.*	
	• Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic) • Keeping Children Safe in Education (DfE, September 2022) • Working Together to Safeguard Children (DfE 2018) • The Education (Pupil Information) (England) Regulations 2005 • Sexual Offences Act (2003) • Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty) • Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015) • 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 • Equality Act 2010 (including the Public Sector Equality Duty) • The Human Rights Act 1998 • Apprenticeships, Skills, Children and Learning Act 2009 • Sexual Violence and sexual harassment between children in schools and college (DfE 2021)	

3.	**THE DESIGNATED SENIOR PERSON** **NB Keeping Children Safe in Education, DfE 2022 refers to this role as Designated Safeguarding Lead – DSL** 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. **This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.** During term time the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be: _____ The Designated Senior Person for Child Protection in this school is: **Tess Lambert, Acting Deputy Headteacher**
	There should be a Deputy Designated Senior Lead (DDSL) in the absence of the DSL. The Deputy Designated Senior Lead for Child Protection in this school is: NAME: **Paul Kershaw, Deputy Headteacher** Also trained to act as Deputy Designated Senior Person: NAME: **Tamsin Holland, Assistant Headteacher** **Julia Pipes, Assistant Headteacher** **Margaret Chapman, Head Teacher** **Charlotte Rose, Assistant Headteacher** **Ellen McHugh, Assistant Headteacher** **Karen Smith, Associate Assistant Headteacher** **The broad areas of responsibility for the Designated Senior Person are:** • Managing Child Protection Contact Referrals and cases • Contacting the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention • Completing Child Protection Contact Referrals for all cases of suspected abuse or neglect or neglect where there is risk of significant harm to the child/young person, Police where a crime may have been committed, and to the Channel programme where there is a radicalisation concern • 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 Child Protection Contact Referral by liaising with relevant agencies • Support staff who make Child Protection Contact Referrals and other service referrals • 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 the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child, or those currently working with a social worker.

Training (KCSIE 2022)
The Designated Senior Person undergoes formal training every two years. The DSL also undertakes Prevent awareness training every 3 years. In addition to this training, their knowledge and skills refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually.

The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

1) Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
2) Have a working knowledge of how Hertfordshire 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
3) Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children

4) Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes

5) Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers

6) Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
(Full details in Chapter one of **Working Together to Safeguard Children**)

7) 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
8) 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 or college

9) Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online

10) Obtain access to resources and attend any relevant or refresher training courses and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness: The DSL (DDSL) should:

- Ensure all staff including part time, contractors, volunteers and supply staff are aware of the school or college's policies, that these are understood and used appropriately,

	especially new and part-time staff • Work with the governing bodies or proprietors to ensure that the school's or college's child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly. • Ensure the safeguarding and child protection policy is available publicly and that parents know that referrals about suspected abuse or neglect may be made and the role of the school/college in this. • Ensure the safeguarding and child protection policy is available publicly and that parents are aware that advice regarding early help and child protection concerns could be sought from the Consultation Hub and that Child Protection Contact form. Referrals about suspected abuse or neglect may be made. Ensure parents are aware of the school or college's statutory role regarding safeguarding of children. • Link with Hertfordshire Safeguarding Children's Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding. • Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff. The DSL/DDSL should have details of the child's social worker and the name of the virtual school's head in the authority that looks after the child. • Ensure that when children leave the school or college, they ensure the file for safeguarding and any child protection information is sent to any new school/college as soon as possible but transferred securely and separately from the main pupil file. The file should not be sent until the child is physically attending the new school. • 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 unless the case is currently open and in line with data protection guidelines (see Record keeping Guidance on Hertfordshire Grid for Learning for further information) • Consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
4.	**THE MANAGEMENT OF SAFEGUARDING**
	Governing bodies and proprietors (in Part two, unless otherwise stated, includes management committees) 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 or colleges are always effective and comply with the law. **All** governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated The responsibility of governing bodies, proprietors and management committees include: • ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare e.g. - Child protection policy in place - Staff behaviour policy (code of conduct)

- Part one, OR
  Annex A (The following is a condensed version of Part one of Keeping children safe in education. It can be provided (instead of Part one) to those staff who do not directly work with children (if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare and safeguard children.) of KCSiE (DfE, 2022)
- Annex B KCSIE (DfE, 2022) on specific safeguarding issues
- Information regarding the role and identity of the designated safeguarding lead (and any deputies), **should be provided to all staff on induction**

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/ trustee for child protection is:
Amanda Jefferies

The nominated Chair of governors/ Trustees, management committee for child protection is:
Claire Barnard

The nominated Vice Chair of governors/ Trustees, management committee for child protection is:
Sarah Murphy

- Headteachers and principals should ensure that the policies and procedures, adopted by their governing body and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood and followed by staff.
- Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements
- According to the Equality Act, schools and colleges **must** not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
- The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges
- The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.
- Ensure that the school contributes to multi-agency working in line with statutory guidance **Working Together to Safeguard Children (DfE,2018).**
- New safeguarding partners and child death review partner arrangements are in place
- Should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners
- Schools and colleges should work with social care, the police, health services and other

	services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. • Ensuring arrangements are in place that set out clearly the principles for sharing information within the school or college and with the three safeguarding partners, other organisations, agencies and practitioners as required. • Ensure child protection files are transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained • Ensure that all staff undergo child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners (HSCP) 3 years. • All staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually • Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy. • Ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) Mandatory since September 2020. • Governing bodies and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. • Ensure school have written recruitment and selection policies and procedures in place and at least one of the persons who conducts an interview has completed safer recruitment training • Should ensure there are procedures in place to manage concerns and allegations against staff including volunteers and supply staff • There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. (refer to *Type of DBS checks* in KCSiE (DfE 2022) • All staff should be clear about their school's or college's policy and procedures with regard to child on child abuse. • Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at heart. • Ensuring that all of the DSLs, including deputies, should undergo formal child protection training every two years, in line with KCSIE and HSCP procedures, and receive regular, at least annual, safeguarding updates via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments, for example. • Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns • 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 Part 2 of KCSiE (DfE 2022) • Safeguarding partners, the Hertfordshire Safeguarding Children Partnership (HSCP) are the

3 organisations responsible for the partnership arrangements for keeping children safe (Hertfordshire County Council, Hertfordshire Constabulary and The Hertfordshire and West Essex Integrated Board) will make arrangements to work together with appropriate relevant agencies, of which Schools and College are, to safeguard and promote the welfare of local children, including identifying and responding to their needs.

- HSCP create a procedures manual which sets out how they will work together and with any relevant agencies.

Information Sharing

School and college staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR.

This includes:

- being confident of the processing conditions 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'
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk, and
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice. 119. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools

and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives.

5. WHEN TO BE CONCERNED

All staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	**Family/environment**
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.

Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of 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 over protection 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 cyber bullying), 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, though it may occur alone.

Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	**Family/environment**
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	**Family/environment**
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

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. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	**Family/environment**
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

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 Senior Person/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.

Any staff member should be able to make a Child Protection Contact Referral to Children's Services if necessary.

All staff should be aware of the process for making Child Protection Contact 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 contact 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 or college's own pastoral support processes
- completing a Families First Assessment or a Request for early help support
- a Child Protection Contact 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 (Formerly 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 and their deputies 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.

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 colleges 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.

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 **www.hertfordshire.gov.uk/familiesfirst** which 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. 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 Senior Person any ongoing/escalation of concerns so that consideration can be given to a Child Protection Contact 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 and college staff should be particularly alert to the potential need for early help for a child who:

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- 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 or county lines;
- is frequently missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking sexual or exploitation;
- Has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol abuse, adult mental health problems or domestic abuse;
- is misusing alcohol and other drugs themselves
- has returned home to their family from care;
- is at risk of honour based abuse such as FGM or forced marriage;
- is a privately fostered child, and
- is persistently absent from education, including persistent absence for part of the school day.

School and college staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect** as well as being 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.

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.

Child-on-child abuse

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school or college and online. **All** staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their DSL (or DDSL).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault. (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos11 (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

- Provides a developmentally appropriate PSHE and RSE curriculum which develops pupils' 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).

Where there is an allegation or concern that a child has abused others, Section 5.1.7 of the Hertfordshire Safeguarding Children Partnership Procedures Manual, 'Children Who Abuse Others':

http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html

Child-on-child sexual violence and sexual harassment

- When responding to concerns relating to child-on-child sexual violence or harassment, School/College will follow the guidance outlined in Part five of KCSIE 2022.
- School/College recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' We recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report.
- Abuse that occurs online or outside of the school/college will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures.
- School/College recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to pupils/students that avoids alarming or distressing them.
- School/College recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation
- The DSL (or DDSL) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
- The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in line with part five of KCSIE 2022 and HSCP procedures.
- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.
- Reports will initially be managed internally by the school/college and where necessary will be referred to Children's Services and/or the police.

Important considerations which may influence this decision include:

- the wishes of the victim in terms of how they want to proceed.
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behavior has been displayed.
- the ages of the children involved.
- the developmental stages of the children involved.

- any power imbalance between the children.
- if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
- that sexual violence and sexual harassment can take place within intimate personal relationships between children.
- understanding intra familial harms and any necessary support for siblings following incidents.
- whether there are any ongoing risks to the victim, other children, adult students, or school/ college staff
- any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The school/college will in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Services and/or the police) to ensure a consistent approach is taken.

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.

- **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;
https://thegrid.org.uk/safeguarding-and-child-protection/child-protection/specific-safeguarding-issues/child-sexual-and-criminal-exploitation

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

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. Education 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.

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 149 KCSiE (DfE 2022).

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. (please note at the time of writing this policy 5.3.9 of the HSCP CP procedures is under review)

Domestic Abuse
Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
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 DISCLOUSURE
	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. 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 • Reassure the child, but not make promises which it might not be possible to keep • Never promise a child that they will not tell anyone - 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 the information to the Designated Senior Person without delay (if a DSL or Deputy is not available, staff must inform a senior member of staff or complete a child protection contact referral if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed) **Third Party Disclosures** Its everyone's responsibility to report concerns related to children and make referrals to Children Services and the Police if suspected that a child has been abused or is at risk of abuse. Therefore, when safeguarding concerns are shared to the DSL in a school by a parent or member of the public, it is important to note that there is equal responsibility by the complainant to report the matter also directly rather than assume the responsibility is that of the school. If unsure of how to do this speak to the DSL / head teacher and they will advise accordingly. **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 Senior Person. **If a school /college staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 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 with the designated safeguarding lead. When a child has made a disclosure, the member of staff/volunteer should: • Record as soon as possible after the conversation. Use the schools Child Protection Recording System which may be electronic or using a record of concern sheet. (pro-forma available on the Hertfordshire Grid for Learning) • Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child • Use the body map on the schools recording system or the proforma body map available on HGFL, to indicate the position of any injuries and a clear description of the injury • Record statements and observations rather than interpretations or assumptions • Do not destroy the original records in case they are needed by a court • 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. Safeguarding records, The Herts Grid **https://thegrid.org.uk/safeguarding-and-child-protection/child-protection/safeguarding-records**
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 • 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 3: KCSiE Pg23 If any member of staff is concerned about a child, he or she must inform the DSL. The DSL will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold a Child Protection Contact Referral will be completed. If a Child Protection Contact Referral to Children's Services is made the DSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm. While it is the DSL's role to make Child Protection Contact Referrals, any staff member can make a Child Protection Contact 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, Forced Marriage etc). In these circumstances a Child Protection Contact Referral should be made to Children's Services and/or the Police immediately. Where Child Protection Contact Referrals are made by another member of staff, 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 via 101. **<u>This is a mandatory reporting duty.</u>** See Appendix 1- Keeping Children Safe in Education (DfE 2022 p153-154). If the allegations raised are against other children, the school should follow section 5.1.17 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 child on child 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 any verbal/oral disclosures and observations (record of concern proforma is available on the Hertfordshire Grid for Learning). 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 Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file. 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.
10.	**COMMUNICATION WITH PARENTS**
	St Albans Girls' School will ensure the Child Protection Policy is available publicly via the school website or by other means. Parents should be informed prior to Child Protection Contact 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 is would place a member of staff at risk). The school will endeavour to ensure that parents understand 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 each pupil and student. KCSiE DfE 2022:28.

	Further guidance around information sharing can be located within; **Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers** *(*DfE, 2018); **https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice**
11.	**ALLEGATIONS OF ABUSE MADE AGAINST ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE**
	An allegation is any information which indicates that a member of staff/volunteer may have: • Behaved in a way that has harmed a child, or may have harmed a child; • Possibly committed a criminal offence against or related to a child; • Behaved towards a child or children in a way which indicates he or she would pose a risk of harm to children; or • Behaved or may have behaved in a way that indicated they may not be suitable to work with children. **What staff should do if they have concerns about another member of staff who may pose a risk of harm to children allegations against a professional:** • If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers and contractors) posing a risk of harm to children, this is to be referred to the headteacher, principal, proprietor of an independent school. Where the headteacher or principal is the subject of an allegation or safeguarding concerns, this to be referred to the chair of governors, or the chair of the management committee or proprietor of an independent school (the case manager). Staff may consider discussing any concerns with the designated senior lead (DSL) for safeguarding and if appropriate make any referral via them. The Chair of Governors in this school is: NAME: Claire Barnard CONTACT NUMBER: 01727 853134 In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is: NAME : Sarah Murphy CONTACT NUMBER: 01727 853134 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 an immediate 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 Head Teacher.

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 Head Teacher/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 (LADO Threshold Guidance may be used to inform this decision – found at **https://hertsscb.proceduresonline.com/chapters/p_manage_alleg.html**

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

If the allegation meets any of the four 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 5.15 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 Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

Concerns that do not meet the 'harm threshold'
School/College may also need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained with our staff behaviour policy/code of conduct/low-levels concerns policy – this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.

- School/College has an open and transparent culture in which all concerns about all adults working in or on behalf of the school/college are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the school/college are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.
- A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school/college may have acted in a way that is inconsistent with our staff behaviour policy/code of conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.
- Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks.

It is crucial that all low-level concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

Low-level concerns should be shared confidentially in line with our low-levels concerns policy/staff behaviour policy/code of conduct to

Name: Tessa Lambert

Role: Designated Safeguarding Lead

- Where low-level concerns are reported to the school/college, the headteacher/principal will be informed of all Low level concerns and is the ultimate decision maker in respect of the response to all low-level concerns.
- Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.
- If the school/college is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO.
- Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).
- Where a pattern is identified, the school/college will implement appropriate action, for example reviewing the LADO threshold and completing a referral if harm test met.

For further information see:

Hertfordshire Safeguarding Children Partnership Procedures Manual, Section 5.1.5 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, other whistleblowing channels may be 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**

What school or college staff should do if they have concerns about safeguarding practices within the school or college?

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

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

	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 / staff behaviour policy and Safer Recruitment Consortium Document ***Guidance for safer working practice for those working with children and young people in education settings (February 2022)*** available at **http://www.saferecrutimentconsortium.org/** The 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/college's behaviour management policy for more information. **HSCP escalation and complaints procedure link** **https://hertsscb.proceduresonline.com/chapters/p_resolution_disagree.html**

APPENDIX 1: KEEPING CHILDREN SAFE IN EDUCATION (DfE 2022) Part One - Information for all school and college staff

On publication of this Child Protection Policy, September 2021, the CPSLO Service has decided to provide the hyperlink only to KCSiE rather than the document in its entirety, due to the potential for updates to the content.

All staff that have direct working with children should have access and have read Part one OR Annex A and Annex B (which provides further information specific forms of abuse and safeguarding issues) of this statutory guidance. Those staff who do not work directly with children should read **either Part one or Annex A** (a condensed version of Part one) of this guidance. This is entirely a matter for the school or college and will be based on their assessment of which guidance will be most effective for their staff to safeguard and promote the welfare of children**.** All Staff should also have the opportunity to seek clarity from designated staff for any content.

This is to assist staff to understand their role and discharge their responsibilities as set out in this guidance.

We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2 below) and should subsequently be re-directed to these documents again should any changes occur.

Link to KCSiE (DfE, 2022):
Keeping children safe in education 2022 (publishing.service.gov.uk)

Annex F KCSiE (DfE 2022): Substantive changes from September 2022:

APPENDIX 2: DECLARATION FOR STAFF Child Protection Policy and Keeping Children Safe in Education (DfE 2022)

School/College name: St Albans Girls' School - Academic Year 2022 – 23

Please sign and return to Tessa Lambert (DSL) by ……

I, _____ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s).:

(1) The School/College's Child Protection Policy
(2) Part 1 and Annex A of 'Keeping Children Safe in Education' DfE Guidance, 2020
(3) The Quick Guide to Child Protection

I am aware that the DSL is: Tessa Lambert

I am aware that the DDSL's are:

Paul Kershaw (Deputy DSL)

Margaret Chapman~~,~~ Julia Pipes, Tamsin Holland (DSL trained) and I able to discuss any concerns that I may have with them.

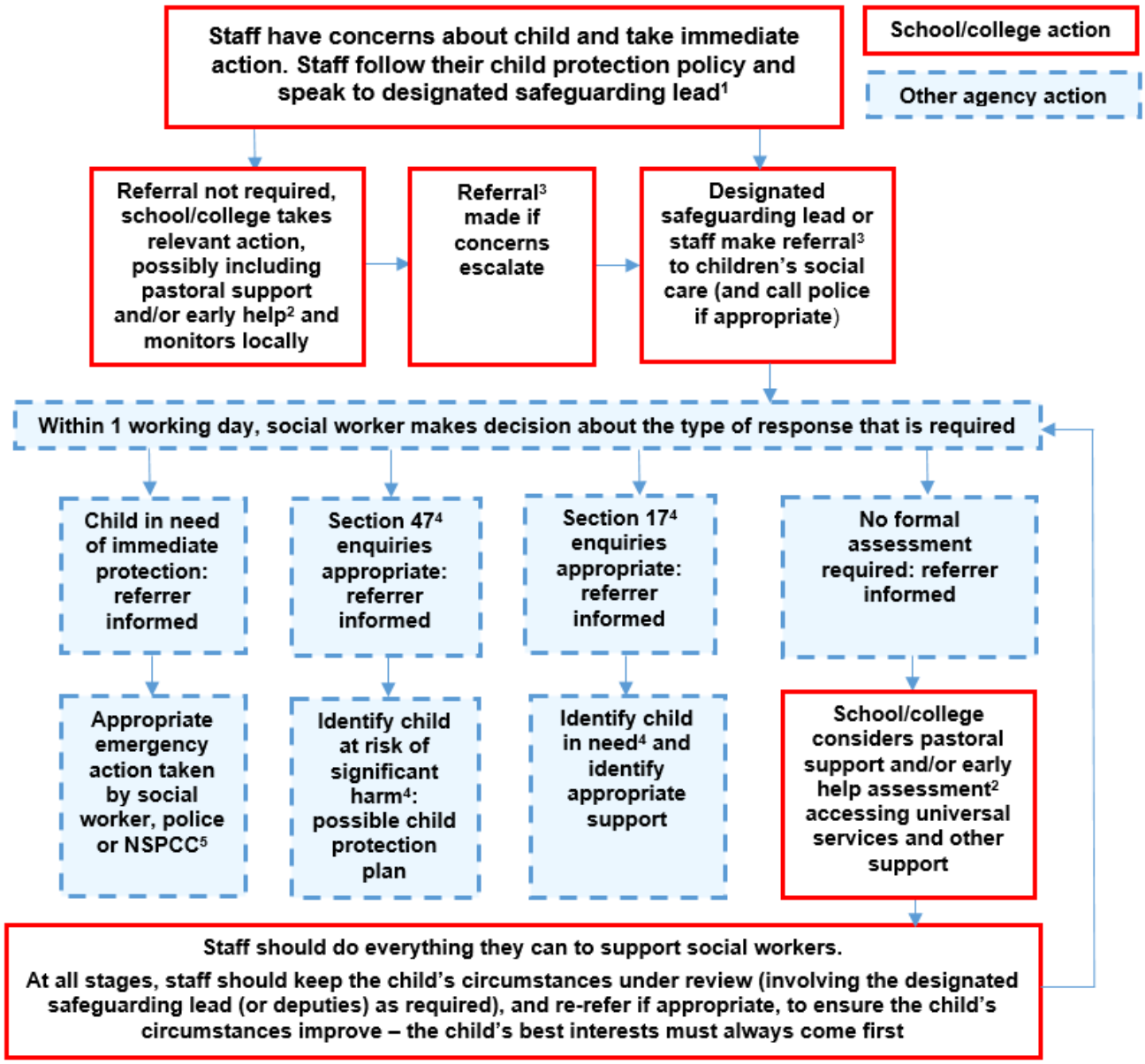
I know that further guidance, together with copies of the policies mentioned above, are available on the Staff Shared Area and the School Website.

Signed: _____

Position: _____

Date: _____

APPENDIX 3: ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD FLOWCHART



Page 23 of KCSIE 2022

The National Police Chiefs' Council- *When to call the police* guidance

This advice covers incidents on school and college premises where students have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police. This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

This advice aims to support schools and college to make defensible decisions when considering whether to involve the police. Further guidance can be found at;
https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf

APPENDIX 4: OPERATION ENCOMPASS – Information sharing from Police regarding Domestic Abuse notifications (2nd December 2019)

Operation Encompass Safeguarding Statement:

- Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.

- Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.

- Our parents are fully aware that we are an Operation Encompass school.

- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

- The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.

- We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

- The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

- The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

OUR KEY ADULTS ARE: Tessa Lambert, Paul Kershaw, Margaret Chapman

Role	Name	Contact number	Email
Designated Safeguarding Lead	Tessa Lambert	01727 853134	humtl@stags.herts.sch.uk
Deputy Designated Safeguarding Lead (s)	Paul Kershaw	01727 853134	pkw@stags.herts.sch.uk
Headteacher / Principal	Margaret Chapman	01727 853134	head@stags.herts.sch.uk
Trust Safeguarding CEO / Manager	Margaret Chapman	01727 853134	head@stags.herts.sch.uk
Chair of Governors	Clare Barnard	c/o 01727 853134	admin@stags.herts.sch.uk
Vice Chair of Governors	Sarah Murphy	01727 853134	admin@stags.herts.sch.uk
Safeguarding Trustee	Paul Snook	c/o 01727 853134	admin@stags.herts.sch.uk

Children missing from education in accordance with setting attendance policy

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, child sexual exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Department for Education guidance makes it clear that in carrying out this duty, local authorities must have in place arrangements for joint working and information sharing with other local authorities and partner agencies. It also states that all agencies which come into contact with children must cooperate with the local authority's arrangements for identifying children thought to be missing from education.

Separate guidance is available for schools on Herts Grid for Learning; about the legitimate removal of pupils from a school roll. A child legitimately removed from roll is not in most cases missing from education and all schools, including academies and independent schools are legally required to notify the local authority when they remove/plan to remove a child from their roll.

APPENDIX 5: Ofsted School Inspection Handbook September 2022

This handbook is primarily a guide for inspectors on how to carry out school inspections. However, it is made available to schools and other organisations to ensure that they are informed about the processes and procedures of inspection. It seeks to balance the need for consistency in inspections with the flexibility required to respond to the individual circumstances of each school.

On publication of this Child Protection Policy, September 2022, the CPSLO Service has decided to provide the hyperlink only to the Ofsted School Inspection Handbook rather than the document in its entirety, due to the potential for updates to the content.
https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021

APPENDIX 6: Sexual violence and sexual harassment between children in schools and colleges guidance (2021)

This is advice provided by the Department for Education (the department). Its focus is child on child sexual violence and sexual harassment at schools and colleges. The advice covers children of all ages, from primary through to secondary stage and into colleges and online. For the purposes of this advice, a child is anyone under the age of 18. Whilst the focus of the advice is on protecting and supporting children, schools and colleges should of course protect any adult students and engage with adult social care, support services and the police as required.

The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred.
The advice highlights best practice and cross-references other advice, statutory guidance and the legal framework.

It is for individual schools and colleges to develop their own policies and procedures. It is important that policies and procedures are developed in line with their legal obligations, including the Human Rights Act 1998 and the Equality Act 2010, especially the Public Sector Equality Duty, and their local multi-agency safeguarding arrangements. It is important that schools and colleges consider how to reflect sexual violence and sexual harassment in their whole school or college approach to safeguarding and in their child protection policy.

On publication of this Child Protection Policy, September 2021, the CPSLO Service has decided to provide the hyperlink to the document rather than the document in its entirety, due to the potential for updates to the content.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

APPENDIX 7: Online Safety Guidance

On publication of this Child Protection Policy, September 2022, the CPSLO Service has decided to signpost to the document rather than provide the document in its entirety, due to the potential for updates to the content.

Annex D: KCSiE (DfE,2022) for national guidance

Hertfordshire Guidance:
https://thegrid.org.uk/safeguarding-and-child-protection/online-safety/online-safety-national-guidance

Appendix 8: GDPR, data protection and Freedom of Information

If schools subscribe to the Herts for Learning GDPR Toolkit or Enhanced Data Protection Officer Service, schools can contact the service desk for guidance.
Schools can also contact their legal providers.
Further information can be accessed at; **https://ico.org.uk/for-organisations/**

Appendix 10: Table of substantive changes from previous CP policy

SECTION OF POLICY	CHANGES
Policy review	Adding of 'Academy'/ 'principal' and 'board of trustee' to reflect settings that use these terms
1. Introduction	Language change from peer on peer to child-on-on child abuse Addition to staff behaviour policy to include low-level concerns, allegations against staff and whistleblowing safeguarding response to children who go missing from education; and also important that staff determine how best to build trusted relationships with children and young people which facilitates communication. Contract Workers added to the list of those that should follow the CP Policy Date change of KCSiE 2021 to KCSiE 2022 throughout
2. Statutory Framework	Update of 2022 edition of KCSiE referenced Addition of The Equality Act 2010 (Including Public Sector Equality Duty) and The Human Rights Act 1998
3. DSL/ DDSL	Updated section on recommended Training for DSL/ DDSL role as stated in KCSiE 2022 Addition of the link to Prevent in Education on the Hertfordshire Grid Addition under Raising Awareness section of especially new and part-time staff Addition of bullet point highlighting that CP Policy should be available publicly
4. The management of safeguarding (Governing Body, proprietors and management committees)	Addition of new paragraphs providing more detail about the roles of Governing Body, proprietors and management committees. Multi-agency working – Making it clear that the Safeguarding partners referred to within KCSiE in Hertfordshire is Hertfordshire Safeguarding Children Partnership (HSCP) Addition of link to Relationship and Sex education (RSE) and health education publication
5. When to be concerned	Addition of: **All** staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

	Change in wording under list of reasons why a child may benefit from early help: is misusing alcohol and other drugs themselves Amendment to wording in SEND section Addition of whole section regarding child-on-child abuse Update to section of HSCP to refer to re "Children Who Abuse Others" Addition of section child-on-child sexual violence and sexual harassment Addition of paragraph re CSE and CCE Addition of information regarding Mental Health in children and that it can be an indicator child is suffering abuse, neglect or exploitation Information added to make it clear only trained health professionals should attempt to make a diagnosis of a mental health problem Updated link to HSCP added Section regarding Domestic Abuse added
6. Dealing with a Disclosure	No changes from CP policy 2021
7. Record Keeping	No changes from CP policy 2021
8. Confidentiality	No changes from CP policy 2021
9. School Procedures	KCSiE Pg 152 -153 regarding staff mandatory reporting duty related to Female Genital Mutilation. HSCP section updated Language peer on peer updated to child-on-child
10. Communication with parents	KCSiE 2022 and page number updated re schools/colleges holding more than one emergency contact number
11. Allegations of abuse made against adults who work with children and young people.	Section added with regards to Concerns that do not meet the "harm threshold" and 'low level' concerns Guidance for safer working practice guidance recent publication date of February 2022 added
Annex 1. Link to KCSiE (DfE, 2021) **Part One or Annex A: Information for all school and college staff** **Annex B: Further Information**	**Link to KCSiE (DfE, 2022)**

Updates from KCSiE 2021	
Annex 2. Declaration for staff: **Child Protection Policy and (KCSiE) DfE 2021**	Changes made aligned to KSCiE 2022
Annex 3. Actions where there are concerns about a child	Now appears on page 22 of KCSiE 2022
Annex 4. Operation Encompass – Information sharing from Police regarding Domestic Abuse notifications and Children Missing from Education (2nd December 2019)	No changes from CP policy 2021
Annex 5. Ofsted school Inspection Handbook (September 2021)	Date change with regards to CP Policy and update July 2022 to Ofsted School Inspection Handbook
Annex 6. Sexual violence and sexual harassment between children in schools and colleges guidance (2021)	Previously appendix 7
Annex 7. Online Safety guidance	New Appendix added 2021
Annex 8. Covid guidance into new academic year 2021-2022	Previously Appendix 9 Appendix 8 regarding covid removed
Annex 9. GDPR, data protection and Freedom of Information	New Appendix added 2021

Appendix 11: CHILDREN KNOWN TO A SOCIAL WORKER (CKSW)

To promote the educational outcomes of the cohort of children with a social worker and those who have previously had a social worker who are aged from 0 up to 18, so that these children make educational progress.

At **St Albans Girls' School** we will ensure that children with a social worker and those who have previously had a social worker (CKSW) have access to excellent educational provision that supports engagement and attendance so that these children are kept safe from harm and are able to reach their potential, in accordance with the *DfE's 'Promoting the education of children with a social worker' Virtual School Head role extension, June 2021.*

We recognise that our school plays a vital role in maintaining high aspiration for CKSW and that providing a stable base for these children and promoting their academic, social and emotional development will level up their outcomes and narrow the attainment gap. To this end, we promote whole school staff training in their specific needs, so that all adults at this school are sensitive to the barriers to learning that CKSW experience and feel able to support the children discretely and confidentially, as needs arise. We understand the need to work in a 'relationship-based' way so that these children and their families are valued as part of our school community.

Our aim is to champion the educational attendance, attainment and progress of CKSW to ensure they make rapid educational and social progress whilst on roll at this school.

Equality and Diversity statement
This policy is intended to be helpful for improvement in the education available for all learners but has a focus on CKSW who, statistically, experience disadvantage in education (see p 8-9 of guidance). The criteria are clear that the expectation is that all learners receive a high-quality, ambitious education; that providers are inclusive of all learners; and that all providers must be meeting their statutory duties, including those under the Equality Act 2010 and all protected characteristics therein.

The Virtual School Attachment Aware and Trauma Informed Toolkit training will support a greater understanding of diversity and equality and is relevant to many children.

Roles and Responsibilities:

The Headteacher and Governing Body are committed to promoting improved educational life chances for CKSW through partnership work with other agencies, so that the system around these children and families prioritises education.

All staff will promote improved educational life chances for CKSW:

- reading this school policy addendum for CKSW
- attending relevant training, including the Virtual School toolkit training on 'Attachment Aware and Trauma-Informed Practice' (to be found on the Virtual School website: **www.hertfordshire.gov.uk/virtualschool**)
- playing their part in creating a school and classroom ethos so that individual needs are understood and supported.

Attendance:
School attendance procedures will support regular and good attendance. Where there is a concern about attendance or punctuality the school will contact the parent, social worker and other professionals, as an early intervention, as outlined in our attendance policy.

Admissions/ Transitions:

- the swift transfer of information between schools that may include school visits and at times of transition, teaching at the previous school
- early identification of needs and support such as a staff mentor
- structured activities to secure good attachment in school with both staff and peers.

Additional Educational Needs:

- having high expectations
- ensuring that planning is coordinated, appropriate interventions identified and teaching to the plan is systematic; ensuring that any work undertaken by non-teaching staff has teacher oversight *(in line with the Lamb Report, Dec '09)*
- ensuring that progress is regularly monitored and reviewed.

Special Educational Needs & Disabilities:

- ensuring that CKSW are accessing school-based targeted support which is 'additional to and different from' the universal and additional needs provision *(in line with the SEND Code of Practice)*
- ensuring that all plans are coordinated, appropriate interventions identified, and teaching to the plan is systematic
- ensuring that progress is regularly monitored and reviewed, in line with the SEND Code of Practice
- ensuring that any work undertaken by non-teaching staff has teacher oversight
- that with the school SENCO the EHCP review is held in a timely way with all relevant professionals invited and their views obtained.

Safeguarding:

School policies around safeguarding are understood and that school is seen as a protective factor for CKSW, where school attendance can help keep a child safe from harm either in the home or from non-familial abuse.

Alternative Provision:

- Any variation to a full-time provision on site is agreed with parents and social care and is time limited.
- Be full-time (25 hours) or contribute to full-time attendance and be of high quality.
- Meet the educational needs of the child.
- Will provide the opportunity to make rapid progress in the course of study provided by the setting.

Exclusion:

We have reviewed the school behaviour policy (*enter date)* in line with the new duty guidance published in June 2021 **(***Promoting the education of children with a social worker, Virtual School Head role extension, June 2021)*.

- We will make every effort to avoid exclusion, in recognition of the increased risk this poses in terms of CKSW quickly disengaging from the school.
- If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion.
- We will use the following methods to avoid excluding a child (*To be completed by the school*).
- School procedures are in place to reduce the risk of exclusion of a child with special educational needs. Exclusion as a behaviour management action will be a last possible resort (*Regulation 4(1)(c) of the Equalities Act 2010 which means that a head teacher could only lawfully exclude a child for a reason relating to their disability, even a disability that results in the child having a tendency to physical abuse, if reasonable adjustments have been made)*.

Multi-Agency Working:

- **School staff will make every effort to** develop positive professional relationships with colleagues from other agencies and facilitate their work. This will enable colleagues to successfully perform their roles and positively impact on the education outcomes of CKSW, supporting progress and enabling these children to reach their potential.

The Hertfordshire Virtual School for Children Looked After

- *Website*: **www.hertfordshire.gov.uk/virtualschool**
- *Twitter*: @VS_HCC
- *Email*: **virtualschool@hertfordshire.gov.uk**
- *Phone*: 01992 556915

Children Services: Services for Children and Young People

ADDENDUM TO THE MODEL SCHOOL POLICY: CHILDREN KNOWN TO A SOCIAL WORKER

PUBLICATION SCHEDULE NUMBER:	**CSF4093**
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AUTHORISING OFFICER'S SIGNATURE:	
AUTHOR OF PUBLICATION:	**Felicity Evans**
POST:	**Virtual School Head**
UNIT:	**The Virtual School: Children's Services**
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PUBLISHED BY **Hertfordshire Children's Services**	

Hertfordshire

ADDENDUM TO THE MODEL SCHOOL POLICY:
CHILDREN KNOWN TO A SOCIAL WORKER (CKSW)

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Multi-Agency Working:

- **School staff will make every effort to** develop positive professional relationships with colleagues from other agencies and facilitate their work. This will enable colleagues to successfully perform their roles and positively impact on the education outcomes of CKSW, supporting progress and enabling these children to reach their potential.

The Headteacher and Governing Body will ensure that all staff are briefed on the guidance and practice outlined in this policy addendum.

Date : Autumn 22

Review date: Autumn 23

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September 2021