

Safeguarding children policy & child protection procedure

Howe Green House School & Little Oaks
Nursery



September 2022 (review September 2023)

Paul Bailey

Designated Safeguarding Lead

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To be made available	YES
To be on website	YES
Internal staff only	NO

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Who this document applies to:

This document applies to all children under 18 at the setting. It is written to incorporate the requirements set out in KCSIE 2022, Working Together to Safeguard Children (2018/2020), Prevent (2015), as well as local safeguarding board documentation.

Anyone coming into contact with our pupils or visiting our site must abide by this policy.

Everyone working at the setting as a member of staff or volunteer has a duty to safeguard and protect children. They must read this policy as well as Keeping Children Safe in Education Part 1 (or Annex A as appropriate) and Annex B, and sign to say they understand them and agree to work to them.

Visitors to the setting such as contractors and visitors must read our safeguarding statement:

Keeping children safe is our **top concern.**

If on your visit you have any worries at all, please raise them with a member of staff or ask to speak to the Designated Safeguarding Lead or head teacher.

- Speak to Deborah Mills, Ian Martin, Anna Lipani or Paul Bailey, the Designated Safeguarding Leads, on 01279 657706
- Speak to Deborah Mills, the Headmistress on 01279 657706

If you are still worried or do not feel able to share your concern with us, you can:

- Contact Essex Safeguarding Children's Board on **0345 603 7627** or

- Contact Hertfordshire Safeguarding Children Partnership on **0300 123 4043**

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“Safeguarding and the welfare of a child is everyone’s responsibility. Every student has the right to live free from fear of abuse and for the adults in their lives, at home, in the community and at the setting, to watch over them, listen to their views and take action if they are concerned. This safeguarding policy sets out how parents, staff and setting leaders will respond if they are worried about a child. Remember – it could happen here”

Who's Who

Paul Bailey is the designated safeguarding lead. This means they have lead responsibility for the wellbeing and protection of all students at the setting, ensuring staff are recruited and trained safely, and monitoring the progress of any pupil needing additional care or protection. For more information see **Appendix B** – The Designated Safeguarding Lead

Deborah Mills can be contacted on 01279 657706.

Deborah Mills, Anna Lipani and Ian Martin are the Deputy Safeguarding Leads. They work closely alongside Paul Bailey to be fully aware of the needs of students across the setting and are able to take any necessary action in their absence.

They can be contacted on 01279 657706

Deborah Mills is the Headteacher and has overall responsibility for the setting, staff and pupils.

When we review this policy

This policy is reviewed annually and updated if required. This is so we can keep up to date with safeguarding issues as they emerge and evolve, including lessons learnt and is available on our website. We have incorporated key changes to the government guidance, Keeping Children Safe in Education. A summary of the changes is available [here](#).

Hire or rent of setting premises

When we hire or rent the premises or facilities to other organisations, the governing body checks and ensures that appropriate safeguarding arrangements are in place and the organisation meets our requirements, relevant legal requirements and statutory guidance. This will be a requirement of any agreement between the setting and any other organisation.

Complaints

As well as talking to or emailing the staff above, children or parents can make a complaint about something they have seen at the setting. Please see our [Complaints Procedure](#) on our website for more details.

"promoting children's voices"

Our mission

At Howe Green House School and Little Oaks Nursery we strive to ensure our children spend their day learning together for a better future. We see our children as developing into responsible citizens and our school as a world of possibilities.

Our curriculum gives our children breadth of learning with experiences which embrace their physical, spiritual, and emotional development. They have time to think, play and thrive as an individual and as part of a community in a supportive, caring and challenging environment.

To achieve this, we work to clear principles that guide our work and response to any concerns.



Principles

1. We **always** act in the best interests of each pupil.
2. We **listen** to any communication from pupils, parents or carers and always take concerns seriously.
3. We acknowledge there are **risks** to the pupils in our care. Without proper care and vigilance abuse or neglect of pupils could happen at the setting. We talk about these risks with pupils, staff and parents/carers and together will plan carefully to keep them safe.
4. People **must** act if they are worried about a student and keep acting until they believe the pupil is safe.
5. We are **open** in our decisions and let parents and local authorities know about concerns.
6. We make it easy to raise a concern, and **anyone** raising concerns will be kept safe.



Howe Green House School is becoming a UNICEF Rights Respecting School.

Our vision and values support Articles 3, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

- Article 3: The best interests of a child must be a top priority in all things that affect children.
- Article 28: Every child has the right to an education.
- Article 29: Education must develop every child's personality, talents and abilities to the full.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

"Respectful citizens in a world of possibilities"

Valuing diversity

Difference is central to our strength as a people. We promote inclusive behaviours that empower pupils to make choices right for them. Discrimination can also be a safeguarding issue, and we will work with other agencies to consider how hurtful behaviour or comments affect pupils and act accordingly. If staff or volunteers behave in a way that discriminates against particular groups, we will take action to rectify things and consider whether this is a breach of our Code of Conduct.

Mental Health

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. It is part of the role of our staff to promote the welfare of pupils, mental as well as physical.

Our school will provide a safe environment which nurtures and encourages children's sense of self-worth and self-efficacy, reduces the threat of bullying and violence, and promotes positive behaviours

All staff foster an ethos that promotes mutual respect, learning and successful relationships among pupils and staff. We strive to create a culture of inclusiveness and communication that ensures all children's concerns can be expressed and addressed. Staff undertake training that reflects the needs of pupils which includes Mental Health First Aid training as well as Bereavement training.

The school will work in partnership with parents, carers and other family members to promote children's social and emotional wellbeing. All pupils have access to pastoral care and support so that emotional, social and behavioural problems can be dealt with as soon as they occur. When issues arise that need more support than the school community can offer, parents and pupils are referred for additional help e.g. from our local early help services and/or child and adolescent mental health services.

What to do if you're worried about a pupil at the setting

parents & visitors

If the child is in **imminent danger**, take action to keep them safe. Tell our staff or if necessary, call the Police on 999 or children's services on 0345 6037627 (Essex) or 0300 1234043 (Herts)



If you are concerned about **staff behaviour** contact **Deborah Mills as the head teacher** on 01279 657706



For other concerns
speak to the class teacher



We will contact you by the next school day (sooner if required) to tell you that action has been taken



If you do not hear, or you remain concerned, please speak to the head teacher.

staff & volunteers

The DSL should be spoken to about any immediate concerns. Record on the CPOMS system which will alert the Designated Safeguarding Lead. Telephone to ensure this has been received



The DSL will assess the level of risk using the Multi-Agency Safeguarding Thresholds Guidance and may contact the Early Help Hub for advice. For Level 1 & 2 needs, talk to the parents, and provide support, including possible referral to other services.



For Level 3 & 4 needs, the DSL will contact parents (unless this would increase the risk) to talk about involving other agencies, as explained in the threshold of needs guide. The DSL may contact Children's Services for advice and clarification on level of need.



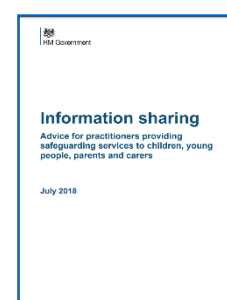
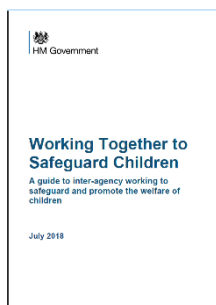
If we have consent, the DSL will refer to local authority children's social care on 0345 6037627 (Essex) or 0300 1234043 (Herts) If we do not have consent and we have a child protection concern, the DSL **must** still refer.



Monitor progress for the pupil.

Unless it will increase the risk to the child contact the referrer, parent and any staff who need to know to let them know what is happening and what to do.

All staff, volunteers & visitors have a duty to act to protect children
 If you still have a concern after following these procedures please speak to the Head, Deborah Mills or follow our [Whistleblowing Policy](#).



The law

It's important every agency knows what to do if worried about a child. We follow the above national guidance so we are clear what to expect and can explain this to pupils and families.

Where there are specific risks we will access other specific guidance – please see a full list in Appendix B.

'Safeguarding & promoting welfare' of children is defined as:

- protecting children from maltreatment.
- preventing impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

Keeping Children Safe in Education

'Child protection' are the systems and processes all agencies follow if there is reasonable cause to suspect a child is suffering, or at risk of suffering, significant harm (s47, Children Act 1989).

Safeguarding in Essex and Hertfordshire

We work with both the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP) teams – with the home address of the children being the starting point for which organisation to contact.

Where there is a welfare or child protection concern about a child at the setting we will contact Essex ESCB by phone on **0345 6037627 (Out of hours – 0345 6061212)** or Hertfordshire HSCP on **0300 1234043 (at any time)** this will be followed up by a written referral.

The FGM mandatory reporting duty (Appendix A, specific issues (h)) is a legal duty requiring teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- **are informed by a girl under 18 that an act of FGM has been carried out on her; or**
- **observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.**

Teaching about safeguarding

We work to facilitate a whole setting approach to safeguarding to listen to and empower pupils to keep themselves safe both on and offline. How we do this varies through the setting depending on the age and understanding of the pupil, worries and issues we come across and the views and values of the families and communities with whom we work.

The school's aim to create 'respectful citizens in a world of possibilities' embodies this vision. Citizenship is about belonging in a community, looking after one another, respecting one another's rights and understanding one's own rights. Pupils are taught formally about the United Nations Convention on the Rights of the Child – their right to an education that helps them fulfil their potential, to protection from violence, abuse or neglect and to express their opinions and be listened to. This can occur in the classroom, or through modelling effective ways to resolve issues between pupils.

Pupils are taught what to do if they are worried about something for themselves or another pupil. They are encouraged to identify safe and important people in their immediate and surrounding family and friends, in the staff team here at the setting and about ChildLine and other organisations that are there to help children & young people in trouble. There are posters and other information about this in the setting.

Relationships Education

The setting follows the [statutory guidance](#) in teaching about relationships. We talk about healthy relationships, choices, our rights over our bodies, keeping safe and what to do when you are worried – there is more information in our [relationships education policy](#). Where teaching may affect an individual pupil (such as where there has been a significant life event) there will be discussions between the parent, the Designated Safeguarding Lead and the relevant teacher to ensure the teaching is most supportive of the pupil.

Online safety

The online world is very present in our pupils' lives and in line with [government guidance](#) we teach about the benefits (and risks) of technology and the internet. This includes how to evaluate what pupils see online, recognising techniques used for persuasion (from advertising to bullying), acceptable and unacceptable online behaviour, identifying online risks and how and when to seek support.

Early help

Providing early help is more effective in promoting the welfare of children and young people than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child or young person's life, from the foundation years through to the teenage years.

Any child or young person may benefit from early help; however, staff should be particularly alert to a child or person who:

- has special educational needs, is disabled or has certain health conditions
- has a mental health need
- is a young carer
- risks being drawn into gang involvement, anti-social or criminal behaviour
- is frequently missing/goes missing from education, home or care
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in family circumstances such as drug/alcohol misuse, adult mental health issues and domestic abuse, and/or is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is privately fostered

Staff should discuss their concerns with the designated safeguarding lead or deputy who will consider the need for an Early Help Assessment and will work with the family to identify their needs and the services best placed to address those needs.

Identifying abuse & neglect

Abuse or neglect of a child can happen by someone inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults, or another child or young person or children.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

In our local area children may be less likely to face risks of radicalisation and county lines, gangs and serious violence, violence against women and girls and female genital mutilation. However, we are always vigilant that Howe Green House children could be exposed to all types of risks that are

posed to children. Evidence shows that most types of abuse occur across the social and economic spectrum, so having a predominantly affluent community does not mean that children are not vulnerable to abuse.

To ensure that all staff are able to recognise and can respond to the warning signs of these areas of concern, a cyclical training program operates. We also focus on these areas with our pupils, where appropriate, within everyday school life and within our curriculum, we take action where we have concerns, and we work so that children over time develop skills themselves in recognising risks and keeping themselves and others safe. We also have a proactive safer recruitment policy, physical contact policy and formal annual safeguarding training for all staff that operates in accordance with the LSCB's advice, to include training on Prevent and On-line Safety, as well as informal safeguarding updates to staff. We also work with children to ensure they develop positive, enjoyable, and respectful relationships as they grow up, including relationships education, choices, and health. Where there are serious concerns, we always involve others such as parents, carers health staff, police or social workers.

There are four categories of abuse defined in Working Together statutory guidance (2018) and accompanying indicators which, if observed should trigger you to carefully consider whether what you are seeing could be as a result of abuse. That something is or is not on the list does not mean that you can instantly rule in or rule out abuse as a possibility and if there is something that is causing you concern you should act on those concerns.

Physical abuse	Sexual abuse	Emotional abuse	Neglect
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Staff must be familiar with each form of abuse and what to look for. These are listed in [Appendix A](#).

Children are abused or neglected in a range of situations. There is specific guidance about the following situations, also in Appendix A:

- | | |
|--|---|
| Domestic violence and abuse | Homelessness & poverty |
| Physical intervention and restraint | Child Sexual Exploitation |
| Bullying | Substance Misuse |
| Children with sexually harmful behaviour | County Lines |
| Child on child / child on child abuse | Trafficking |
| Racist & other hate incidents | Radicalisation & Extremism |
| Forced Marriages & Honour Based Abuse | Online or internet use |
| Female Genital Mutilation | Photography & images |
| Child Criminal Exploitation | Private Fostering |
| Anti-social & gang related activity | Body Image and Confidence |
| Serious Violence & Knife crime | Young carers |
| Children in Court | Children going missing |
| Family in Prison | Modern slavery |
| | Children who previously had a social worker |

Online behaviour

The setting is clear that expectations about behaviour online are the same as expectations about behaviour offline. We provide advice and guidance around online content, contact and conduct to staff, students, and their parents, together with how to keep safe and sources of support. We personalise our expectations and practices for our more vulnerable pupils, victims of abuse and pupils with special educational needs or disabilities.

If children raise a concern...

Always take children seriously, listen carefully and report this to the safeguarding team.

Do...

- Listen and accept, trying not to interrupt
- Reassure them it was the right thing to tell you
- Explain what you are going to do next
- Make accurate notes using all the child's words as soon as possible
- Inform the safeguarding team

Don't...

- Promise confidentiality
- Investigate
- Use leading questions
- Ask the child to repeat the disclosure
- Judge or make assumptions

How should I respond?

Parents & children:

If you have a concern about your pupil or another pupil at the setting, please contact our Designated Safeguarding Lead. We will listen to your concerns, take these seriously and ensure you receive a response. You can contact Deborah Mills, Ian Martin, Anna Lipani or Paul Bailey on 01279 657706. If you are still not satisfied you can contact the head teacher, Deborah Mills on 01279 657706, Amanda Cutlan-Smyth (Chair of Governors), Hertfordshire local children's services duty team (0300 123 4043), Essex local children's services duty team (0345 603 7627) or if necessary, Ofsted (0300 123 4666).

Setting staff & volunteers

Every member of staff has a duty to act to keep children safe. Failure to act on a concern could lead to disciplinary action.

Concerns about and/or disclosures by students should be taken to Deborah Mills, Ian Martin, Anna Lipani or Paul Bailey, Designated Safeguarding Leads. They will ensure the concern is explored and must let you know what happens as far as is possible.

Concerns about the behaviour of staff must be taken directly to the head teacher. If the concern is about the headteacher the Chair of Governors should be contacted, or the Local Authority Designated Officer (LADO).

If you are still concerned after taking a concern to the DSL/head teacher, you must follow the escalation process until you are not worried anymore. This may include reporting directly to local authority children's social care yourself.

How do I tell if a young person is at risk of abuse or neglect?

It's difficult to be certain, but if you have a reason to worry then that's enough to talk more with the safeguarding team about the risk or to involve other agencies. Use the definitions of abuse or neglect in this document and the Essex and Hertfordshire threshold of need guides. Some of the key issues affecting our children are set out in [Appendix A](#). More detailed guidance on specific issues is available in the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP) teams' Child Protection Procedures.

Where there are concerns for the wellbeing of a child that do not meet the threshold for abuse or neglect, the setting will use the Early Help Assessment form to record and track such concerns.

Children with special educational needs and disabilities

There are additional safeguarding challenges for children with special educational needs (SEND) and/or disabilities, including:

- that behaviour, mood and injury may relate to possible abuse and not just a SEN or a disability
- Higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties with communication

Sometimes, a pupils SEN or disability needs are seen first, and the potential for abuse second. If pupils are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

Pupils with SEN and/or disabilities have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Staff are encouraged to make sure that pupils with SEN and disabilities have a greater availability of mentoring and support.

Our setting's Behaviour policy provides detail around the '**use of reasonable force**' and how this is only used as a last resort for managing incidents of very challenging behaviour. This is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND.

Remember, every piece of information shared may be important:



Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Information sharing advice for practitioners

Sharing information internally:

Legally, we must share information within the setting on a 'need to know basis', so that everyone who needs to know information to keep children safe and help them develop does know.

When we are worried about a child it is essential we record the concern and inform the designated safeguarding lead promptly.

Some information within the setting will be further restricted, for example:

- Where there is an allegation about a member of staff the head teacher will decide who will lead on the concern and contact other agencies.
- Where the detail of information is particularly sensitive this can be restricted further, for example the details of sexual abuse or a young person sharing worries about their mental health or sexuality. Staff involved in their direct care may need to know in general terms the nature of the concern.

Sharing information with other agencies:

Where a significant issue arises the designated safeguarding lead will ensure the parent is contacted within 24 hours, or immediately if required (unless doing so will put a child or adult at risk of harm).

We follow the 7 Golden Rules from [Information sharing advice for practitioners](#):

1. The General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. We will be open and honest with individuals (and/or family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. We will seek advice from other practitioners (e.g. MASH), or our information governance lead, if in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. We share information with informed consent where appropriate and, if possible, respect the wishes of those who do not consent to share confidential information. We still share information without consent if, in our judgement, there is a lawful basis to do so, e.g. where safety may be at risk. We base judgements on the facts of the case. We are clear why we share or request personal information from someone. We remain mindful that individuals might not expect information to be shared, even with consent.
5. We consider safety and well-being and base our information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: We ensure information we share is necessary for the purpose for which we are sharing it, is shared only with individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. We keep records of our decision to share (or not to share) and the reasons for it. We record what we have shared, with whom and for what purpose.

Local authority children's social care

We ask parents to let us know if their child has ever had a social worker and this information is also shared routinely with us by local authorities. This allows us to put in extra support to give them the best chances of success and to take earlier action if we are worried about a pupil's progress, behaviour or if they go missing.

Contacting the Police

We share information with the Police if we suspect abuse or neglect in line with the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP) teams' Child

Protection procedures. We will consider contacting the Police if we suspect a crime has been committed in line with the [National Police Chiefs Council guidance](#).

What to do if you are still worried...

The setting has an internal escalation process, and links with the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP) teams' Child Protection Procedures professional conflict resolution policy.

Anyone worried about a child must continue to raise the concern until they have a reason not to be worried about the child anymore.



Every member of staff must follow this process. There will be no reprisals for honestly raising a concern. Where an immediate decision is needed, and a particular person is unavailable you may move to the next stage. The timescale for the process relates to the urgency of the decision, but in any event should not extend beyond one week.

We **always** listen to concerns raised by children, families, staff, visitors, or other organisations. The whistleblowing process should only be used if there are no clear safeguarding procedures, you are concerned your concern won't be dealt with properly or will be covered up, your concern has not been acted upon or you are worried about being treated unfairly. The prescribed organisation for safeguarding children whistleblowing is the NSPCC: **0800 028 0285** or help@nspcc.org.uk.

Safer Recruitment

We do our best to ensure we employ 'safe staff' by following the guidance given by the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP) teams' [Child Protection Procedure on Safer Recruitment](#) and our individual procedures. Those involved in recruitment and employment of staff have received safer recruitment training in line with DfE guidance, [Keeping Children Safe in Education](#).

Safer recruitment means that all applicants will:

- a) understand their duties to safeguard children from the outset through the advertisement and in their job description
- b) complete and sign an application form which includes a full education, qualification and employment history (with explanations for any gaps)
- c) provide business contact details for two verified, formal referee statements following our own format, including at least one who can comment on the applicant's suitability to work with children (the last childcare employer if they have one) and one who is a senior person with appropriate authority in their current employment.
- d) provide evidence of identity and qualifications (including birth certificate, where available).
- e) be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role, including s128 checks
- f) have their mental and physical fitness to carry out their work responsibilities verified
- g) provide evidence of their right to work in the UK
- h) be interviewed by a panel of at least two people testing skills and abilities with value-based questions against the job description. Members of the panel will have completed safer recruitment training.

We also ensure that recruitment documentation will state our commitment to safeguard children.

All new members of staff will undergo face to face induction training within 2 weeks which includes:

- Familiarisation with our safeguarding policies and procedures and support to identify child protection training needs
- The roles and identities of the DSL & Deputies and how to refer concerns to them (and / or directly to the relevant agencies if required)
- Reading and agreeing to abide by KCSIE part one, and Annex A
- Pupil behaviour policy & Antibullying Policy
- CME (Children Missing in Education) response protocol
- Online safety information - expectations on staff conduct / acceptable use of IT and communications and social media – including staff / pupil relationships
- Staff code of conduct – including whistleblowing policy

All staff will sign to confirm that they have read and **understood** the safeguarding policies and procedures and will attend relevant training.

Agency

If ever used, we would obtain written confirmation from supply agencies that agency staff have been appropriately checked, and their suitability to work with children at the setting will be assessed based on the children's needs.

We maintain records of recruitment checks undertaken and the appointing manager signs to evidence they have checked this documentation and the overall record is signed by the Designated Safeguarding Lead and Safeguarding Governor termly.

Supporting staff at the setting

Code of conduct

We have published a code of conduct which sets out expectations of staff around appropriate boundaries and staff keeping themselves safe – staff sign to say they have read and understood this document.

Emotional support

Having to deal with a situation where a young person has experienced harm can be stressful and upsetting. We will support staff in a variety of ways, including a debrief with their line manager and/or the Designated Safeguarding Lead as appropriate. Where necessary confidential counselling services and additional resources will be sought. The school provides staff members with access to the 'Health Assured' employee assistance programme.

Supervision

Staff involved in working within child protection and safeguarding, either directly with children, or supervising staff who do, will receive regular supervision. This supervision will be half-termly and will provide a space for the staff member to

- reflect on any safeguarding issues that the staff member has been involved in (directly or indirectly) and allow for agreement on any further action required;
- talk about issues which they are facing in the work environment, including thoughts that they have in terms of developing the service that is provided to the children; and
- discuss the emotional impact of the role as well as any other issues that they consider relevant.

Covid 19 arrangements

Our priority is to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

Despite Covid-19, the setting's child protection policy is fundamentally the same; children and young people always come first, and staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedures. In the unusual circumstance that, due to Covid 19, no DSL or deputies are on site, the DSL or Deputy will be contactable and the Headteacher or a member of the Senior Leadership Team will email all staff by 9am to advise they are acting in an on-site safeguarding role together with contact details for the DSL or Deputy DSL.

The current setting position

The setting will create 'outbreak plans' to cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups. Given the impact the pandemic has had on education, any measures taken would be a last resort and kept to the shortest period possible. Attendance is still vital and mandatory for all pupils of compulsory school age, and it is a priority to ensure that our pupils do attend the setting regularly. Where there is a need for remote education, we will endeavour to provide high quality education and support for all pupils and will ensure effective safeguards are in place for remote learning in line with [UK Safer Internet Centre](#) and [safer working practice](#) guidance. Staff will be aware of the signs and indicators of [cyberbullying](#) and [other risks online](#) and will implement the [20 safeguarding considerations for livestreaming](#) where necessary. Parents and carers will receive information about keeping their children safe online. We will set out the setting's approach, including the sites pupils will be asked to access and who from the setting (if

anyone) their child is going to be interacting with online. Pupils accessing remote learning will receive guidance on keeping safe online and how to raise concerns with the setting, [Childline](#), the [UK Safer Internet Centre](#) and [CEOP](#). Our governance body will [review arrangements](#) to ensure they remain appropriate.

Identifying vulnerability: We acknowledge that the pressures on children, their families and staff if an outbreak occurs are significant. There will be heightened awareness of family pressures particularly if parents/carers are also working from home. Staff will be mindful of the mental health of both [children](#) and their [parents and carers](#), involving the DSL about any concerns. We recognise the additional potential for child on child abuse during setting closures.

We have put into place specific arrangements for the following groups, should an outbreak occur

High priority: Looked after and previously looked after children, children subject to a child protection plan, children who have, or have previously had a social worker, and children with an EHCP - We expect these children will continue to attend during any time when other children are learning remotely. Where this is not possible an individual plan will be drawn up taking into account the specific risks for each child.

Medium priority: Children on the edge of social care involvement or pending allocation of a social worker – A plan will be drawn up for each of these children with an individual member of staff identified to consider their vulnerability. This plan will be shared with other involved agencies. These children may attend virtually or may attend on site with the agreement of the head teacher.

Other children: The class teacher or tutor will consider the vulnerability of each child and may make a recommendation to the head teacher that they are given medium or high priority.

Concerns and allegations about staff

Staff should take care not to place themselves in a vulnerable position with a child. While staff are friendly with children, they do not become friends. No staff member will share their personal details with children, have on-going contact or relationships with children outside of the setting (including social networking) and accept or give significant gifts. Staff must adhere to the risk assessment for lone working policy. Any member of staff who is unsure should seek advice from their line manager. All staff understand that a young person may make an allegation against a member of staff. Any such concern will be reported directly to the head teacher, unless it is about the head teacher, in which case it will be reported directly to the chair of the governing body.

Members of staff must advise the head teacher **immediately** if it is alleged current staff (including volunteers) 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 that indicates he or she would pose a risk of harm to children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If the allegation concerns the head teacher staff will immediately inform the Chair of Governors without notifying the head teacher first. The head teacher (or a designate) will follow the [Managing Allegations & Safeguarding Concerns policy](#) and where appropriate discuss the content of the allegation with Hertfordshire's or Essex's LADO (designated officer for the management and oversight of allegations) and follow their procedures for managing allegations and safeguarding concerns about staff. We will [make a barring referral to the DBS](#) should an allegation made against a member of staff be upheld. Allegations about prior members of staff or historic allegations will be referred to the police.

Low level concerns

Staff, including volunteers and agency staff, will report to the Headteacher any concern about other adults working with children, no matter how small they seem. The term low level concern does not mean it is insignificant, it means that the behaviour towards a child does not meet the allegations threshold of harm or is not serious enough to consider a referral to the LADO. It could amount to inappropriate behaviour such as being over friendly with children, having favourites, taking photographs of children on their mobile phone, engaging with a child on a one-to-one basis behind a closed door or secluded area or using sexualised, intimidating or offensive language. Staff are clear about what appropriate behaviour looks like and are trained to help to identify any weakness in the setting's safeguarding system.

The Head teacher will consider whether a low-level concern is in fact an allegation. If there is doubt the LADO should be advised **immediately**.

Whistleblowing

We promote good practice and professional conduct through the organisation. Staff must be committed to providing a high standard of service and understand that children cannot be

expected to raise concerns in an environment where staff fail to do so. All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Staff will follow our [whistle-blowing policy](#). As necessary, they should speak to the Designated Safeguarding Lead, Senior Leadership Team or the Hertfordshire or Essex local authority designated officer.

If a member of staff notices anything that gives them cause for concern it is vital that this is raised. Acting upon staff concerns is fundamental in order to ensure good practice and support for staff. Resolving issues must be viewed by all staff as a positive action and not a breach of trust between colleagues or an attack on the organisation. We value an atmosphere of openness and honesty and welcome suggestions, complaints and criticisms. Whistleblowing includes raising and passing on concerns about any of the following:

- a) Poor standards of service
- b) Issues of bad practice
- c) The conduct of colleagues or managers
- d) Anything which is not in the best interest of the young person or the organisation
- e) Anything which is illegal or unacceptable behaviour.

If you think that your concern won't be dealt with properly or will be covered up, your concern has not been acted upon or you are worried about being treated unfairly, then the prescribed organisation for safeguarding children whistleblowing is the NSPCC: **0800 028 0285** or help@nspcc.org.uk.

Staff training

This strategy has been devised drawing on requirements in DfE guidance, Keeping Children Safe in Education

Principles

The **Designated Safeguarding Lead** will ensure all staff and volunteers have safeguarding children training relevant to their role. We see safeguarding training as an on-going process and the Safeguarding Team will ensure there are safeguarding and child protection updates and reminders at least once a term.

The DSL and their deputies receive regular DSL training and refreshers courses every 2 years, including 2 yearly inter-agency working training, plus additional modules as required as well as informal updates. As the school works with children who live in both Hertfordshire and Essex, the DSL's alternate their LSCB training between these authorities to ensure both LSCB protocols are understood.

Job Roles at the setting

We have aligned all job roles at the setting depending on role and contact with our pupils. Each role has specific training requirements.

Requirements for staff undertaking supervision, interview panels and other particular roles are also taken into account.

New staff

The **Bursar** will send the appointment letter to new staff with links to Part I or Annex A (as appropriate), and Annex B of the current [Keeping Children Safe in Education](#) with a requirement this is read and understood before they start work. During their first week at work the **designated safeguarding lead** will:

- talk with them about Keeping Children Safe in Education with opportunity for questions,
- introduce them to the setting's Safeguarding and Child Protection Policy and pathways for raising concern and
- ensure they know what to do if worried about a child.

At the probationary review new staff will be explicitly asked about any concerns they have for children at the setting and any other safeguarding issues they have identified.

Agency staff

Agency staff working at the setting for a month or more will be required to meet the same standards as permanent staff.

Agency staff working for less than one month must read Part I or Annex A (as appropriate) of the current [Keeping Children Safe in Education](#). Their agency must provide written assurance the member of staff has safeguarding children training to the appropriate level for the role in the relevant time period.

ALL STAFF who work in the school are expected to read, understand, and agree to the information contained in Part 1 of KCSIE. A staff training session and subsequent test is undertaken to ensure that this important area is carried out effectively.

In addition to this, all staff will read Annex A – as the nature of our small school means that every member of staff is likely to work alongside children, even those in roles traditionally further removed.

Appendix A – definitions of abuse, neglect and specific situations

Physical abuse

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

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent 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 students. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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.

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 students in looking at, or in the production of, sexual images, watching sexual activities, encouraging students 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 (also known as child-on-child abuse) in education and all staff will follow these child protection procedures.

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 mental and physical 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.

Indicators of abuse

Physical signs define some type of abuse, for example, bruising, bleeding, or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The definition of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the behavioural indicators of abuse and report any concerns to the Safeguarding Team.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who has been abused or neglected may:

- a) Have bruises, bleeding, burns, fractures or other injuries
- b) Show signs of pain or discomfort
- c) Keep arms or legs covered, even in warm weather
- d) Be concerned about changing for PE, swimming or in the residential areas for bathing/ bed
- e) Look unkempt and uncared for – present as smelly
- f) Change their eating habits

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

- g) Have difficulty in making or sustaining friendships
- h) Appear fearful
- i) Be reckless with regard to their own or others safety
- j) Self-harm
- k) Frequently absent or arrive late
- l) Show signs of not wanting to go home
- m) Display a change in behaviour – from quiet to aggressive, or happy go lucky to withdrawn
- n) Challenge authority
- o) Become disinterested in lessons
- p) Be constantly tired or preoccupied
- q) Be wary of physical contact
- r) Be involved in, or particularly knowledgeable about drugs or alcohol
- s) Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Safeguarding Team and other agencies to decide how to proceed.

Specific issues

Staff must respond if they identify any of the following:

a) **Domestic Violence and Abuse**

We recognise that Domestic Abuse has a significant impact on a child's development and emotional wellbeing and should always lead to a child protection referral. Domestic abuse is very widespread and where staff have concerns for other staff members they should talk to their supervisor. The Domestic Abuse Act 2021 recognises children as victims in their own right if they see, hear or experience the effects of 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. All of which can have a detrimental and long term impact on their health, wellbeing, development, and ability to learn.

We work with the Essex and Hertfordshire Police Services.

The setting will talk to parents, children and other agencies about such issues where required.

b) **Physical Intervention and restraint**

Staff must read the behaviour policy and code of conduct and understand how to work with children in a person-centred way and learn to analyse the child's behaviour and respond in a proactive and caring way to reduce the stress displayed.

Our procedure on physical intervention and restraint is set out separately and acknowledges that staff must only ever use

physical restraint as a last resort when a pupil is endangering themselves or others, and that at all times it must be the minimum force necessary to prevent injury and applied for the shortest possible time.

All staff understand that physical intervention or restraint of a nature which causes injury or distress to a pupil and is unreasonable under the circumstances may be considered a disciplinary matter.

Where there is a predictable need for staff to intervene physically, i.e. should a child have a condition that increases the likelihood of inappropriate physical behaviours, specific 'positive handling' training will be given to staff.

c) **Bullying**

Bullying between children is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a pupil's wellbeing and in very rare cases has been a feature in the suicide of some children.

All incidences of bullying including cyber bullying and prejudice-based and discriminatory bullying should be reported and will be managed through our [Anti-Bullying Policy](#) and in some circumstances could lead to a child protection referral. Staff will work with individual children who have been bullied and those who have bullied others to assist them to understand their actions. If the bullying is particularly serious or if the procedures taken are ineffective the Safeguarding Team will consider implementing child protection procedures.

Staff allowing or condoning bullying may face disciplinary proceedings. This includes cyber, racist, homophobic & gender related bullying. (See also: e) child on child/child on child abuse)

d) **Child on child sexual violence and sexual harassment and other harmful sexual behaviour.**

This is a form of child-on-child abuse. Children may be sexually harmed by other children inside or outside of education settings and online. The setting has a zero-tolerance approach to sexual violence & sexual harassment and all reports will be taken seriously.

Staff have been trained to recognise abusive behaviours, grading these using a recognised framework. Where there is concern a young person may have been sexually abused by another young person the local authority and parents will be contacted and we will plan together how best to respond.

We regularly review our actions and decisions with locally agreed multi-safeguarding arrangements put in place by the safeguarding partners to ensure that our learners feel confident to make reports and disclosures to the setting. We provide support to both alleged victims and perpetrators.

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence and may constitute sexual harassment. We recognise sexual violence (rape, penetration and sexual assault) and sexual harassment (unwanted conduct of a sexual nature) are crimes and will always follow the DfE [guidance](#) when allegations are received.

e) **Child on child abuse**

This covers any kind of physical abuse (such as hitting, kicking, shaking, biting and hair pulling), sexual abuse (such as rape, assault by penetration and sexual assault, making someone strip or engage in sexual activity with another), emotional or financial abuse or coercive control exercised between children.

It may occur within or out of education settings and can sometimes be linked to [gang involvement](#). It includes bullying, prejudice-based bullying, discriminatory bullying, cyberbullying, [consensual and non-consensual sharing of nude and semi-nude images and/or videos](#), abuse in intimate personal relationships between peers, [sexual violence, harassment](#) (sexual comments, remarks, jokes and online sexual harassment which can be standalone or part of a broader pattern of abuse).

A whole setting preventative approach is taken to enable pupils to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express views and feedback. Even if there are no reported cases of child-on-child abuse, this setting is aware that such abuse may still be taking place but is not being reported. We will continue to work with our learners to make our procedures more accessible. It should be recognised that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim. Behaviour may be intimate or non-intimate.

Although both the perpetrator and victim of child on child abuse are under 18, understanding the power dynamic between children and young people is very important in helping to identify and respond to child on child abuse – there will be a power imbalance and this may be due to age or status – social or economic – and the perpetrator in one situation may be the powerless victim in another so it is essential to try to understand the perpetrator and what is driving their behaviour before taking sanctions. We will also deal supportively and effectively with reports/disclosures that turn out to be unsubstantiated, unfounded, false or malicious.

A thorough investigation of the concerns should take place to include any wider contexts

which may be known. However, the victim should always be made to feel safe, and actions will need to be taken to separate victim and perpetrator and ensure that the abuse is not allowed to continue. Staff will remain vigilant and will not downplay the scale or scope of abuse. The issues of the interplay between power, choice and consent should be explored with children. How a setting responds is seen to influence the confidence of others to report what is happening to them. Harmful sexual behaviour must be addressed to help prevent problematic, abusive and/or violent behaviour in the future. How a setting responds to a disclosure or incident will impact future victims of sexual violence or sexual harassment. Pupils may not directly inform staff about their abuse. It may be that staff overhear a conversation or changes in the pupil's behaviour indicate abuse or harm. Sexual assault can result in a range of health needs so the safeguarding team will signpost to sources of support.

All staff are trained to respond to all child on child – or sexual harassment allegations, by referring to the DSL immediately.

f) **Racist and other Hate Incidents**

We value each member of the setting's community as an individual. We are therefore committed to equality of opportunity for all staff, students and visitors, and to meeting the requirements of the [Equality Act 2010](#). Equality does not mean treating everyone the same; it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes, this might mean giving people extra help so that they have the same chances. We follow our Equality policy and acknowledge repeated racist, disablist, homophobic, transphobic or other hate incidents or a single serious incident may lead to consideration as a

disciplinary matter and under Child Protection procedures. All hate incidents, including for example jokes, name-calling or excluding someone on the basis of race, disability, religion, sexual orientation, gender fluidity etc. will be taken seriously and must be reported to the head teacher.

g) **Forced Marriages & 'Honour' Based Abuse**

Forced marriage is when a person faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if you're made to feel like you're bringing shame on your family).

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

If staff become aware of either possibility it must be reported immediately to the Safeguarding Team or the Police.

h) **Female Genital Mutilation**

Female Genital Mutilation is a form of violence against women and young girls and considered as child abuse in the UK wherever it has occurred. It is a grave violation of the human rights of girls and women to life and their right to mental and physical health. The UK Government has signed international human rights laws against FGM, including the Convention on the Rights of the Child, and enacted the FGM Act 2003 which includes [mandatory reporting](#) by teachers who become aware that this may be planned or has happened for any child (U18). Access e-learning on FGM [here](#). Further advice on local services is [available here](#).

i) **Child Criminal Exploitation (CCE)**

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

It can include being threatened, forced or manipulated into:

- Child sexual exploitation
- Working in cannabis factories
- Shoplifting
- Pickpocketing
- Vehicle crime
- County lines
- Modern slavery
- Serious violence

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. Both boys and girls being criminally exploited may be at higher risk of sexual exploitation. More information is available [here](#).

j) **Criminality, anti-social or gang related behaviour**

Education settings often identify children involved in these kinds of behaviours. We will be particularly aware of the risks of our more vulnerable children being drawn into challenges and difficulties and respond with sensitivity rather than judgement.

We recognise the particular issues in our local community and respond with awareness and sensitivity to the pressures on children, while holding firm boundaries around the setting to ensure it is a safe place for our pupils. We achieve this through the promotion of equality

and choice throughout the curriculum and setting values. We also build relationships with pupils, understand who they admire and relate to, and create an environment where it is safe to talk about even the most difficult of things.

Where we become aware of the [signs of gang activity](#) we will talk with the pupil and their family, link with preventative services in our area and where necessary [involve the Police](#).

k) **Serious violence & Knife Crime**

Knife crime occurs very rarely in our local community. The PSHE curriculum and the relationships pupils have with staff create an environment where the raising of concerns in this area can occur openly and with confidence. The setting will report the carrying of knives, but more importantly will explore with pupils who are concerned safe ways to manage their fears and enable them to build safe relationships with adults so they can talk to us when worried about themselves, their family, their friends or others in the community.

l) **Children at court**

Where courts are involved in children's lives the setting will take additional steps to support them and their family. This includes facilitating access to an age appropriate [guide for young witnesses](#), or supporting families going through separation with [help on child arrangements](#).

m) **Family in prison**

We recognise the additional risks for pupils with family members in prison. The setting will adapt to support the different arrangements required and take action to support the pupil in the setting following the guidance of the [National Information Centre on Children of Offenders](#).

n) **Homelessness & Poverty**

Children's life chances are dependent upon a complex combination of household income, equality of opportunities and social inclusion/exclusion. While some children who grow up in low-income households will go on to achieve their full potential, many others will not. Poverty places strains on family life and excludes children from the everyday activities of their peers.

Coupled with poverty the setting has a heightened awareness of homelessness. The definition of homelessness means not having a home of your own. You are homeless if you have nowhere to stay and are living on the streets, but you can be homeless even if you have a roof over your head.

Poverty and homelessness may have an impact in terms of tiredness, appearance, mental and physical health, stress, anxiety, attainment, self-esteem and vulnerability to the other safeguarding issues identified.

Howe Green House will pay particular attention to any children impacted by poverty or homelessness, providing support for engagement wherever possible and talking to parents about their worries. Where these issues are causing the pupil significant harm, the child protection process is followed.

o) **Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and / or coercion of children under the age of 18 into penetrative or nonpenetrative sexual activity in exchange for things such as money, gifts, accommodation, affection, or status. The victims can be male or female. The manipulation or 'grooming' process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, or making them look at sexual images or watch sexual activities, encouraging children to

behave in sexually inappropriate ways or grooming a child over the internet, as a one-off occurrence or over a long period of time, before the abuse begins. It may also happen without the child's immediate knowledge by for example, others sharing videos or images of them on social media. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. While children may believe they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. CSE is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff must be aware of the indicators of sexual exploitation and all concerns reported immediately to the Safeguarding Team. Further advice on local services is available here: the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP).

p) **Substance misuse**

The setting takes a serious view of substance misuse while recognising that children may get caught up in misusing substances through vulnerability or exploitation. All cases of substance misuse should be brought to the attention of the head teacher and Designated Safeguarding Lead who will consider both the student behaviour policy and any factors that may indicate a young person is in need of help or protection.

q) **County Lines**

County lines are a network between an urban centre and county location where drugs are sold often over a mobile phone. Children and vulnerable people are used to transport drugs,

cash or even weapons. It can involve intimidation, blackmail and serious violence.

We recognise the potential for these issues and are particularly aware of the risks to children who are, or previously have, been subject to safeguarding concerns, where there are unstable home conditions, social isolation, significant money issues or homelessness, gang activity or where children have been excluded from education.

We will be vigilant for the for the [signs of exploitation](#) and take prompt action to involve [the Police](#) and Children's Services where concerned.

r) **Trafficking**

The two most common terms for the illegal movement of people – 'trafficking' and 'smuggling', are very different. In human smuggling, immigrants and asylum seekers pay people to help them enter a country illegally; after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their relocation. On arrival at their destination the trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered.

- Children are a special case: any child transported between or within countries or cities/towns for exploitative reasons is considered to be a trafficking victim, whether or not they have been deceived. This is partly because it is not considered possible for children to give informed consent under these circumstances.
- Even when a child understands what has happened, they may still appear to submit willingly. Any concerns about trafficking and exploitation must be reported to the Safeguarding Team immediately.

s) **Radicalisation and Extremism**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism includes, for example, far right views, animal rights activism and religious fundamentalism.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital our staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis** – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be

searching for answers to questions about identity, faith and belonging;

- **Personal Circumstances** – migration; local community tensions; and events affecting the young person's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- **Special Educational Need or disability** – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all children experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Preventing Radicalisation

In order to reduce the risks of children being radicalised we have:

- Ensured the Designated Safeguarding lead, deputies and a substantial portion of the staff group completed Prevent training;
- maintained and applied a good understanding of the relevant guidance in relation to preventing children from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- raised awareness about our role and responsibilities in relation to protecting children from radicalisation and involvement in terrorism;
- raised awareness about the safeguarding processes relating to protecting children from radicalisation and involvement in terrorism;
- identified the Designated Safeguarding Lead as the first point of contact for case discussions relating to children who may be at risk of radicalisation or involved in terrorism;
- collated relevant information from referrals of vulnerable children into the Channel process (where applicable);
- ensured the Designated Safeguarding Lead (or designate) could attend Channel meetings as necessary and carry out any actions as agreed;
- ensured that progress on actions would be reported to the Channel Co-ordinator; and
- shared any relevant additional information in a timely manner.

Further advice and local services can be found here: the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP) teams

t) **Online or internet use**

For many adults, there is a separation in their minds between 'real life' and the 'online world'.

The connected world embraces both online and offline and is the norm for most children, having grown up with the use of mobiles phones, tablets and computers on a daily basis. While mobile devices are a source of fun, entertainment, communication and education we know that some adults and children will use these technologies to harm children. Our policy states they may not be used in school time. The harm might range from hurtful and abusive texts and e-mails, to enticing children to engage in sexually harmful conversations, webcam photography or face-face meetings. In many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online via abusive, harassing, and or misogynistic messages, the non-consensual sharing of indecent/sexual images, especially around chat groups and the sharing of abusive images and pornography to those who do not wish to receive such content. Our online safety policy explains how we try to keep children safe in the home. The setting follows [UK Council for Internet Safety and Department for Education Guidance](#) around 'sharing nudes and semi-nudes' – staff will immediately report concerns to the Designated Safeguarding Lead.

Social networking sites are the more obvious sources of inappropriate and harmful behaviour and children cannot access these on our IT system. We will work with children on how to maintain their own safety and how to summon help if they are concerned about what they see online. Some children will undoubtedly be chatting on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe.

The staff Code of Conduct provides further advice and guidance regarding the use of social networking and electronic communication with children in our care. In our setting, online safety

is considered whilst planning the curriculum, any teacher training, when planning the role and responsibilities of the designated safeguarding lead and any parental engagement.

[Further information can be found in our setting's online-safety policy.](#)

u) **Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. We know some people abuse children through taking or using images, so we must ensure that the following safeguards are in place.

While parents are permitted to bring in a camera to events, no staff member should use their personal equipment to take photographs of children. The setting provides equipment for this purpose.

Where a staff member has concerns someone is taking photographs in breach of this policy, they should contact the head teacher.

To protect children we need to:

- a) seek parental consent for photographs to be taken or published (for example, on our website or in the newspapers or other publications).
- b) ensure that the child is appropriately dressed.
- c) encourage children to tell us if they are worried about any photographs that are taken of them.

Consensual sharing of indecent and/or sexual images between children may require a different response. It might not be abusive but children need to know it is illegal, whilst non-consensual is illegal and abusive. Staff should be aware that many indecent images in current circulation were taken by the child themselves or peers. Sex, sexuality and relationships should be an age-appropriate topic in the home and include what

to do if children are worried about an image they see.

v) **Private Fostering**

Private fostering is when a child or young person under 16 years old (or 18 if they have a disability) is to be looked after for a period of 28 days or more by someone who is not a close relative, guardian or person with parental responsibility. Close relatives include parents, step-parents, aunts, uncles, brothers, sisters and grandparents.

By law, [the local authority](#) must be told about all private fostering situations. The child's parents, private foster carer and anyone else (including the setting) involved in/aware of the arrangement are legally required to inform the local authority.

It is then the local authority's legal duty to make sure all private fostering arrangements are safe for the child or young person. Once informed of the arrangement the local authority will check the suitability of private foster carers, make regular visits to the child or young person and ensure advice, help and support is available when needed.

w) **Body Image and confidence**

Children come under increasing pressure to conform to so-called ideals by peers, adults, sometimes parents, the mass media, [through social media](#) and through their own view of themselves. [Research](#) shows more than half of children worry about the way they look, and this can lead to withdrawal, isolation, emotional and at its extremes serious physical harm. We work assertively to tackle these values, support individuality and teach body confidence at the setting and encourage children to work together to present a positive and healthy view of body shape.

x) **Young carers**

A young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem.

Most young carers look after one of their parents and/or care for siblings. They do extra jobs in and around the home, such as cooking, cleaning, helping with medication or helping someone to get dressed and move around. Some children give a lot of physical help to a parent or sibling who is disabled or ill. Along with doing things to help, they may also be giving emotional support to family members.

Children and young people are not supposed to undertake inappropriate or excessive caring roles that may have an impact on their development. The [Care and Support Statutory Guidance 2016](#) (First contact & identifying needs, s6.68-6.73) lists some duties which would be considered inappropriate, but you should also consider the impact of the following caring responsibilities on children:

- personal care such as bathing and toileting
- strenuous physical activity such as lifting
- administering medication
- maintaining the family budget
- emotional support to the adult

y) **Children going missing**

All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware of the setting's unauthorised absence and children missing from education procedures.

z) **Modern slavery**

Modern slavery is the illegal exploitation of people for personal or commercial gain. Victims are trapped in servitude, which they are deceived and coerced into, and feel they cannot leave. It can include:

- human trafficking
- sexual exploitation
- criminal exploitation
- forced labour
- domestic servitude

We work within the remit of the local [Modern Slavery procedures](#). Concerns will be referred to the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP) teams or [the police](#) for them to then follow the [National Referral Mechanism](#).

aa) **Children who have previously had a social worker**

Children who have previously been 'looked after' by a local authority or had a social worker may require additional support. This includes children who have returned home from care, who have been adopted, or who are care leavers.

The setting will assess the need for additional support to all children who have previously had a social worker.

Appendix B – The Designated Safeguarding Lead

The Governing Body will ensure there is a suitably qualified and trained Designated Safeguarding Lead (DSL) who is a senior member of the leadership team, with at least one Deputy trained to the same level. The following responsibilities form part of the DSL's Job Description. The DSL will:

- Ensure safeguarding pupils is a central ethos in the setting
- ensure all staff are familiar with the Safeguarding Children policy and part 1 (or Annex A as appropriate) and Annex B of Keeping Children Safe in Education.
- Ensure all staff have developed skills and knowledge to identify and report abuse, including safeguarding concerns or allegations of abuse against staff.
- Be the first point of contact for any member of staff worried about a child and provide advice and support to resolve that concern. The DSL will ensure they or a Deputy is available to staff during school hours and for any out of hours/out of term activities.
- Maintain oversight and hold ultimate lead responsibility (which cannot be delegated) for any concern about a child, including those requiring early help or child protection. This will include managing referrals by ensuring they or a deputy are allocated to any child referred to children's services (including children in care and those who have returned home from care). This person will keep the DSL up to date (if not the DSL), communicate all significant information and provide reports to other agencies and attend all relevant meetings for that child.
- Ensure the child protection files are up to date and kept in a secure and confidential place with concerns and referrals in separate files for each child in line with Keeping Children Safe in Education. When children leave the school or college the DSL 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. The DSL should plan for the transition of children early and consider what information is to be shared ahead of the file transfer. Files should be sent securely, and confirmation of receipt obtained.
- Refer cases as necessary to other agencies, including the Channel programme where there is a concern about radicalisation, [the Police where a crime may have been committed](#) and the Disclosure & Barring Service. The DSL will also liaise with senior mental health leads.
- Take the lead responsibility for promoting educational outcomes i.e. the academic progress and attainment, of children or young people in need (including those who have or have had a social worker) and maintaining their high aspirations by knowing the welfare, safeguarding, and child protection issues that children are experiencing or have experienced. The DSL will ensure relevant staff have information to help these children achieve, identify the challenges they may experience and enable access to adjustments to best support their progress.

- Where they are not the head teacher, liaise closely with the headteacher about any ongoing enquiries, police investigations or concern for children.
- Ensure the Safeguarding Children policy is reviewed at least annually, is available publicly and that parents are aware of the role of the setting in safeguarding children including referral to other agencies
- Review the staff CPD programme to ensure information is updated, particularly that child on child abuse, sexual violence and sexual harassment and harmful sexual behaviour is understood by all staff, and to ensure there is an annual review of online safety
- Consider how barriers to reporting could be overcome for pupils with SEND or physical health issues
- Check safer recruitment processes are compliant
- Receive relevant safeguarding training (along with any deputy DSLs) at least every two years and Prevent awareness training. The DSL and their deputies must seek out additional learning opportunities (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) to ensure their knowledge and skills are refreshed regularly (at least annually) and they are aware of any change in requirements, including through their local safeguarding children partnership. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures, and responsibilities of other agencies, particularly local authority children's social care.

Appendix C – The Governance body and Safeguarding Governor (or equivalent)

Governing bodies and proprietors

- have a strategic leadership responsibility for their school's or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to Keeping Children Safe in Education, ensuring policies, procedures, training and the teaching of safeguarding in their schools or colleges are effective and comply with the law at all times. Where a school or college has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children should also be followed
- should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements (Safeguarding Governor or equivalent). This person should be trained in line with local safeguarding children partnership (LSCP) requirements.
- should ensure they facilitate a whole school approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, all operating with the best interests of the child at their heart. They should ensure there are appropriate policies and procedures in place in order for action to be taken in a timely manner to safeguard and promote children's welfare including: an effective child protection policy, a behaviour policy, a staff behaviour policy, appropriate safeguarding arrangements for children who go missing from education, a safer recruitment policy etc.
- should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed (in line with Keeping Children Safe in Education requirements) to the role of designated safeguarding lead, as well as one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead, in line with LSCP requirements. Governing bodies and proprietors should also ensure that all staff undergo safeguarding and child protection training (including online safety) on a regular basis, in line with any advice from the LSCP.
- should ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2018). Governing bodies, proprietors, their senior leadership teams, and designated safeguarding leads should follow their LSCP arrangements.
- must comply with the Data Protection Act 2018, and the UK General Data Protection Regulation duties and other obligations to process personal information fairly and lawfully and to keep the information held safe and secure

Appendix D - Links to relevant legislation and guidance

[Working together to safeguard children](#): A guide to inter-agency working to safeguard and promote the welfare of children DfE 2018 (updated December 2020)

[Misuse of Drugs Act 1971](#)

[Keeping Children Safe in Education](#), DfE 2022

[Teaching online safety in school](#): Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects, DfE June 2019

[SEND Code of Practice](#): 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities DfE, 2015 (updated April 2020)

[Children missing education](#): Statutory guidance for local authorities, DfE 2016

[Framework for the Assessment of Children in Need and their Families](#) 2000 (archived 2013)

[What to do if you're worried a child is being abused](#): Advice for practitioners, DfE, 2015

[The Equality Act 2010](#): guidance. Information and guidance on the Equality Act 2010, including age discrimination and public sector Equality Duty

[Safeguarding children who may have been trafficked: practice guidance](#), HMG, 2011

[Revised Prevent duty guidance: for England and Wales](#), HO 2021

[Protecting children from radicalisation: the prevent duty](#), DfE 2015 [Children Act 1989](#)

[Human Rights Act 1998](#)

[UN Convention on the Rights of the Child](#)

[Data Protection Act 2018](#)

[Data protection: toolkit for schools](#), DfE 2018

[Guide to the UK General Data Protection Regulation \(UK GDPR\)](#), ICO

[Sexual Offences Act 2003](#)

[Children Act 2004](#)

[Education Act 2002](#)

[Protection of Freedom Act 2012](#)

[Counter-Terrorism and Security Act 2015](#)

[Female Genital Mutilation Act 2003](#)

[Serious Crime Act 2015](#)

[Mandatory reporting of female genital mutilation: procedural information](#), HO 2016

[The Anti-social Behaviour, Crime and Policing Act 2014](#)

[Forced Marriage guidance](#), FCO & FCDO 2013 (updated 2021)[Malicious Communications Act 1988](#)

[Communications Act 2003](#)

[Public Order Act 1986](#)

[Essex SET Safeguarding Procedures](#)

[Hertfordshire Safeguarding Procedures](#)

[The Modern Slavery Act 2015](#)

[Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#), HMG 2018

[Mental health and behaviour in schools](#), DfE 2018

[The Domestic Abuse Act 2021](#)

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Reviewed by: Whole Board

Signed by: A Cutlan Smyth – Chair of Governors

Signed by: D Mills - Headmistress