

Safeguarding Policy

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This policy specifically applies to all areas of the School including the EYFS.

This policy is reviewed, authorised and approved annually, as a minimum, by the Board of Governors and updated as needed on an interim basis by the Designated Safeguarding Lead and Bursar.

Version 201909.01 - approved by the Board on: 2 July 2019

- Version 201909.01 updated to reinforce staff responsibility to whistle blow
- Versions 201909.02 & 03 - updated from version 201909.01 with initial changes to draft KCSiE 2019
- Version 201909.04 – updated with further information regarding safer recruitment & a fuller listing under Annex 2
- Version 201909.05 – include reference to Home Office Guidance on County Lines. Amend references to HSCB to HSCP.
- Version 201909.06 – revision to use of personal mobile phones.
- Version 201909.07 – Appendix 5 - 'Safeguarding during periods of School Closure including Pandemics' added

Version 201909.07 approved by Designated Safeguarding Lead and then at full Board Meeting on 19 May 2020.

Introduction

The safeguarding and promotion of the safety and welfare of every pupil at Edge Grove is a fundamental aim of the school and is the responsibility of everyone within the School organisation. It is the responsibility of the Governors to ensure not only that appropriate arrangements are in place to support staff in the execution of that responsibility but also that staff have an involvement in the shaping of policies and procedures. This is achieved partly through the development of an ethos in which children feel secure and that their viewpoints are valued; also that they are encouraged to talk and are listened to and partly through the policies and process of safer recruitment and subsequent regular training in safeguarding for all staff, agency staff, peripatetic staff, volunteers and Governors.

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role school plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views.

All children have the right to be protected. People who abuse children can be from any section of society, often appearing quite ordinary, respectable and caring. This makes it very difficult for the children they abuse to be believed. Within a professional, close society such as Edge Grove, where people dedicate their lives to caring for and educating children, it can be difficult to appreciate that some people might neglect or seek to harm children, even their own, or to use them for their own sexual gratification. Teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop, because they have daily contact with the children. The school recognises its important role in the early recognition of the signs and symptoms of abuse or neglect and the appropriate referral processes. The School ensures that arrangements are made to safeguard and promote the welfare of all pupils at the School and that such arrangements both comply with statutory requirements and also have due regard to any further guidance issued by the Secretary of State.

Related policies and reference documents

Key reference publications and documents relating to the school's Child Protection procedures include:

External

- Keeping Children Safe in Education (DfE statutory guidance revised for 1 September 2020) (KCSIE)
 - KCSIE incorporates the additional statutory guidance, [Disqualification under the Childcare Act 2006](#) (September 2018)
 - KCSIE also refers to the non-statutory advice for practitioners: [What to do if you're worried a child is being abused](#) (March 2015)
- [Hertfordshire Safeguarding Children Partnership's \(HSCP\) Child Protection Procedures](#) – as amended and updated online
- [Working Together to Safeguard Children](#): A guide to inter-agency working to safeguard and promote the welfare of children (DfE statutory guidance updated February 2019)
- [Information Sharing](#) – Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE publication updated July 2018)
- [Prevent Duty Guidance: for England and Wales](#) (Updated April 2019). Prevent is supplemented by non-statutory advice and a briefing note:
 - The Prevent duty: [Departmental advice for schools and childminders](#) (August 2015)
- [The use of social media for on-line radicalisation](#) (July 2015)
- [Multi-agency statutory guidance on female genital mutilation](#) (HMG statutory guidance published 2016 and updated July 2020)
- [Education \(Independent Schools Standards\) \(England\) Regulations 2014](#)
- [Criminal Exploitation of children and vulnerable adults: County Lines guidance](#) (September 2018)
- Protection of Freedoms Act 2012
- Equality Act 2010
- Safeguarding Vulnerable Groups Act 2006
- Education Act 2002 – Section 157
- Education and Skills Act 2008 – Section 128
- Children's Act 1989, as amended by the Care Standards Act 2000, and 2004

Internal

- Behaviour Management Policy
- Counter-Bullying Policy
- Disability & Accessibility Policy
- Health & Safety Policy
- Admissions Policy
- Data Protection Policy
- Recruitment Selection and Disclosures Policy
- Whistle Blowing Policy
- Employment Manual: Disciplinary Policy
- Employment Manual: Staff Code of Conduct & Safeguarding Children Safe Working Practice
- Critical Incident Plan
- Policy on Adults Staying with Boarding House Staff
- Policy on Taking, Storing and Using Images of Children
- eSafety Policy
- IT Usage Policy
- PSHE Curriculum & Schemes of Work
- Security Procedures
- Missing Pupil Policy
- Children Missing Education Policy
- Staff Handbook
- Guidance in addressing Pupil Concerns
- Guidance on Carrying Pupils in Staff Vehicles
- New Staff Induction Policy
- EYFS Intimate Care Policy
- Pre Prep Injury Declaration

Aims

The aim of this policy is to provide a focus that will minimise harm, or risk of harm, and specify the actions required to be taken in response to various situations, in the form of clear procedures of which all staff must be made fully aware. All members of staff have a responsibility to ensure that children in their care are not harmed. There is no legal duty to report suspicions of abuse. However, there is a professional obligation to do so, and in extreme cases - particularly as a boarding school - a lack of action could constitute criminal neglect.

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. This includes a duty both to children in need and to children at risk of harm. All staff should read at least Part 1 of KCSIE and School leaders and those staff that work directly with children should also read Annex A which contains important additional information about specific forms of abuse and safeguarding issues. The School has a duty to ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in this guidance. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

The policy follows DfE, IAPS, BSA and HSCP guidelines with the specific objectives of:

- Informing all staff, parents and governors about the school's responsibilities.
- Enabling everyone to have a clear understanding of how these responsibilities should be carried out.
- Implementing, as necessary, the procedures contained in the HSCP Child Protection Procedures – a guide to procedure and practice for all professional staff in Hertfordshire who work with children.
- Adhering strictly to the School's policy on Safe Recruitment which itself complies with the Regulations for Independent Schools and the external policies and references noted above.
- Assessing the likelihood of pupils being drawn into terrorist organisations including extremist ideas, to demonstrate an understanding of the risks and how to identify children who may be at risk of radicalisation and what to do to support them.

The policy covers all types of abuse – physical injury, physical neglect, emotional and sexual (see definitions and indicators of abuse at Appendix 2). The school has a separate Counter-Bullying Policy. The policy includes

consideration of the requirement to safeguard and promote the welfare of children who are in need as defined by the Children's Act 1989. The policy includes guidance on the Prevent Duty required of all schools under the Counter-Terrorism and Security Act 2015.

The policy is reviewed regularly and updated and amended as necessary in light of variations to regulation, legislation or best practice and will, in particular, be formally reviewed by the Designated Safeguarding Lead (see below) following the discovery of any Child Protection issue with any deficiencies or weaknesses being remedied immediately without delay.

The policy has been drawn up in accordance with the Hertfordshire locally agreed inter-agency procedures and the School works with external agencies where appropriate including inter-agency working on the part of the DSL and attendance at strategy meetings.

The full Governing Body undertakes an annual review of School policies and procedures relating to Child Protection along with the efficiency of their execution. This review is formally and comprehensively minuted.

It should be noted that:

- i) Reference to "boarders" in the policy includes all children who are accommodated at the school (e.g., overnight accommodation of non-boarders and of children not educated at the school).
- ii) The policy extends to off-site accommodation arranged by the school (e.g., for activity weekends).
- iii) For the purpose of this policy the term "staff" includes all volunteers and temporary/agency staff whether directly employed by the School or through a contractor.

Child Protection Appointments

The school's Board of Governors is appointed to exercise non-executive responsibility for Child Protection matters. The Board ensure that the School designates an appropriate senior member(s) of staff to take lead responsibility for child protection. They should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

Within the school executive, the Deputy Head (Pastoral) is appointed Designated Safeguarding Lead (DSL), with specific responsibility for all Child Protection matters in the school. A Deputy Designated Safeguarding Lead (DDSL) is also appointed to deputise for the DSL in the latter's absence. In the EYFS, a Designated Safeguarding Lead (EYDSL) is appointed to have responsibility for the Early Years and to whom concerns in that area of the school should be addressed. The DSL is responsible for being the School's representative for Inter-Agency working and this will include, where appropriate, contributing to a coordinated offer of "early help".

The responsibilities and expectations of all 3 Safeguarding appointed roles are contained in job descriptions with which the post holders are provided and these ensure that sufficient time and resource are allocated to the post holders to facilitate the full operation of these roles.

The Head is responsible for ensuring that all staff receive and read Part One of the DfE guidance "Keeping Children Safe in Education" and also that they are aware of and abide by the School's safeguarding policies and procedures. All staff, including temporary staff and volunteers, are briefed by the DSL which includes explanation of how staff can best understand and therefore discharge their duties under KCSIE. Staff are also required to undergo appropriate training in Safeguarding at time of employment (if not already held); the School provides a triennial certification for all staff. This is supported by mandatory online refresher training and Inset sessions which focus on the application of generic policies and procedures to this School. An annotated copy of Part One of "Keeping Children Safe in Education" is issued to all new staff as part of their induction and staff are required to confirm that they have read and understand their responsibilities under the guidance.

Staff must address all matters relating to Child Protection directly to the DSL or, in the DSL's absence, the DDSL (but see also Allegations involving School Staff); under no circumstances should such issues be discussed with any other adult or child. Yearly contact should be made by the DSL and EYDSL with the Hertfordshire CP Schools Liaison officer (01992 588757) to confirm contact details. The names of the 3 above appointees are shown at **Appendix 4**.

Explanatory Note: The EYDSL is specifically appointed to take the lead in safeguarding for the Early Years Foundation Setting. In all other areas of the School, the DSL takes the lead and the DDSL is appointed as his/her deputy and to act in lieu of the DSL. Whilst the activities of the DSL may be delegated to appropriately

trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL; this lead responsibility may not be delegated. In this document the initials DSL are taken to include the DDSL and EYDSL as appropriate but with the proviso just noted.

Role of the Designated Safeguarding Lead

The broad areas of responsibility for the DSL are:

Managing Referrals

- Refer all cases of suspected abuse to the Hertfordshire Safeguarding Children Board (HSCP) and:
 - the local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
 - in conjunction with the Bursar, the Disclosure and Barring Service (for cases where a person is dismissed or left due to risk/harm to a child); and/or
 - the Police (cases where a crime may have been committed or a child is considered to be of immediate risk of harm).
- Liaise with the Head to inform him or her of all safeguarding issues but especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Being fully conversant with “Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (updated in 2019 by the DfE) and Keeping Children Safe in Education (updated in 2019 by the DfE).
- Developing effective working relationships with other relevant agencies and services.
- Receiving reports of alleged or suspected abuse within the school, or of incidents reported by a pupil occurring at home or outside the school.
- Liaising with HSCP & LADO as required but ensuring that at least annual contact is made to maintain the accuracy of contact details.
- Submitting reports for, and attending, Child Protection conferences.
- To maintain confidentiality at all times ensuring that accurate records relating to individuals are kept in a secure place.
- Monitoring the completion and retention of Incident Report Forms in the Pre Prep department.

Training

- Receive appropriate comprehensive level 2 safeguarding training by a provider approved by HSCP carried out every two years in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
 - Be fully conversant with the procedures detailed in HSCP’s Child Protection Procedures at <http://hertsscb.proceduresonline.com/index.htm> and be registered with HSCP for email alerts regarding updates to the procedures.
 - Be fully conversant with the procedures detailed in Keeping Children Safe in Education (KCSiE) and ensure each member of staff has access to and understands the school’s safeguarding policy and procedures, especially new and part time staff, peripatetic staff and activity providers.
 - Provide advice and support to other members of staff on protecting children from the risk of radicalisation (Prevent Duty). Take the lead in assessing the likelihood of pupils being drawn into terrorist organisations including extremist ideas. Provide training to staff to further their understanding of the risks and how to identify children who may be at risk of radicalisation and what to do to support them

- In conjunction with the Compliance Manager, maintain a register of all training for staff in Child Protection including the content and duration of all training and inductions.
- Be alert to the specific needs of children in need, as defined under Section 17(10) Children Act 1989 (or as revised), those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

Raising Awareness

The designated safeguarding lead should ensure the school's policies are developed, known and used appropriately:

- To lead in facilitating the development of safeguarding and related policies, training and procedures and guidance for the School.
- In conjunction with the Clerk to the Governors and the Safeguarding Governor, to ensure the School's safeguarding policy and the procedures and implementation are updated and reviewed by Governors at least annually.
- To ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- To ensure that the Head & all members of staff (academic and support) at the School receive training at the appropriate level every three years. All training will be provided by either HSCP or an HSCP approved agency.
- Link with HSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

Specific responsibilities for the DSL include:

- During term time the DSL and or a deputy should always be available (during school hours) for staff to discuss any safeguarding concerns. Where these staff are physically not present on the School site then contact may always be made via published mobile phone numbers – see Appendix 4 and Child Protection Wallet cards
- Being fully conversant with the procedures detailed in HSCP's Child Protection Procedures at <http://hertsscb.proceduresonline.com/index.htm> and being registered with HSCP for email alerts regarding updates to the procedures.
- Holding a copy of and being conversant with the DfE publication Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (updated in 2015 by DfE).
- Receiving training in Child Protection and Inter-Agency Working at the appropriate level every two years and ensuring that the Head & all members of staff (academic and support) at the School receive training at the appropriate level every three years. All training will be provided by either HSCP or an appropriate agency.
- Undertaking Prevent awareness training.
- Briefing the school staff in all areas of the school on the relevant contents of the guidance and procedures the school should follow as specified in these documents – including the training of new staff as part of their induction at the school.
- In conjunction with the Compliance Manager, maintaining a register of all training for staff in Child Protection including the content and duration of all training and inductions.
- Consulting with HSCP whenever a concern is raised.
- Taking prompt action to contact HSCP (Children's social care) and the Police (if a criminal matter)
- Ensuring that accurate records relating to individuals are kept in a secure place and marked "Strictly Confidential" and that these records are retained indefinitely notwithstanding the principles of the School's general data retention policy.

- Submitting reports for, and attending, Child Protection and Inter-Agency conferences as required.
- Ensuring that the school effectively monitors children who have been identified as “at risk”.
- Ensuring that the school effectively provides for children in need (defined under Section 17(10) of the Children’s Act 1989 as: “those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children”) and is able to contribute a co-ordinated offer of early help.
- Monitoring the completion and retention of Pupil Injury Declarations in the Pre Prep department.

Minimising Risk

Staff

All staff should have an awareness of safeguarding issues (by both adults and other young people) that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education, upskirting and sexting (also known as youth produced sexual imagery) put children in danger and the School and its staff must take steps to reduce those risks. It is most important that all staff are provided with the relevant skills and knowledge to effectively safeguard the children in the School’s care.

Staff Code of Conduct & Safeguarding Children Safe Working Practice

The School’s Code of Conduct combined with a Working Practice Guidance and Agreement can be found on The Source and is provided in hard copy to all new staff on induction. The aim of this document is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

Safer Recruitment:

As required under KCSiE (Part 3, the School is committed to the creation of a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children. These are required and the results of the checks therein are recorded on the Single Central Register for any individual working in any capacity at, or visiting the School. The Governors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks and childcare disqualification checks, together with references and interview information.

The recruitment of all staff for work within the school will be carried out strictly in accordance with the school’s recruitment and selection policies (see published Recruitment, Selection and Disclosures Policy which details all checks made and recorded), which are designed to minimise the risk of unsuitable appointments being made.

Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with ‘barred list’ information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the School’s safer recruitment procedures for checking the suitability of all categories of staff and volunteers to work with children and young people is set out in the School’s Recruitment and Selection Policy which is available on The Source.

The School’s protocols for ensuring that any visiting speakers are suitable and appropriately supervised is set out in the School’s Staff Handbook which requires the completion of an approval form; available on The Source.

Staff Training:

All Staff, including the Head, will receive Safeguarding training at the appropriate level (at least Level 1) on a three yearly cycle and this will be supplemented by the provision of updates and /or online training for all staff and this will include briefings on changes to guidance and/or legislation as required.

New staff (including temporary staff, non-employed peripatetic staff, activity leaders and volunteers) will receive training from the DSL and/or an online module as appropriate as part of their induction process. Individual staff may also be trained to higher level of certification dependent upon their role within the School.

Prevent Duty:

The School has robust procedures in place to help protect children who may at risk of radicalisation and these include the 4 general themes highlighted in the statutory Prevent guidance of **risk assessment, working in partnership, staff training and IT policies**:

It is important that staff are trained on how to identify factors that can help make people vulnerable to radicalisation. This may include, for example, monitoring all pupil absences and promptly addressing concerns about irregular absence with the parent or carer. As part of Prevent, staff may receive appropriate focused training to support the ever changing landscape of safeguarding which is underpinned by legislation and guidance on issues such as radicalisation. In particular the DSL will receive appreciate training as detailed above to ensure that all staff are made aware of their responsibilities in this area.

The School will work with partner agencies to seek advice, support and guidance drawing on multi-agency expertise, to support pupils at risk of harm via social media and the use of the internet. As appropriate, the School will consider engagement with parents and carers to assist families who raise concerns and provide them with appropriate support.

Referral into the Channel programme:

Training will be provided to staff to ensure that they are aware of when a referral should be made by the School into the Channel programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

Missing Pupils:

The School has put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future and will inform HSCP of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the School does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The School will, where reasonably possible, hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the School additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

The School will inform HSCP of any pupil who fails to attend school regularly or who has been absent without the school's permission for a continuous period of 10 days or more or a period agreed with HSCP.

Early Help:

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is at risk of modern slavery, trafficking or exploitation;

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. Appropriate staff are provided with the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has details of the child's social worker.

Honour based violence

So-called 'honour-based' violence (HBV) 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. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. Actions: If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (FGM)

Comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences and statutory safeguarding responsibilities apply equally to FGM as to any other area of risk. School staff will be provided with appropriate briefings on this.

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found in Annex B of the Multi-Agency Practice Guidelines (available in the Child Protection Library on The Source). This Guidance sets out to provide not only strategic guidance on FGM for institutions and their proprietors/Governors but also to provide advice and support to front-line professionals who have responsibilities to safeguard and support girls affected by FGM, in particular to assist them in:

- identifying when a girl may be at risk of FGM and responding appropriately;
- identifying when a girl has had FGM and responding appropriately; and
- implementing measures that can prevent and ultimately help end the practice of FGM.

If staff have a concern relating to FGM or regarding the potential for FGM to take place, they should invoke the School's safeguarding procedures, using the existing protocols in this policy for multi-agency liaison with police and children's social care. Where a member of staff discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police (see also Appendix 4).

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Child Sexual Exploitation

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Allegations involving Pupils including Bullying and Sexting

Staff should recognise that children are capable of abusing their peers. A whole-school approach to preventative education ensures that the curriculum, school policies, pastoral support and the school ethos complement each other to create an environment that helps to prevent negative behaviour. The School's policies on behaviour management and anti-bullying make it clear that abuse is abuse which should never be tolerated or passed off as "banter" or "part of growing up". These policies and the School's practices make it clear that victims of peer on peer abuse will be supported as will the perpetrator.

Sexting is when a person takes an indecent image of themselves and sends it to a friend or boy/girlfriend via their mobile phone. The School's e-safety policies and practices emphasise that sexting is another form of abuse and the School's approach to it is robust and in accordance with the CEOP guidance. Any incident of sexting must be reported to the DSL in accordance with the procedures in this policy. The DSL will refer the matter to HSCP, who will decide upon a further referral to the Police.

Peer on Peer Abuse

Staff should be aware that children can abuse other children and be able to recognise the different gender and age issues that can be prevalent when dealing with peer on peer abuse..

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse (See also KCSiE Annex A). This is most likely to include, but may not be limited to:

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

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse. Additional information regarding peer on peer abuse is in KCSiE Part 5

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policies on behaviour, discipline and sanctions will apply.

Peer on peer abuse can manifest itself in many ways but any incident of bullying will be treated as a child protection concern when there is reasonable cause to suspect that a pupil is suffering or is likely to suffer significant harm. The School will take advice from the HSCP on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the HSCP, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her during the investigation.

Child on child sexual violence and sexual harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Any decisions will be made by the school on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

The immediate response to a report

The school initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be trained to manage a report. Effective safeguarding practice includes:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the DSL or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Staff are aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy)
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Risk Assessment

When there has been a report of sexual violence, the DSL (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

Risk assessments will be recorded (written or electronic) and will be kept under review. At all times, the school will be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

The DSL (or a deputy) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the schools approach to supporting and protecting their pupils and students and updating their own risk assessment.

Upskirting

'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 now a criminal offence.

Action following a report of sexual violence and/or sexual harassment

The schools will carefully consider any report of sexual violence and/or sexual harassment. The DSL (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school or college's initial response.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, staff should follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Options to manage the report

1. Manage Internally
2. Early help
3. Referral to children's social care
4. Reporting to the police (any report to the police will generally be done in parallel with a report to children's social care)

Ongoing response

Safeguarding the victim

The need and wishes of the victim will be paramount. The victim should never be made to feel that they are the problem or made to feel ashamed. Support will be tailored on a case-by-case basis. Dialogue will be kept open and encouraged – the victim will be offered a 'trusted adult'. The School will work with children's social care and other agencies as required.

Safeguarding the alleged perpetrator

Support will be considered on a case-by-case basis keeping in mind that the alleged perpetrator may potentially pose a risk of harm to other children. Harmful sexual behaviours may be a symptom of either their own abuse or exposure to abusive practices or materials. Advice will be taken as appropriate from children's social care, specialist sexual violence services and the police.

Recruitment Checks & Contractors:

Staff working for outside providers/contractors will be subject to pre-employment checks; employers requested to provide proof of these checks and reviews of their appropriate policies and to provide appropriate training in child protection for their staff; these checks, training and record keeping will be a condition of the providers/contractors' contract or agreement with the School.

All staff working at the School, whether directly or indirectly employed, are required to disclose any convictions, warnings, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the School).

Following revised guidance from the DfE, the School is no longer required to carry out "Disqualified by Association" checks under the provisions of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009. This change in the guidance does not remove the need for the School to remind staff as to the expectations that they place on staff, including where their relationships and associations both within and outside of the workplace (including online) may have implications for the safeguarding of children in school.

Staff training:

Staff will be trained to:

- Recognise and understand the importance of Safeguarding policies and procedures at Edge Grove.
- Never think abuse of any kind is impossible at Edge Grove or that an accusation against someone they know well and trust is bound to be wrong.
- Be aware of the fact that abuse is often perpetrated by children on other children and how to recognise this abuse.
- Never assume that somebody else will take action and share information that might be critical in keeping children safe. Staff are trained to make it abundantly clear that this is everyone's responsibility.
- Never blur the line between professional and personal life. This needs special attention in a boarding school where staff and pupils live and spend large amounts of time together.
- Be aware of the types of abuse that children may be subjected to possible signs or indications of abuse – see Appendix 2.
- Identify children and young people at risk of radicalisation (Prevent Duty)
- Be aware of their responsibilities in reporting all inappropriate activities or actions carried out by other members of staff to the School; failure to report or significantly delaying reporting something that later becomes known maybe regarded as a disciplinary matter. The School's Whistleblowing Policy is in place to help facilitate making such reports. Its purpose is to encourage and enable employees to raise serious concerns within the school rather than overlooking a problem or blowing the whistle outside but it also makes it clear that employees can do something without fear of reprisals.
- Be aware of the requirements of GDPR and data protection legislation in such a way that permits the proactive sharing of information with School safeguarding staff and local agencies so that genuine concerns are not kept hidden by fear of breach of data protection considerations. The School should not provide pupils' education data where the serious harm test under the GDPR and Data Protection Act 2018 legislation is met. This means that schools should withhold education data under the GDPR where the serious harm test is satisfied. An example of which may be where a child is in a refuge.
- This exemption is specific to subject access requests - the change does not impact the need to share safeguarding information with other agencies e.g. Children's Services.
- Understand the fact that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges being more prone to peer group isolation than other children and that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the School puts in place additional pastoral support for children with SEN and disabilities and a proactive behaviour policy to minimise the need for force and staff are trained in these areas.

The School's intranet (The Source) contains a library of all relevant safeguarding legislation and documentation and is available to all staff and the location and contents are given to all new staff as part of their induction.

Induction training for all new staff will include guidance on the contents of this policy and the school's general safeguarding arrangements, the importance of reading and noting Section 1 (and, as appropriate, Annex A) of KCSIE, the requirements of the Staff Code of Conduct contained within the Staff Handbook, the protection offered to all staff under the School's Whistleblowing Policy, the School Behaviour Management Policy, the safeguarding response to children who go missing from education and the names and roles of the designated safeguarding appointments within the School.

Every effort is made to ensure that all personnel on the school site are aware of and abide by the policy and procedures for safeguarding at Edge Grove and this includes provision for those staff for whom English may not be their first language and checks will be made to ascertain levels of understanding as part of induction.

Staff need to be aware of how they should interact with pupils. The current climate of suspicion with regard to child abuse poses a dilemma for caring adults. This is particularly true in boarding schools like Edge Grove where pride is taken in fostering a family atmosphere. In order to protect children from abuse - and staff from suspicions of abuse - the natural inclination to comfort and reassure children through physical contact has to be tempered by a pragmatic assessment of each situation.

This does not mean that physical contact is never permissible but there must be limits, and contact outside of those limits must be justified if necessary. Limits will vary according to the particulars of each situation, the age of the child and the role of the member of staff. Staff should refer to the EYFS Intimate Care Policy, the principles of which apply equally to caring for children older than those in early years.

The following guidance is offered as a starting point for further development through staff training. Staff should:

- Try, as far as possible, to avoid being alone in a room with a child. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Doors to rooms where one-to-one sessions are taking place should have a glazing panel or be left ajar. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Remember you may need to have to justify your actions in all circumstances.
- Ensure that excursions out of the school, especially residential excursions, are supported by a sufficient number of adults to provide proper supervision. See the School's Health & Safety Policy Appendix regarding Educational Visits
- Not give children the opportunity to be in one-to-one contact with persons who may not have the requisite security clearances.
- Be aware that any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL & Head who will decide what to do next. Staff should refer to the School policy on the use of force to control or restrain a pupil.
- Never make demeaning or salacious remarks in the presence of children. Remarks about a child's physical characteristics or development could fall into this category.
- Avoid transporting children in their own vehicle. In exceptional circumstances, which should be assessed and sanctioned in advance by the Head or DSL, the child must travel on the back seat. No pupil should travel alone with a single member of staff.
- Exercise caution in electronic communication with pupils. Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. The group leader on all trips and visits involving an

overnight stay should take a school mobile phone with him/her. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip.

- Never allow any pupils to become "friends" on social media until the pupil has reached 18 years of age
- Be aware of the School's policy on the use of Mobile phones and cameras – see Appendix 3 below.
- Be aware of the School's EYFS policy on Intimate Care. Although primarily intended to provide guidance for dealing with children of the EYFS age range, the same principles apply when dealing with any child of any age and staff should be familiar with and guided by these principles.
- Be aware that, under the provisions of the Sexual Offences Act 2003 (came into force 1 May 2004 updated 2007), it is an offence for a person aged 18 or over intentionally to behave in certain sexual ways* in relation to a child aged under 18, where the adult is in a position of trust in respect of the child. The offence includes all children under 18.

*sexual ways includes

- Sexual activity with a child - e.g. kissing, sexual touching, intercourse (section 16 SO Act)
- Causing or inciting a child to engage in sexual activity (s17)
- Sexual activity in the presence of a child (s18)
- Causing a child to watch a sexual act (s19)

- Share any concerns with the Designated Senior Person, where there is a suspicion of a child becoming inappropriately attached to them or another member of staff or voluntary helper.

Pupils

Children and young adults often tell other young people about abuse, rather than staff and adults. Prefects will be made aware of how to respond if they are told of abuse or suspected abuse. In addition, systems will be put in place by the School to:

- Ensure that all children are aware of what they can do if they are upset or have a worry. This is disseminated through the "HELP" leaflet with the 'Circle of Care' which is displayed around the school and in the boarding accommodation. The contents and tone/nature of this document are explained to pupils in tutorials, emphasising the options open to them for communication of all problems to someone who will listen and help. The role of the Independent Listeners are emphasised as an independent 'ear' for all pupils.
- Ensure that all pupils know the school's safeguarding policies and particularly those relating to bullying, behaviour and discipline, e-safety and upskirting.
- Discuss with the pupils issues such as times of day or week, or locations in school, that are high risk for bullying/illicit activities.
- Use the PSHE and IT curriculums to help cover these issues. This will also be covered in Relationships Education/ Relationships and Sex Education which will become mandatory subjects from September 2020.
- Ensure that pupils are made aware through both formal and informal processes including PSHE schemes of work, IT curriculum and tutor time, in an age appropriate manner of issues regarding safeguarding, e-safety and the dangers of radicalisation. The School will always review and consider opportunities for teaching safeguarding as part of a broad and balanced curriculum.

School Procedures (see separate procedure below for allegations involving any member of the School staff)

- All school and college staff should be prepared to identify children who may benefit from early help (detailed information on early help can be found in Chapter 1 of Working together to safeguard children). Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment.
- If any member of staff is concerned about a child being either in need or at risk he/she must inform the DSL or, in the EYFS, the EYDSL. Staff may always report concerns (see below) directly to HSCP using the contact details below and in Appendix 4; in this event staff should also notify the DSL as soon as

possible unless the allegations involve a member of staff. Staff may also contact the NSPCC whistleblowing helpline on 0800 0280285.

- The member of staff must record the circumstances of their concerns in writing within a working day and preferably on the same day.
- The written record of any circumstances may be in any format as the individual member of staff deems to be appropriate provided always that the pertinent facts and opinions are adequately recorded. Staff may wish to use the “Logging a Concern” form – see Appendix 5. Regardless of format, any copy they keep for their own records MUST be kept confidentially and must not be made available outside the reaches of this policy.
- The DSL will refer the matter to HSCP (Children’s Social Care) immediately by phone and this will be done without prior discussion with the parents. A written report of the concerns will be submitted to HSCP within 24 hours.
- Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required.
- This will include determining whether:
 - the child requires immediate protection and urgent action is required
 - the child is in need, and should be assessed under section 17 of the Children Act 1989
 - there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
 - any services are required by the child and family and what type of services
 - further specialist assessments are required to help the local authority to decide what further action to take
 - to see the child as soon as possible if the decision is taken that the referral requires further assessment. 11 31. The referrer should follow up if this information is not forthcoming.
- In cases involving the EYFS, the DSL or the EYDSL will also ensure that Ofsted is notified within 14 days.
- The attendance and development of any child who has been identified as “at risk” or who has been placed on the Child Protection Register will be monitored closely by the DSL.
- If a pupil who is known to be on the Child Protection Register changes school, the DSL will inform the LCSB responsible for the case, make appropriate arrangements for the secure transfer the appropriate records (separately from any other pupil files) to the receiving school and obtain a receipt for the transferred file.

When to Be Concerned

If, a child is in immediate danger or is at risk of harm a referral should be made to children’s social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made.

Staff should be concerned about a pupil if he or she:

- Has any injury which is not typical of the bumps and scrapes normally associated with children’s injuries
- Regularly has unexplained injuries.
- Frequently has injuries (even when apparently reasonable explanations are given).
- Appears confused or gives conflicting explanations on how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.
- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his/her age.
- Discloses an experience by which he/she may have been significantly harmed.
- Is felt to be at risk of radicalisation.
- Is felt to be at risk of FGM being carried out or may have already been carried out.

Further guidance on the symptoms of abuse is at Appendix 2 and in Annex A of KCSiE.

Immediate Action Responses

Members of staff who suspect, or are told, that abuse may have occurred, should act immediately, applying the following key principles:

1. Always **stop** and **listen** straightaway to someone who wants to tell you about incidents or suspicions of abuse. Do not display shock or disbelief.
2. Accept what is being said.
3. Allow the child to talk freely.
4. Make brief handwritten notes in ink of what the child is telling you while he/she is speaking (or as soon as possible afterwards). Keep these notes in a secure place, under lock and key: it is what you wrote at the time that may be important later, not a tidier, improved version of it (see - Record Keeping, below).
5. Reassure the child but do **not** give a guarantee that you will keep what is said confidential or secret. You have a responsibility to tell the right people to protect the child. Explain that you need to tell the people who can sort it out, but you will **only** tell people who absolutely have to know (see Confidentiality, below).
6. Reassure the child that what has happened is not his/her fault.
7. Stress that it was the right thing to tell.
8. Do not ask leading questions that might give your own ideas of what might have happened (e.g., "did he do X to you?" Ask questions like "what do you want to tell me?" or "is there anything else you want to say?" Do not criticise the alleged perpetrator.
9. Tell the child what has to be done next and who has to be told.
10. Immediately tell the designated DSL or EYDSL (but see also Note to Allegations Involving School Staff, below); do not tell other adults or young people what you have been told.
11. Discuss with the DSL or EYDSL whether there are any steps that need to be taken to protect the person who has told you about the abuse.
12. **Never** attempt to carry out an investigation of suspected abuse by interviewing people. Staff from HSCP and the police are trained to do this - you could cause damage and prejudice possible criminal proceedings.
13. Where there are evident signs of physical injury, that may (or may not) be the result of abuse or bullying, medical help should be summoned, or the pupil should be taken to the surgery. In serious cases, the police should be informed from the outset.
14. As a person who works with children, all members of staff have a duty to refer safeguarding concerns. This is normally through the Designated Senior Person, however all staff have the right to make a referral to social care directly. This is particularly appropriate to, but not limited to, cases where:
 - concerns are not taken seriously by an organisation (although staff raising a concern should be aware that action may be in progress and that no report back on an allegation will necessarily be made) or
 - action to safeguard the child is not taken by professionals and
 - the child is considered to be at continuing risk of harm

Staff should speak to the DSL/EYDSL or the Head (where the allegation involves a member of staff) or the Chair of Governors (where the allegation involves the Head) or contact Hertfordshire Children's Services (including out of hours) on 0300 123 4043.

Role of school medical staff

Health professionals in a school operate within their own professional guidelines, which include an obligation to refer cases of abuse to the DSL/EYDSL and/or the Head.

Parents

In general, we believe at Edge Grove that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with them. However, parental consent is

not required for a referral to statutory agencies where there are concerns about a child's safety and it may not be right in such cases to immediately inform them of our concerns as that action could prejudice any investigation or place the child at further risk. In such cases, advice will be sought from the HSCP.

Recovery Plan for Children or Staff

Dealing with a disclosure from a child, and a Child Protection case in general, is likely to be a stressful experience. The member of staff involved should consider seeking support for him/herself and discuss this with the DSL or EYDSL.

As every case will be handled confidentially, any child should be able to continue at the school certain that any incident is not general knowledge. The same will apply for a member of staff when resuming work after an accusation (see Allegations Involving School Staff, below). Ongoing counselling will be offered and organised through the DSL and Head as required.

Record Keeping

When a child has made a disclosure to a staff member, the latter should:

- Ascertain 'who, what, when, where'
- Make brief handwritten notes in ink during or as soon after the conversation as possible.
- Not destroy the original notes in case they are subsequently needed by a court.
- Record the date, time and place of the conversation.
- Record any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any bruising or other injury. Notwithstanding this requirement, staff should only view parts of the child's body which are normally visible.
- Record actual statements and observations rather than interpretations or assumptions.
- Remember **not** to ask leading questions and **never** to try to interview people.
- Ensure that all documentation and records relating to the discussion are carefully secured under lock and key.

Confidentiality

All staff at Edge Grove, both in the teaching and non-teaching roles, have a responsibility to share relevant information about the protection of children but that process must follow the strictest standards of confidentiality. As a general rule, emails sent to a number of parents should not include the names of individual pupils and parents should be 'blind-copied' into the email

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as ChildLine (details are given in the Circle of Care for pupils on which is displayed in the Pupil Planner and on notices around the school). If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the DSL, or EYDSL with a written account of what has transpired as a matter of urgency.

Allegations Involving School Staff

It is essential that any allegation of abuse made against a teacher or other member of staff (including DSL, DDSL, EYDSL and Head) or volunteer is dealt with fairly, quickly and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation.

If a child or parent makes a complaint about a member of staff or when any member of staff has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, the member of staff must follow the procedures laid down in the Whistle Blowing Policy by immediately informing the Head or, in his unavailability or involvement, the Chair of Governors or, in their unavailability, the Governor

with responsibility for Staff Welfare. The School will, at all times, comply with the requirements of the Protection of Freedoms Act 2012 when making a referral to DBS. A failure to report internally by staff must be investigated by the school and, if justified, appropriate action taken (this could range from disciplinary proceedings, a referral to the Teaching Regulation Agency or a referral to the DBS).

If the School is given information that suggested that a member of staff was abusing a child who was not a pupil at Edge Grove, that information must be treated as if the child was a pupil at Edge Grove as above. The LADO will be contacted immediately and the Head would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly the same way as if the allegation had involved an Edge Grove pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

Contact details for Governors are available through the Bursar (who will make them available to staff without comment or query), as these are not routinely published in public documents. Names of individuals are given below in Appendix 4.

He/she should also make a record of the concerns including a note of anyone else who witnessed the incident or allegation. Any member of staff making such an allegation must be reassured that the allegation will be handled in strict accordance with the School's Whistle Blowing Policy and that, provided the allegation has been made in good faith, the staff member will be protected from victimisation or harassment under that policy.

The Head will make an immediate referral to the LADO for any allegations involving adults and to HSCP for allegations relating to outside school or by pupils by phone and follow this within 24 hours with a written report. In cases involving the EYFS, the DSL or the EYDSL will also ensure that Ofsted is notified within 14 days of any allegations of abuse involving any adult working or volunteering or governing at the school. In making the referral, the Head may decide to consult with the DSL who possesses a higher level of child protection training.

The school will assess the viability of the member of staff under allegation remaining at work during the investigation through risk assessment and may make alteration to his/her job description or function in the school or may, if the situation requires, suspend the member of staff on full pay pending determination of the case. If the member of staff under allegation is normally resident in the boarding house, the School will provide alternative accommodation outside the School grounds until such time as the investigation is concluded. At all times the School will maintain an open mind and keep the member of staff appraised on the progress of the investigation.

If, after referral to, and investigation by the Local Authority and/or police, those bodies decide there is no further action necessary or the case is unproven, the school will internally investigate the circumstances of the situation and may take action under the provisions of the Disciplinary Policy in the School's Employment Manual.

Where any of the DSL, DDSL or EYDSL are implicated in an allegation, the Head may decide to appoint a replacement officer and the School will arrange appropriate training. Similarly, where the Head is involved, the Chairman of Governors may make appropriate arrangements under the provisions of the Disciplinary Policy in the School's Employment Manual.

If there is no evidence of misconduct or shortfall from the required performance level the member of staff will be permitted to return to normal duties and supported in their reintegration within the school community. Counselling and mentoring support will be provided as appropriate. Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or even, dependent upon the age of the pupil(s) concerned, referral to the police if there are grounds for believing a criminal offence may have been committed.

Allegations of Historic Abuse

The School will take all allegations of historic abuse seriously and will take advice and give due consideration to reporting the details of the allegation to the police and/or HSCP as appropriate.

Obligation to Report Adults to the DBS and TRA

Regardless of employment status, the School has a legal duty to refer any individual to the DBS within one month of leaving the School where they have ceased to use that individual's services because they have:

- harmed a child or put a child at risk of harm
- satisfied the harm test - there has been no specific action or inaction but it is believed that the individual may harm a child, cause a child to be harmed, put a child at risk of harm, attempt to harm a child or incite another to harm a child, or
- received a caution or conviction for a specified offence which would result in the member of staff being included in either the children's or adult's barred list

Such instances of dismissal or cessation of employment or service use may not be covered by a Compromise or Settlement Agreement. The duty also applies where an individual has resigned to avoid any such allegations and/or an investigation.

In addition, the School has a statutory duty to consider referring members of teaching staff to the Teacher Regulation Agency (TRA) where they have ceased to use that teacher's services for reasons of serious misconduct or where they have resigned to avoid any such allegation and/or investigation or where the teacher is suspended and is considered to pose a risk of harm. Serious misconduct includes:

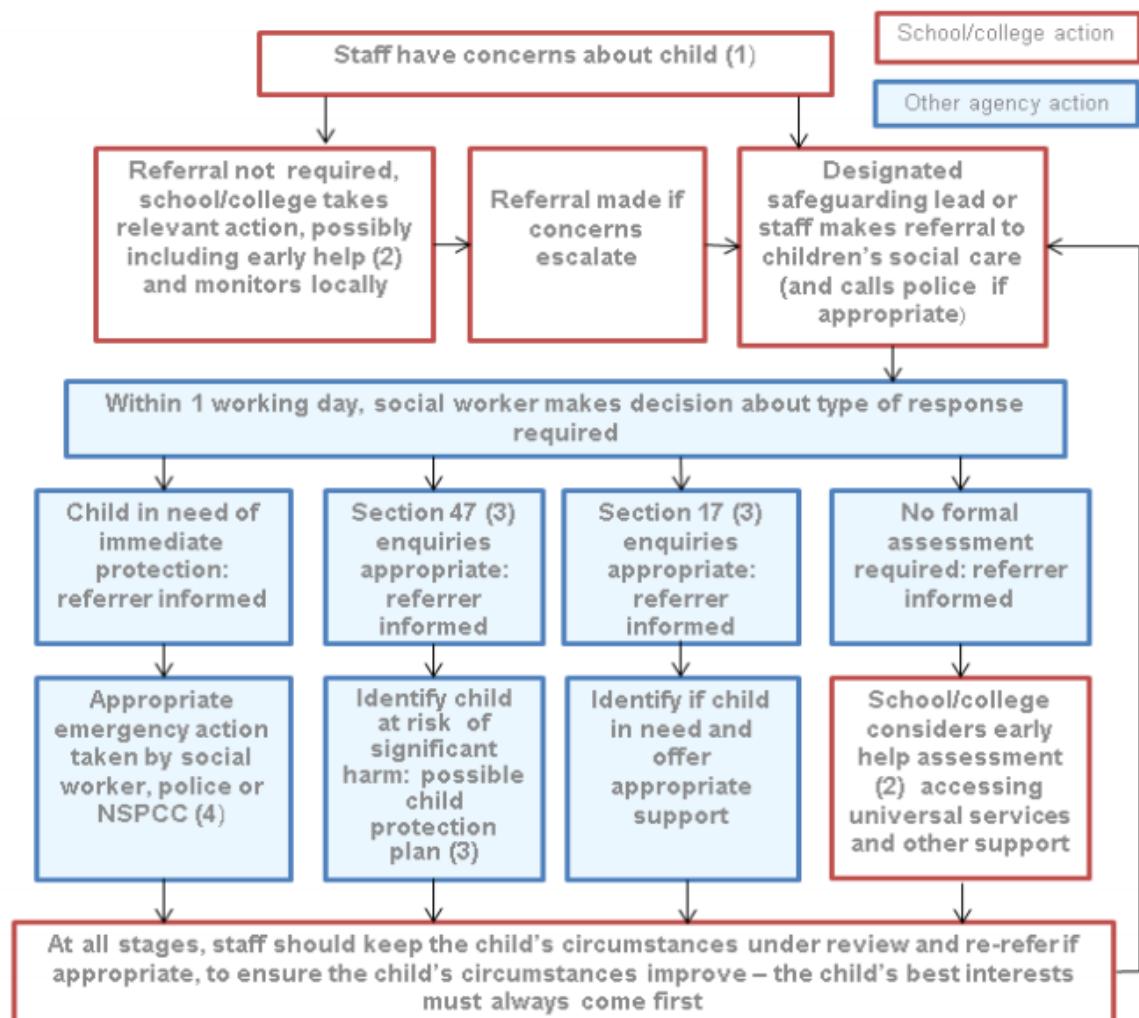
- behaviour which is fundamentally incompatible with being a teacher
- behaviour which could lead to the individual being prohibited from teaching

If a person is suspended, dismissed or resigns (or otherwise ceases or is required to cease to provide services to the School) because child protection concerns exist or where a safeguarding issue also involves misconduct by a teacher, which it often will, a referral will be made by the School to both the DBS and the TRA. In cases where there is any doubt, referral will be made to both the DBS and the TRA.

In all cases, the need for clear, accurate record-keeping and tight confidentiality will be paramount.

Andrea Caldwell
Deputy Head Pastoral
September 2019

Appendix 1 – Actions Where There are Concerns about a Child (from KCSiE 2018)



Appendix 2 - Types and Indicators of Abuse and Guidance

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online.

NSPCC estimates that over half a million children are abused in the UK each year.

KCSiE (Updated for 2019), which is issued to all members of staff, gives in Part One and/or Annex A the following definitions and guidance:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Serious violence: indicators which may signal that children are at risk from, or are involved with serious violent crime include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

Specific Safeguarding Issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting.

Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.¹⁶³

Child criminal exploitation (county lines): Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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

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

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

- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) teachers should follow the School's local safeguarding procedures.

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

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Special educational needs and/or disabilities: Pupils with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

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

Domestic abuse: Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional.

Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. The School should be mindful that children can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse. Domestic Abuse may lead to other safeguarding concerns, and should therefore be managed under this policy.

Homelessness: Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.¹⁷⁹

Children who go missing from school: A child going missing from School is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the School's Missing Children Policy. All unexplained absences will be followed up in accordance with this Policy.

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

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

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority and, where appropriate, the local authority where the child is normally resident of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

Children and the court system: Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

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

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

Appendix 3 - Acceptable Use of Mobile Phones, Cameras and Recording Devices.

This policy applies to all areas of the School but has particular application to the Early Years Foundation Setting.

Mobile Phones

Staff are not permitted to use their personal devices on the school site whilst in the company of the pupils. In the EYFS, all personal devices must be kept in the staff room at all times.

Personal devices are permitted to be used in the following situations:

1. As a method of navigating whilst driving a school vehicle, providing appropriate vehicle safety regulations are strictly adhered to
2. On off-site school trips for communicating with other members of staff who are on the trip or for contacting the school site
3. In a situation where the emergency services need to be called

These exclusions DO NOT apply to those working with children in the EYFS. Personal devices are not to be used at all in this phase of the school.

If any staff member has an emergency which requires them to keep their mobile close at hand, they should consult with the Head of Department and get permission for this. In this situation, any phone calls taken or made should be done so in a designated staff area of the setting where possible i.e. staff room or office.

School mobile phones will be issued to staff who are leading school trip or who are taking school teams off site for matches. These should be used in the first instance for communicating with the school site.

Cameras

Children should only be photographed or filmed on video for the purpose of recording their development or participation in events organised by us. Parents indicate their consent to the above if they do not opt-out of this as designated in the School's Terms & Conditions of entry. Parents have the right of access to records holding visual images of their child.

- Only a School camera should be used to take any photo within the setting or on outings. If a school camera is not available then a personal one may be utilised subject to advance approval from the DSL/EYDSL or Head who may also check images taken.
- Images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress
- All staff are responsible for the location of a classroom assigned camera or any equipment capable to taking pictures or videos.
- Images taken and stored on the camera must be downloaded as soon as practicable. Images should be downloaded to an approved network folder designated by the IT Manager.
- Images may only be uploaded to the school website by authorised staff and should never be uploaded to the internet for any other reason, including onto social networking sites e.g. Facebook.
- Under no circumstances must cameras of any kind be taken into bathrooms or boarding areas without prior consultation with the DSL/EYPO, Housemaster/mistress or Head. In this event, staff should be supervised whilst carrying out this activity. At all times the camera must be placed in a prominent place where it can be seen.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the EYDSL, DSL, or Head.
- Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policies.

Appendix 4 - Child Protection Appointments

The school's **Designated Safeguarding Lead (DSL)** is:

Mrs Andrea Caldwell - Deputy Head (Pastoral) – Contact on Ext 235 or acaldwell@edgegrove.com or 07961 823725

The school's Deputy Designated Safeguarding Lead (DDSL) is:

Mrs Samantha Robinson - Head of Lower School – Contact on Ext 258 or srobinson@edgegrove.com or 07749 479406

The Early Years Designated Safeguarding Lead (EYDSL) is:

Mrs Gill Emmerson – Head of Pre Prep – Contact at Pre Prep on Ext 237 or gemmerson@edgegrove.com

The school's **Chair of Governors** is:

Mr Ian Elliott - contact through the School Bursar

The school's designated Governor for **Safeguarding** is:

Mrs Samantha O'Sullivan – contact through the School Bursar

The school's designated Governor for **Staff Welfare** is:

The Deputy Chair of Governors, Paul Kendall – contact through the School Bursar

Hertfordshire Child Protection Contact numbers:

LADO Hertfordshire	01992 555420
Tony Purvis	07920 283 106
School Liaison Officer	
John Mairs	07795 051 172
Targeted advice (SLO)	01438 737 511
Social Services (Disclosures & Out of Hours) (Immediate on disclosure)	0300 123 4043
Herts Safeguarding Children Partnership	01992 588 757
Room 127, Postal Point CHO116, County Hall, Hertford, Herts. SG13 3DQ	
E-mail: admin.hscn@hertsc.gov.uk	

NSPCC Whistle-blowing helpline 0800 028 0285
(available Monday to Friday 08:00 – 20:00) or email help@nspcc.org.uk
or staff may write to: NSPCC, Weeston House, 42 Curtain Road, Lonodn EC2A 3NH

Teacher Referral Agency

Contact is made using the Teacher Referral procedure at:
<https://www.gov.uk/teacher-misconduct-referring-a-case>

Prevent:

To raise concerns relating to extremism:

DfE helpline

BIE helpline
Or by email to:

020 7340 7264

counter.extremism@education.gsi.gov.uk

FGM:

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

Appendix 5 – Safeguarding during periods of School Closure including Pandemics

It is recognised that the School may be involved in an enforced closure due to a critical incident, including a pandemic, resulting in different ways of delivering teaching and learning.

Safeguarding children remains the top priority, and being physically isolated from a school setting brings a number of additional challenges and risks. It is therefore imperative that all understand the boundaries of operating on-line and how children communicate with others: whether friends, colleagues or their teachers.

In these circumstances, the Safeguarding Policy remains in place, but is supported by this Appendix to ensure that staff, pupils and parents are aware of how the Safeguarding Policy is adhered to during any period of enforced closure. At the time of enforced closure the School will review all relevant advice and guidance including that relating to teaching and learning, health & safety and legal.

The School will:

- ensure that staff know how to set up a safe on-line classroom, providing appropriate support.
- ensure that staff have a formal timetable and record contact with parents and pupils through normal channels.
- ensure, in so far as possible, that communications with pupils and parents are within school hours (or hours agreed with the school) and via school senior management approved channels.
- ensure that staff are aware that they must continue to be data compliant and that all new on-line technology has had a privacy impact assessment carried out for approval and that staff will only use approved education programmes and systems that are data protection (dp) compliant.
- ensure staff are trained and updated on the importance of data protection compliance whilst on-line.
- ensure that staff are reminded to only use school registered email accounts.
- ensure that staff are reminded to only use school devices (wherever possible) or approved personal devices.
- ensure that staff are issued with the school's current working from home guidelines for teaching and learning, it and health & safety.
- ensure that parents and pupils are issued with the current continued academic and pastoral provision responsible user agreement for parents and pupils.
- ensure there are ways for pupils (and parents) to authenticate who is connecting with them on-line.
- keep a record of critical workers' children and vulnerable children who are attending school and have procedures in place to follow up any non-attendance.
- ensure the DSL shares the lists of any vulnerable pupils who should be attending provision with the relevant local authority.
- ensure that where there is remote access to the school network, filtering and monitoring is appropriate to the pupil's cohort and age.
- ensure staff, pupils and parents are signposted to the various practical support and guidance available for online safety and how to report concerns.
- hold on-line safety discussions with staff and parents to establish best practice.
- confirm that emergency numbers for parents/carers of vulnerable pupils are up to date and obtain additional emergency numbers where they are available.
- help parents in supporting their children in dealing with technology, digital media, on-line teaching and the associated risks.
- consider what pastoral support can be provided for families to alleviate stress and anxiety at home.
- ensure that policies and protocols/guidelines are reviewed regularly and signed off by appropriate staff and, where appropriate, governors.
- keep governors advised of changes to policies and practices.
- where changes are made to policies, protocols and guidelines all staff are notified and, if necessary, given top-up training.
- ensure there are appropriate arrangements for the provision of pastoral support to pupils and their families remotely with clear reporting routes for staff, parents and pupils to raise concerns during school closure.
- ensure that arrangements in place to ensure relevant safeguarding information is shared where a pupil temporarily transfers across to/from the school.
- ensure that appropriate vetting and induction arrangements are in place for any temporary staff and volunteers.

Appendix 6 – Logging a Safeguarding Concern



LOGGING A SAFEGUARDING CONCERN

<u>DATE:</u>	<u>TIME:</u>
<u>NAME of CHILD:</u>	
<u>FACTS</u> Please indicate where you have <u>interpreted</u> what you have been told. Use direct quotes, if relevant.	
<u>Who is / has been involved?</u>	
<u>What happened?</u>	
<u>Where did it take place?</u>	
<u>How often/ how long ago / how frequently?</u>	
<u>OPINION</u> <u>Please offer your opinion about what you have heard / seen / been told/ previous concerns</u>	
<u>Any action taken by you:</u>	
<u>Name of Person you are passing this information to:</u>	
<u>Name:</u>	<u>Job title:</u>
<u>Your signature:</u>	