



Stormont School

7a SAFEGUARDING CHILDREN (CHILD PROTECTION) POLICY

This policy applies to all children in the school from the EYFS (Reception) to Year 6

Issued	Autumn 2015
Updated	October 2015
Updated	February 2016
Updated	September 2016
Updated	February 2017
Updated	September 2017
Updated	October 2017
Updated	September 2018
Updated	September 2019
Updated	May 2020
Updated	January 2021
Updated	September 2023
Review Date	September 2024
Review Cycle	1 year (maximum)
Issued by DSL	

**This policy is reviewed in full by the Board of Governors no less than annually.
Last reviewed and agreed by the Board of Governors in September 2023**

**The policy will be published on the website for current and prospective parents, governors,
volunteers and staff.**

POLICY FOR SAFEGUARDING CHILDREN (CHILD PROTECTION)

This policy covers all pupils in the school, including those in the EYFS

Important contact information:

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

Miss Alexis Sobell (Deputy Head Teacher)

Telephone: 01707 654037

Out of School Hours:

Email: asobell@stormontschool.org

The Deputy DSLs in this school are:

Mrs Anne Curley (Head of Pre-Prep; also responsible for EYFS)

Email: acurley@stormontschool.org

Miss Louise Martin (Head)

Email: lmartin@stormontschool.org

Miss Louise Elliott (Head of Humanities and Year Form Tutor)

Email: lelliott@stormontschool.org

Stormont School, The Causeway Potters Bar, Hertfordshire EN6 5HA

Telephone: 01707 654037

The **nominated Governor** for Child Protection issues is: **DR ALISON RITCHIE**

Hertfordshire CPSLO consultation team are available for professionals to give advice on all queries when a child does not meet the threshold for a referral. They can be contacted during term time and school holidays (Monday-Thursday 9.00am-5.30pm, Friday 9.00am-4.00pm) on **01438 737511**.

The **Hertfordshire Targeted Advice Service** can also advise on all queries when a child is not at immediate risk of significant harm. **Call them direct if you are not sure whether the concerns meet the threshold for safeguarding on 01438 737511.**

Hertfordshire MASH team can be contacted on **0300 123 4043** to make a referral; you can use this number after 5.30pm and at weekends as well as during the school day.

Barnet MASH team can be contacted on **020 8359 4066** to make a referral; you can use this number Monday-Thursday 9.00am-5.15pm and Friday 9.00am-5.00pm. Outside these hours concerns about children who need an immediate response should be reported to the **Emergency Duty Team** on **020 8359 2000**.

Enfield MASH team can be contacted at Children's MASH (Multi Agency Safeguarding Hub) on **020 8379 5555** (Mon-Thurs 9am-5pm; Fri 9am-4.45pm). Out of office hours call: 020 8379 1000 (select option 2 and you will be transferred to an advisor). You can email at: **ChildrensMASH@enfield.gov.uk** Make a referral via the Children's Portal: www.enfield.gov.uk/childrensportal

PREVENT

Where risks of vulnerability to being drawn into terrorism are suspected or confirmed, the member of staff should make a referral to the PREVENT team at **prevent@herts.pnn.police.uk**, using the referral form that is attached. See the **Channel Referral Form** at Appendix D, and the contact details below.

Anti-terrorist Hotline: 0800 789321

Police 999; Local police force: 101 (the non-emergency police number)

<https://www.police.uk/hertfordshire/J03/>

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

FEMALE GENITAL MUTILATION

Any information or concern that a child is at immediate risk of, or has undergone, female genital mutilation (FGM) should result in a child protection referral to Children's Services in line with the **Referrals Procedure**.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to 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 (see contact information for the police above). Those failing to report such cases will face disciplinary sanctions. It will be rare for staff to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Allegations Against Staff

Following the publication of Part 4 of KCSIE Stormont School recognises the need to approach these situations with common sense and judgement. However, immediate contact will be made with the LADO Hertfordshire LADO: LADO.Referral@hertfordshire.gov.uk or on 0300 123 4043 when an allegation is made. Key points to note are the following:

In serious cases and if a crime has been committed, the police must be informed.

The Head should, as soon as possible, **following briefing** from the LADO and the Chairman of Governors, inform the subject of the allegation.

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

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

If the concerns are about the Head, then the Chairman of Governors should be informed immediately without notifying the Head first. The Chairman of Governors in this school is:

Name: **Mr Andrew Newland** Contact Number: **01707 654037**

In the absence of the Chairman of Governors, the Governor named below should be contacted.

Name: **Dr Alison Ritchie** Contact Number: **01707 654037**

The DBS will be notified as soon as possible and within 14 days if, following investigation, the School redeployes or dispenses with the services of a member of staff or volunteer because of their unsuitability to work with children, or would have done so if that person had not resigned.

The Disclosure and Barring Service can be contacted for help and advice on 03000 200 190
Online referral form: <https://www.gov.uk/guidance/digital-and-online-services#make-an-online-barring-referral>

Paper referral forms should be sent to: DBS Barring, PO Box 3963, Royal Wootton Bassett, SN4 4HH.

Consideration will also be given to given to making a referral to the Teaching Regulation Authority (TRA) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence'.

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1. INTRODUCTION

At Stormont School we take seriously the responsibility under section 175 of the Education Act 2002 (**section 157 for Independent schools**) to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. This policy has regard for *Working Together to Safeguard Children 2018* and *KCSIE (2023)*. All staff have read and understood (**Section A of Keeping Children Safe in Education Sept 2023**)

No single professional can have a full picture of a child's needs and circumstances. Everyone has a role to play in identifying concerns, sharing information and taking prompt action. All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

This policy is reviewed annually, approved by the Board of Governors in particular the Chair of Governors. Though there may be a need to update the policy throughout the year in response to any new government legislation.

All school and college staff, including supply staff, volunteers and contract workers have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training, including online safety (which is updated regularly – Hertfordshire Safeguarding Children Partnership advises every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Supply staff, contractors and volunteers will be made aware of the safeguarding policies and procedures by the DSL, including the Safeguarding Policy and Staff Code of Conduct.

Safeguarding is defined as: *protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.* (**Working Together to Safeguard Children (DfE, 2018), p6**)

The school follows the procedures established by the Hertfordshire Safeguarding Children Partnership (HSCP); a guide to procedures and practice for all agencies in Hertfordshire working with children and their families. <https://hertsscb.proceduresonline.com/index.htm>

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: (**KCSIE 2023**)

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

Children includes everyone under the age of 18.

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

This Safeguarding Children (Child Protection) Policy is one of a number of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with:

- Safer Recruitment Policy
- Staff Induction Programme
- Behaviour Policy
- Anti-Bullying Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Online Safety Policy
- ICT Acceptable Use Policy.
- Low Level Concerns Policy

Filtering and monitoring

The updated guidance makes it clear that all staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The designated safeguarding lead should take lead responsibility for understanding the filtering and monitoring systems and processes in place. Information on school child protection policies should include information on appropriate filtering and monitoring on school devices and school networks. The guidance signposts the Department for Education's new filtering and monitoring standards (DfE, 2023b), which support schools to have effective systems in place. Schools and colleges should consider meeting the DfE's Cyber security standards for schools and colleges (DfE, 2023c). At Stormont School we also have a Prevent duty and follow departmental advice for schools and childminders (June 2015) with regards to the use of social media for on-line radicalisation (July 2015).

This policy applies to all children in the school from the EYFS - Reception to Year 6. Copies of policies and a copy of Part one of KCSiE (2023) will be provided to staff at induction to sign and confirm that have read this.

Purpose of a Safeguarding Children (Child Protection) Policy To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.
To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Hertfordshire Safeguarding Children Partnership Procedures Stormont school follows the procedures established by the Hertfordshire Safeguarding Children Partnership (HSCP); a guide to procedure and practice for all agencies in Hertfordshire working with children and their families.
<https://hertsscb.proceduresonline.com/index.htm>

School Staff & Volunteers All school and college staff, including supply staff, volunteers and contract workers have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All of Stormont staff will receive appropriate safeguarding children training, including online safety (which is updated regularly – Hertfordshire Safeguarding Children Partnership advises every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators

of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Supply staff, contractors and volunteers will be made aware of the safeguarding policies and procedures by the DSL, including The Child Protection Policy and Staff Behaviour Policy (code of conduct)

Mission Statement

Stormont will establish and maintain an ethos and culture where children feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern.

Establish and maintain an ethos and culture where school staff and volunteers feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children, who have additional/unmet needs are supported appropriately. This could include referrals to Early Help Services or Child Protection Contacts to specialist services if they are a child in need or have been / are at risk of being abused and neglected.

At Stormont it will be considered how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Refer to **KCSiE(DfE 2023)**,

Staff members working with children are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this child', where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child

Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed at least annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the DSL and through staff performance measures.

2. STATUTORY FRAMEWORK

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

- *The Children Act 1989*
- *The Children Act 2004*
- *Children and Social Work Act 2017*
- *Education Act 2002 (Section 175/157)*
- *Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic)*
- *Keeping Children Safe in Education (DfE, September 2023)*

- *Working Together to Safeguard Children (DfE 2018)*
- *The Education (Pupil Information) (England) Regulations 2005*
- *Sexual Offences Act (2003)*
- *Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)*
- *Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)*
- *Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to **marry**. **Includes** taking someone overseas to force them to **marry** (whether or not the **forced marriage** takes place).*
- *Serious Violence Strategy 2018*
- *Sexual violence and sexual harassment between children in schools and colleges (DfE 2021)*
- Cyber security standards for schools and colleges (DfE, 2023c).
- Department for Education's new filtering and monitoring standards (DfE, 2023b)

3. THE DESIGNATED SAFEGUARDING LEAD

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

During term time the DSL and or a Deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be:

All staff are given contact telephone numbers of both the DSL and the DDSL, as well as of other members of the SLT. This is so that they can contact them at any time outside school hours.

The Designated Safeguarding Lead for Child Protection in this school is **Miss Alexis Sobell (Deputy Head)**.

The Deputy Designated Safeguarding Leads for Child Protection in this school are **Miss Clare Stephens (Head of Learning Support, also responsible for Looked After Children)**, **Mrs Anne Curley (Head of Pre-Prep, also designated for EYFS)**, **Miss Louise Martin (Head)** and Louise Elliott (Head of Humanities and Year 4 Form Tutor).

The broad areas of responsibility for the DSL are:

- Managing Child Protection Contact Referrals and cases
- Contacting the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- Completing Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern
- Liaise with the Head Teacher or Principal to inform him/her of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact Referral by liaising with relevant agencies
- Support staff who make Child Protection Contact Referrals and other service referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child or those currently working with a social worker.

- Ensuring Stormont has filtering systems to keep the girls safe online
- Ensure that they use technology safely and not use their mobile phones in the presence of children
- The designated safeguarding lead should take lead responsibility for understanding the filtering and monitoring systems and processes in place.

Training

The DSL should undergo formal training every two years. The DSL should also undertake Prevent awareness training every 3 years. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

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

- 1) Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- 2) Have a working knowledge of how Hertfordshire conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- 3) Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children
- 4) Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- 5) Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- 6) Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
(Full details in Chapter one of ***Working Together to Safeguard Children***)
- 7) Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- 8) Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- 9) Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- 10) Obtain access to resources and attend any relevant or refresher training courses and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- 11) All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 KCSIE 2023 for further information) at induction.
- 12) All staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.**

Raising Awareness: The DSL (DDSL) should:

- Ensure all staff including part time, contractors, volunteers and supply staff are aware of the school or college's policies and systems, that these are understood and used appropriately.
- Work with the governing bodies or proprietors to ensure that the school's or college's child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding and child protection policy is available publicly and that parents are aware that advice regarding early help and child protection concerns could be sought from the Consultation Hub and that Child Protection Contact form. Referrals about suspected abuse or neglect may be made. Ensure parents are aware of the school or college's statutory role regarding safeguarding of children.
- Link with Hertfordshire Safeguarding Children's Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.
- Ensure that when children leave the school or college, they ensure the file for safeguarding and any child protection information is sent to any new school/college as soon as possible but transferred securely and separately from the main pupil file. The file should not be sent until the child is physically attending the new school.
- Obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child unless the case is currently open and in line with data protection guidelines (see Record keeping Guidance on Hertfordshire Grid for Learning for further information)
- Consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- Online Safety Policy and the filtering and monitoring systems used within the school and their functions

Multi- agency work

1. At Stormont School we have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors ensure that the school contributes to multi-agency working in line with statutory guidance (***Working Together to Safeguard Children 2018***).
2. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. At Stormont School we are aware of this and follow Hertfordshire County Council's arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they **must** set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and

promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

4. THE MANAGEMENT OF SAFEGUARDING

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

The **nominated governor** for child protection at Stormont School is **Dr Alison Ritchie**.

The **nominated Chair of governors** is Andrew Newland.

Governing bodies and proprietors (in Part two, unless otherwise stated, includes management committees) must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are always effective and comply with the law.

The responsibility of governing bodies, proprietors and management committees include:

- Ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare e.g.
- Safeguarding policy in place
- Staff Code of Conduct
- KCSiE 2023 Part one and Annex A
- Annex B KCSiE (DfE, 2023) on specific safeguarding issues Information regarding the role and identity of the designated safeguarding lead (and any deputies), **should be provided to all staff on induction**
- Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their schools or college's safeguarding arrangements.
- Headteachers and principals should ensure that the above policies and procedures, adopted by governing bodies and proprietors, and particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensure that the school or college contributes to multi-agency working in line with statutory guidance (***Working Together to Safeguard Children DfE, 2018***).
- New safeguarding partners and child death review partner arrangements are in place
- Should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners
- Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- Ensuring arrangements are in place that set out clearly the principles for sharing information within the school or college and with the three safeguarding partners, other organisations, agencies and practitioners as required.
- Ensure child protection files are transferred to the new school or college as soon as

possible, ensuring secure transit, and confirmation of receipt should be obtained

- Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The training should be regularly updated. Induction and training should be in line with any advice from local safeguarding partners
- All staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually
- Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.
- Ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) Mandatory since September 2020.
- Governing bodies and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Ensure school have written recruitment and selection policies and procedures in place and at least one of the persons who conducts an interview has completed safer recruitment training
- Should ensure there are procedures in place (as described in **part 4 of KCSiE, 2023**) to manage concerns and allegations against staff including volunteers and supply staff
- There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. (refer to **Type of DBS checks in KCSiE DfE 2023**)
- All staff should be clear about their school's or college's policy and procedures with regard to child on child abuse.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at heart.
- Ensuring that all of the DSLs, including deputies, should undergo formal child protection training every two years, in line with KCSiE and HSCP procedures, and receive regular, at least annual, safeguarding updates via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments, for example.
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in (**Part 2 of KCSiE DfE 2023**).

Appointment of staff

The Head and Governors, when appointing staff, take account of the guidance issued by the DfE and carry out the following safeguards in accordance with the School's policy on Safer Recruitment:

1. That the recruitment process is undertaken by trained staff i.e., those who have completed online training in safer recruitment.
2. That documentation sent out to potential candidates makes it clear that child protection is a high priority of the school and that rigorous checks will be made before appointments are confirmed.
3. That a prohibition order check will be carried out and recorded on the single central register of appointments. This includes prohibition from management on internal promotions.
4. That enhanced Disclosure and Barring Service checks will be carried out for any appointed staff or regular helpers. Staff and helpers who have recently moved to the UK will be asked to produce a certificate of good conduct (or national equivalent) from the authorities representing the countries from which they have recently moved.
5. That appropriate checks to confirm identity, medical fitness, right to work and qualifications will be carried out.
6. That two references (professional and character) as to the suitability of a candidate to work with children will always be obtained from the last employer.
7. That at interview candidates will be asked to account for any gaps in their employment history.
8. Assurance is obtained that appropriate child protection checks are carried out on staff from outside agencies and other educational venues where necessary.
9. As required by Prevent, where external speakers are invited into school whether invited by staff or by the pupils themselves, they will be suitably and appropriately supervised. The member of staff who has invited the speaker in will inform the DSL of who the speaker is and the purpose of the talk. The DSL will carry out any checks that are deemed necessary to verify the identity and purpose of the speaker.
10. The school will consider ongoing suitability of staff and volunteers working with children.

221. In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks. See Part two – Legislation and the Law for information on data protection and UK GDPR.

276. Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file as per the advice at paragraph 232.

277. Copies of DBS certificates and records of criminal information disclosed by the candidate are covered by UK GDPR/DPA 2018 Article 10. To help schools and colleges comply with the requirements of the Data Protection Act 2018, when a school or college chooses to retain a copy, there should be a valid reason for doing so and it should not be kept for longer than six months. When the information is destroyed a school or college may keep a record of the fact that vetting was carried out, the result and the recruitment decision taken if they choose to.

- 1) 5A. FILTERING AND MONITORING Online safety and the school's approach to it is reflected in the child protection policy which, amongst other things, includes appropriate filtering and monitoring on school devices and school networks.

- 2) The DSL monitors any flagged content across the school which they are alerted to via email
- 3) The ICT technician under the guidance of the DSL has set up the filtering and monitoring system which is reviewed annually by the DSL.
- 4) The ICT technician has blocked harmful and inappropriate content without unreasonably impacting teaching and learning
- 5) SLT together with In-Tech review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.
- 6) In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK.

6. WHEN TO BE CONCERNED

Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the Indicators of abuse and neglect so that they are able to identify cases of children who may need help or protection.

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

Physical abuse	
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	
Indicators in a child/ young person	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness

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 from 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.	
Indicators in a child/ young person	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a ‘loner’ Frozen watchfulness particularly pre school

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Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Neglect

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

Indicators in a child/ young person

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

Indicators in a child/ young person

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in schoolwork habits, become truant

Sexually exploited or indiscriminate choice of sexual partners	
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If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the DSL/DDSL. The DSL/DDSL are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to a safeguarding concern.

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

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

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

Options will then include:

- Managing any support for the child internally via the school or college's own pastoral support processes.
- Completing a Families First Assessment or making a request for early help support.
- A Child Protection Contact Referral for statutory services, for example as the child might be in need of services, or suffering / likely to suffer significant harm from abuse or neglect.

Extra Familial Harm (formerly contextual Safeguarding)

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

A child centred and coordinated approach to safeguarding

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

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

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

Families First is Hertfordshire's strategy for early help for families. A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst which will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff at Stormont should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing/escalation of concerns so that consideration

can be given to a Child Protection Contact Referral to Children's Services if the child's situation doesn't appear to be improving.

If early help is appropriate, the DSL or a Deputy will generally lead on liaising with other agencies and setting up a Families First Assessment as appropriate.

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

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

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

Children with special educational needs and disabilities:

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

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

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often

use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children:

- Persistently going missing from home or school and subsequently found in areas away from their home
- In excessive receipt of calls and text messages
- In relationships with older, controlling individuals
- Associated with gangs
- Under suspicion of self-harm, physical assault or unexplained injuries
- With parental concerns
- Showing a significant decline in school performance
- Demonstrating significant changes in emotional wellbeing
- Have been the victim or perpetrator of serious violence (e.g. knife crime)
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- Are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- Owe a 'debt bond' to their exploiters
- Have their bank accounts used to facilitate drug dealing

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may 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
- 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 and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence.

Child on Child Abuse

At Stormont all staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault. (***P.10 Sexual Violence and Sexual harassment between children in schools and colleges 2021***)
- 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. (***P.11 Sexual Violence and Sexual harassment between children in schools and colleges 2021***)

- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as sharing nudes or semi-nudes).
- Initiation/hazing type violence and rituals.

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

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

- Provides a developmentally appropriate PSHE and RSE curriculum which develops pupils’ understanding of acceptable behaviour and keeping themselves safe. (Jigsaw scheme of work, Online Safety lessons, workshops provided to keep the children safe, at least 2 PSHE lessons in Prep a week)
- We have no mobile phones in school to prevent Online Incidents
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. (Worry Boxes, Safe adults taught, posters around school, workshops, culture of listening to girls)
- Ensure victims, perpetrators and any other child affected by peer on peer abuse will be supported (clear Behaviour and Anti-Bullying policies, follow up actions clearly recorded, working closely with HCP, clear communication with pupil and regular follow up)
- Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety tools).
- Have relevant policies in place (e.g. Behaviour Policy, Anti-Bullying Policy, RSE Policy, Online Safety Policy and Acceptable Use Policy). **Robust filtering and monitoring systems in place that alert the DSL to any trigger words identified on school equipment**

Where there is an allegation or concern that a child has abused others, Section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual, ‘Children Who Abuse Others’:

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

Staff should also refer to *Part five of KCSiE (DfE 2023) – ‘Child on child sexual violence and sexual harassment’*:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

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

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in **Annex B KCSiE DfE 2023**.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

Domestic Abuse

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. See Appendix 4 for information regarding Operation Encompass.

Female Genital Mutilation

Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex B for further details.

Prevent: Safeguarding Children and Young People from Radicalisation

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.

All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the **CTSA 2015**), in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism.” **Pg 133 KCSiE (DfE 2023)**.

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

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

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

Which outlines the specific duties in Hertfordshire. This guidance also features advice on making a Prevent referral. (please note at the time of writing this policy 6.25 of the HSCP CP procedures is under review)

In order for Stormont to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of Stormont's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology.

As with managing other safeguarding risks, staff should be alerted to changes in children's behaviour which could indicate that they may need help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Stormont staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alerted to changes in children's behaviour, which could indicate that they may need Prevent support. They must act proportionately to the concern using the Prevent 'notice, check, share' approach, which may lead to the DSL making a Prevent referral. In all cases a member of staff will inform the Designated Safeguarding Lead of their concerns about a child, however trivial their concern may be. The DSL will decide on the level of risk to the child in order to identify the most appropriate referral. This could include Channel or Children's Social Care. Advice from the local authority will always be taken first but if the child is considered to be at significant harm then the referral will be made without consent from the parents or child.

It is important that as staff we are aware of the vulnerabilities of the children and know how to respond, taking into consideration emotional, verbal and physical changes that may have happened.

We ensure that children are safe from terrorist and extremist material when accessing the internet in school, suitable filtering is in place. We regularly teach pupils about online safety through the assembly programme and PHSEE lessons.

As part of wider safeguarding responsibilities Stormont staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.

- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives. Attempts to impose extremist views or practices on others.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equal opportunities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture. Anti-Western or Anti-British views.

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

https://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html which outlines the specific duties in Hertfordshire. This guidance also features advice on making a Prevent referral.

The DfE dedicated helpline can be used for support and advice at 020 7340 7264 or via email at counter-extremism@education.gsi.gov.uk

Further information on topics such as children missing in education, female genital mutilation, child sexual exploitation, radicalisation, so-called honour-based violence and forced marriage can be found in, ***Annex B of the KCSIE September 2023***.

Low Level Concerns (see Low Level Concerns Policy)

It may be possible that a member of staff acts in a way that does not cause risk to children, but is however inappropriate. A member of staff who has a concern about another member of staff should inform the Head Teacher about their concern using a **Low-Level Record of Concern Form**. If the Head Teacher cannot be contacted, the Chair of Governors should be contacted instead.

The following is taken from ***Keeping Children Safe in Education September 2023***

As part of their whole school approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.) Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Section one)) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating, or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is intended to enable abuse. It is crucial that any such concerns, including those which do not meet the harm threshold (see Part Four - Section one), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential allegations.

Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct

Allegation- Behaviour which indicates that an adult who works with children has:

- Behaved in a way that has harmed child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates that they may pose a risk of harm to children

Low-Level Concerns Any concern- no matter how small, even if no more than a 'nagging doubt'- that an adult may have acted in a manner which:

- Is not consistent with Stormont's Staff Code of Conduct
- And/ or relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children

Appropriate Conduct Behaviour which is entirely consistent with Stormont's Staff Code of Conduct

(Developing and implementing a low-level concerns policy: Farrer and Co, 2021)

7. DEALING WITH A DISCLOSURE

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said

- Allow the child to talk freely
- Reassure the child, but not make promises which might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify what is being said.
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record/ record onto Engage in the Record of Concern Section (see Record Keeping)
- Pass the information to the DSL without delay (if a DSL or Deputy is not available, staff must inform a senior member of staff or complete a child protection contact referral if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed)

Third Party Disclosures

At Stormont it is everyone's responsibility to report concerns related to children and make referrals to Children Services and the Police if suspected that a child has been abused or is at risk of abuse. Therefore, when safeguarding concerns are shared to the DSL in a school by a parent or member of the public, it is important to note that there is equal responsibility by the complainant to report the matter also directly rather than assume the responsibility is that of the school. If unsure of how to do this speak to the DSL / head teacher and they will advise accordingly.

Support

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

If a school /college staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– *Allegations involving school staff/volunteers.*

8. RECORD KEEPING

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

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

- Record as soon as possible after the conversation. Use the schools Safeguarding recording system on CPOMS, which has 2 factor authentication for DSL and DDSLs.
- Ensure the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the child.

- Use the body map on the schools recording system or the proforma body map available on HGFL, to indicate the position of any injuries and a clear description of the injury.
- Record statements and observations rather than interpretations or assumptions.
- Do not destroy the original records in case they are needed by a court.
- All records need to be sent/ given to the DSL promptly. No copies should be retained by the member of staff or volunteer.

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

Safeguarding records, The Herts Grid

<https://thegrid.org.uk/safeguarding-and-child-protection/child-protection/safeguarding-records>

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

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

Where children leave Stormont, the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as Designated Safeguarding Leads and SENDCOs are aware as required. If the child has an allocated social worker, they will also inform them of the change of school.

In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Storing and use of Low-Level Concerns and follow-up information

LLC forms and follow-up information will be stored securely within the schools safeguarding systems, with access only by the leadership team. This will be stored in accordance with the school's GDPR and data protection policies. The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Head Teacher or those aware in the senior leadership team. Low-Level Concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures. Whenever staff leave Stormont School any record of low-level concerns which are stored about them will be reviewed as to whether that information needs to be kept.

Consideration will be given to: (a) whether some or all the information contained within any record may have any value in terms of any potential historic employment or abuse claim to justify keeping it, in line with normal safeguarding records practice; or (b) if, on balance, any record is not considered to have any value, still less actionable concern, and ought to be deleted accordingly.

(Developing and implementing a low-level concerns policy: Farrer and Co, 2021)

9. CONFIDENTIALITY

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

- All staff in school, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

10. SCHOOL PROCEDURES

Please see Appendix 3: KCSiE (DfE 2023) pg.23

If any member of staff is concerned about a child at Stormont, they must inform the DSL. The DSL will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold a Child Protection Contact Referral will be completed. If a Child Protection Contact Referral to Children's Services is made the DSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm.

While it is the DSL's role to make Child Protection Contact Referrals, any staff member can make a Child Protection Contact Referral to Children's Services if a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, Forced Marriage etc). In these circumstances a Child Protection Contact Referral should be made to Children's Services and/or the Police immediately. Where Child Protection Contact Referrals are made by another member of staff, the DSL should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police via 101. **This is a mandatory reporting duty. KCSiE (DfE 2023) pg. 131-132:**

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

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and a factual account of any verbal disclosures and observations.

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

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

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

11. COMMUNICATION WITH PARENTS

Stormont School will ensure the Safeguarding Policy is available publicly either via the school website or by other means.

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

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;

- Leading to the risk of loss of evidential material;
(The school may also consider not informing parent(s) where this would place a member of staff at risk).

Stormont School will maintain contact with parents after a disclosure is given and feedback throughout this process until the case is closed.

Stormont School will ensure that parents understand the responsibilities placed on the school and staff for safeguarding children.

Where reasonably possible schools and colleges should hold more than one emergency contact number for each pupil and student. **KCSiE (DfE 2023) pg. 26.**

Further guidance around information sharing can be located within; **Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers** (DfE, 2018);

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

12. ALLEGATIONS OF ABUSE MADE AGAINST ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE

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

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way which indicates he or she would pose a risk of harm to children or
- Behaved or may have behaved in a way that indicated they may not be suitable to work with children.

This relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

What staff should do if they have concerns about another member of staff who may pose a risk of harm to children allegations against a professional:

- If staff have safeguarding concerns at Stormont, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, this is to be referred to the headteacher.
- Where the headteacher or principal is the subject of an allegation, the chair of governors, or the chair of the management committee or proprietor of an independent school (the case manager), should discuss the allegation immediately with the Local Authority Designated Officer(s) LADO.

Staff may consider discussing any concerns with the designated senior lead (DSL) for safeguarding and if appropriate make any referral via them.

The Chair of Governors in this school is:

Andrew Newland

01707 654037

In the absence of the Chair of Governors, the Governor with responsibility for Safeguarding should be contacted:

Dr Alison Ritchie

01707 654037

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

At Stormont the actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

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

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO Threshold Guidance may be used to inform this decision – found at

https://hertsscb.proceduresonline.com/chapters/p_manage_alleg.html

Children's Services – 0300 123 4043

SOOHS (Out of Hours Service-Children's Services) – 0300 123 4043

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

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

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

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

Suspension

Suspension must not be an automatic response to an allegation and should only be considered in a case where:

- there is cause to suspect a child or other children at the School is or are at risk of significant harm
- the allegation warrants investigation by the police or
- the allegation is so serious that it might be grounds for dismissal. The professional reputational damage that can arise from suspension where an allegation is later found to be unsubstantiated, unfounded or malicious must be considered. It may be that the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment.

The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

Return to Work

If it is decided that the person who has been suspended should return to work, the School should consider how to facilitate this, for example, a phased return may be appropriate and/or the provision of a mentor to provide assistance in the short term. The School should also consider how to manage the contact with the child who made the allegation.

Ceasing to Use Staff

If the School ceases to use the services of a member of staff (or a governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report to the **Disclosure and Barring Service**. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors within one month. Where the individual is involved with teaching, the **TRA** will also be notified if the issue is unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

Resignation

If a member of staff (or a governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School. Resignation will not prevent a detailed report being made to the Disclosure and Barring Service within one month in appropriate circumstances. Where the individual is involved with teaching, the TRA will also be notified if the issue is unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

Unfounded or Malicious Allegations

Where an allegation by a Student is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's policy on behaviour, discipline and sanctions. Where Parents have made a deliberately invented or malicious allegation, the Head will consider whether to require that the Parents withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably. Whether or not the person making the allegation is a Student or Parents (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

Record Keeping

Details of an allegation will be recorded on the employee's file and retained at least until the employee reaches the normal retirement age or for a period of ten years from the date of the allegation, if this is longer, unless the allegation was found to have been malicious, in which case it will be removed from the employee's records.

For further information see

Hertfordshire Safeguarding Children Partnership Procedures Manual Section 5.1.5 Managing Allegations Against Adults who work with Children and Young People

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

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

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

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/staff behaviour policy and Safer Recruitment Consortium document **Guidance for safer working practice for those working with children and young people in education settings (May 2019) and also Addendum April 2020** available at <https://www.saferrecruitmentconsortium.org/>

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

HSCP escalation and complaints procedure link

https://hertsscb.proceduresonline.com/chapters/p_resolution_disagree.html

Appendix 1 On publication of this Child Protection Policy, September 2023, the CPSLO Service has decided to provide the hyperlink only to KCSiE rather than the document in its entirety, due to the potential for updates to the content.

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

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

It is Stormont's policy that staff must sign to confirm that they have read these sections (please see Appendix 2 below) and should subsequently be re-directed to these documents again should any changes occur.

Link to KCSiE (DfE, 2023):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

Annex F KCSiE (DfE 2023): Substantive changes from September 2023

Appendix 2

Keeping Children Safe in Education (DfE 2023)

I confirm I have read the following document, understand my role and responsibility as set out in this document and will abide by this statutory guidance:

- Keeping Children Safe in Education Part 1 (KCSiE 2023)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014058/KCSiE_2023_Part_One_September.pdf

I am aware that the DSL is:

Alexis Sobell (Deputy Head)

and the Deputy DSLs are:

Clare Stephens (Head of Learning Support)

Anne Curley (Head of Pre-Prep; responsible for EYFS)

Louise Elliott (Head of Humanities)

Louise Martin (Headteacher)

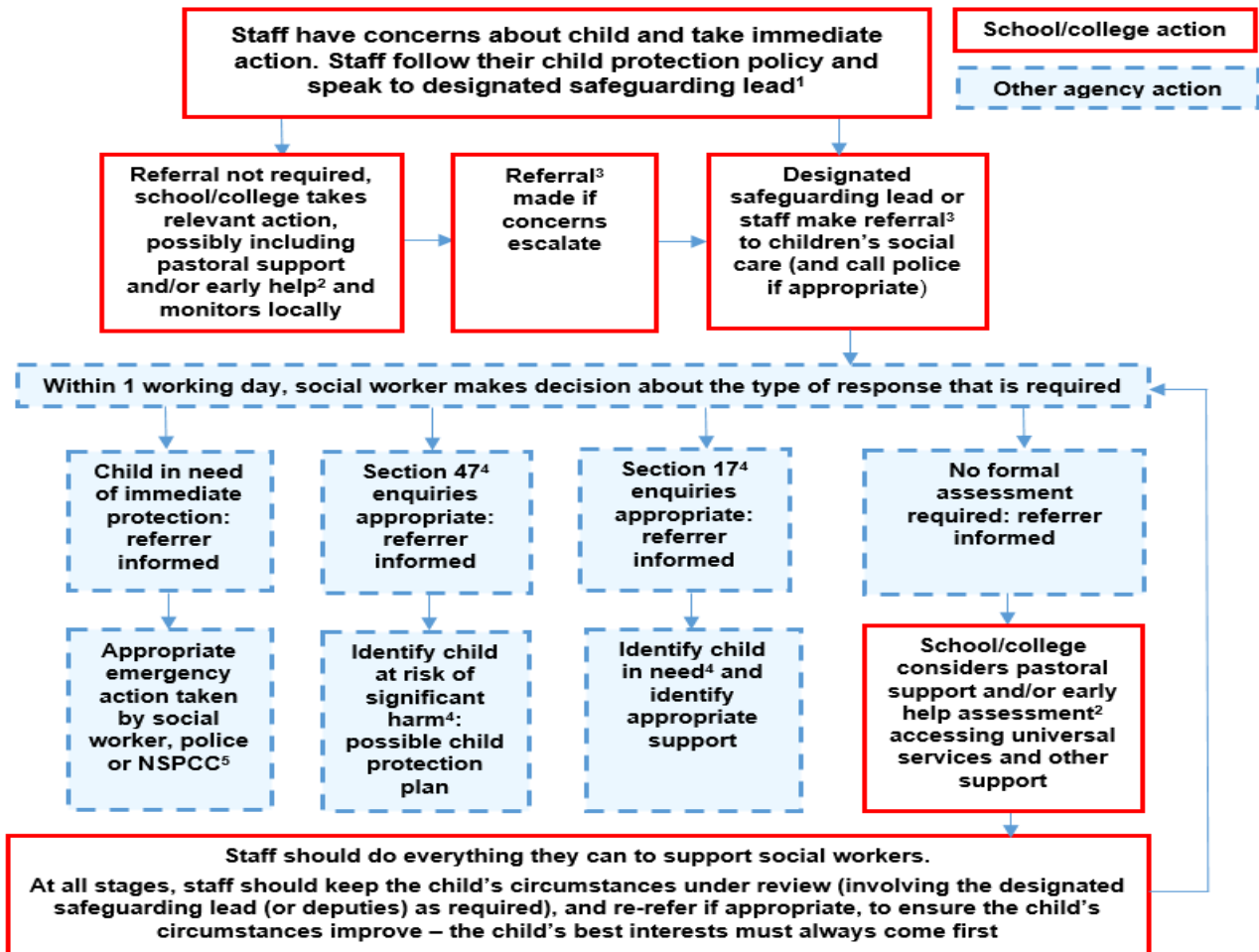
and I am able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the document mentioned above, is available on Microsoft Teams.

Signed _____

APPENDIX 3:

ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD Flowchart



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

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

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

This advice aims to support schools and college to make defensible decisions when considering whether to involve the police. Further guidance can be found at;

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

APPENDIX 4:

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

Operation Encompass Safeguarding Statement:

- Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.
- Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.
- Our parents are fully aware that we are an Operation Encompass school.
- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.
- The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.
- We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.
- The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.
- The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

Children missing from education in accordance with setting attendance policy

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

- Guidance on school attendance Working together to improve school attendance including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education.

APPENDIX 5:

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

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

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

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

APPENDIX 6:

Online Safety Guidance

On publication of this Safeguarding Policy September 2023, the CPSLO Service has decided to signpost to the document rather than provide the document in its entirety, due to the potential for updates to the content.

Annex D: KCSiE (DfE,2023) for national guidance

Hertfordshire Guidance:

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

APPENDIX 7:

Covid guidance into new academic year 2021-2022

On publication of this Child Protection Policy, September 2023, the CPSLO Service has decided to provide the hyperlink to the document rather than the document in its entirety, due to the potential for updates to the content.

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

COVID –19

Non-statutory interim supplements to *KCSIE*: Coronavirus (COVID-19): Safeguarding in Schools, colleges and other providers and Safeguarding and Remote Education During Coronavirus (COVID-19).

Stormont **will** ensure they can access advice from a trained DSL during periods of closure or remote working or if the usual DSL were to be unavailable for any reason such as illness. The Deputy DSLs can be contacted for advice. We will ensure their safeguarding arrangements cover the safety of pupils while using online learning;

- school will consider how contact will be maintained with pupils who are not yet able to return to school.
- At Stormont School we will continue to run a Remote Curriculum for those pupils unable to attend school physically.
- Staff will make contact with families via email or telephone to ensure that this can be set up.
- Pupils that are absent from online lessons will be contacted by the DSL or DDSLs for well-being checks and to offer support
- DSL will make contact with pupils that are absent from online lessons due to being abroad to ensure well being is accounted for.

The guidance allows that training will be deemed not to have 'expired' while it is difficult to access DSL training during the COVID period. DSLs and deputies should do what they can to keep up to date through newsletters and professional groups etc and access refresher training as usual once it becomes practicable again.

All staff have been advised to use school email accounts and devices rather than personal. *Safeguarding and Remote Education* links to other resources and sets out many other considerations and practical tips for safe remote learning.

APPENDIX 8:

GDPR, data protection and Freedom of Information

If schools subscribe to the Herts for Learning GDPR Toolkit or Enhanced Data Protection Officer Service, schools can contact the service desk for guidance.

Schools can also contact their legal providers.

Further information can be accessed at; <https://ico.org.uk/for-organisations/>

APPENDIX 9:

Table of substantive changes from previous CP policy

Table of changes from previous CP policy

Annex F: Table of substantive changes from previous version (September 2022)

This table explains where we made substantive changes.

Summary	About the guidance
Part one	Safeguarding information for all staff
Paragraph 13	Updated link to Behaviour in schools' guidance.
Paragraph 14	New text added to raise awareness of the existing expectation for relevant staff to understand filtering and monitoring.
Part two	The management of safeguarding
Para 103	Added reference to filtering and monitoring.
Paragraph 124	New text added to make clear staff training should include understanding roles and responsibilities in relation to filtering and monitoring.
Paragraph 138	Reference to child protection policies and appropriate filtering and monitoring on school devices and school networks.
Paragraph 142	Added new section referencing the new published filtering and monitoring standards. The standards are to support schools meet their duty to have appropriate/effective filtering and monitoring systems in place, this is not a new burden.
Paragraph 144	Reference to cyber security standards.
Paragraphs 167	Updated to reference Keeping children safe in out-of-school settings.
Paragraph 175	Clarification provided on the difference between children missing education and children absent from education.
Paragraph 202	Additional signpost to specialist organisations for children with special educational needs and disabilities.
Part three	Safer recruitment
Footnote 221	Clarification that it is good practice for schools to inform shortlisted candidates that online searches will be carried out.

Paragraph 276-277	Paragraph re-ordered to flow better.
Part four	Allegations/concerns
New heading and paragraph	Organisations or individuals using school premises.
Part five	Child-on-child sexual violence and sexual harassment
Throughout the guidance	Revised to reflect wording in behaviour guidance.
Annex A	Safeguarding information for school and college staff
	Revised to reflect changes in Part one
Annex B	Further information
Children absent from education	Revised to reflect the difference between children absent from education and children missing education.
Forced Marriage	Reflects change in law from February 2023
Child Exploitation	New reference to multi-agency practice principles

APPENDIX 10:

Other Useful Resources

Record of Concern- now on Engage electronically

Guidance for the completion of this form can be found:

http://www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml

Name of Child / young person:

Date of birth and age:

Male/female :	Ethnic Origin :	Disability Y/N :	Religion :
Day & date	Month	Year	Time recorded / reported
Initial report of the concern / s: <i>In factual terms; and use of open ended questions to clarify e.g. Who, what, when and how What did the CYP say? How are they feeling? How is their behaviour? Are there any signs of injuries or pain? (if so illustrate on body map) Are any other children or adults involved?</i>			
Additional information: <i>Your views on what you know about the CYP e.g. Any previous concerns? How are they doing in school? Any comments on their presentation, their personal circumstances (such as health, development and whether they have any additional needs), their identity, race, religion and/or if known, their social relationships with their family, friends and wider networks?</i>			
Your response and actions to the concern: <i>What you have done / said to CYP or agreed to do?</i>			
Your name : Your role or position: Your signature : <i>If not an employee of the school, please ensure you provide your contact details, should the DSP need to contact you regarding your concern.</i>			
Headteacher/ DSP's immediate response and actions taken: <i>Include sharing and gathering information, speaking to CYP, parents or carers and gauging their response. This may also include undertaking a professional consultation. Has any immediate risk assessment been carried out if so what?</i>			
Information shared with Parents / carers? <i>Are they aware of schools concerns / actions carried out to support / safeguard CYP? Do you have consent for this? If not rationale for not sharing information?</i>			
Information shared with other staff/ agencies? <i>Who, what, how and your rationale for this?</i>			
Outcome for the CYP: <i>What level of intervention is required to safeguard and promote the CYP welfare? i.e. where does this level of need sit on the Continuum of Need document www.thegrid.org.uk/info/welfare/child_protection/referral/index.shtml#need - Universal, Targeted, Intensive Support or Specialist/Safeguarding?</i>			
Feedback given to member of staff reporting concern: <i>This is to be an overview omitting any confidential information, consider 'need to know'</i>			
Your name : Your role or position: Date, day and time of this recording :			Your signature :

Checklist for DSL (to be printed on back of record of concern form)

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date, day and time of any incidents or when a concern was observed?
- ✓ Date, day and time of written record?
- ✓ If a third party has raised concerns, are details of this person included (name, relationship to the child and their contact details if relevant)?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)

- ✓ Are the names of all parties who were involved in the incident, including any witnesses to an event included? Is it clear what their relationship is to the child?
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ What did the member of staff say or do in response to the concern?
- ✓ Record of concern completed in a timely manner?
- ✓ Record of concern passed to DSP in a timely manner?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries (body map available at www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml)
- ✓ Is any additional paperwork, e.g. handwritten notes of conversation with parents attached securely to this record?
- ✓ Has DSP completed their sections in full- including action taken and outcome, feedback to staff and information sharing?
- ✓ If the concerns have not been referred to Children's Services/Police, are the reasons clearly recorded by the DSP?
- ✓

Audit date:		Audited completed by:	
Overall RAG rating (see key below)			
Action needed	Timescale	Name and position of person responsible	Date action completed

RED	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
AMBER	Indicates that key information is included but recording could be further improved
GREEN	Indicates that the recording meets the above required standards

If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1, i.e. the actual record of concern form which contains confidential details.

Please forward completed forms to the PREVENT team at prevent@herts.pnn.police.uk

NOT PROTECTIVELY MARKED when incomplete

CHANNEL REFERRAL FORM

Name of Subject:		DOB:
Guardian:		Relationship:
Ethnicity:	Place of Birth:	Religion:
Address		Referral Date
Telephone number		
Author		Organisation
Contact Details		
<p>This form is to help you refer concerns to CHANNEL, regarding an individual who may be vulnerable to being drawn into terrorism. On the reverse are questions which may assist in helping you quantify and structure your concerns in order to better record them below. They are intended as a guide to help communicate your professional judgement about what has led you to make this referral. Completed forms should be sent to the Channel team.</p>		
<p>What is the behaviour / occurrence that has led you to make this referral</p>		
Assessment	Comment / Evidence	
Faith / Ideology		
Personal / emotional & Social		
Risk / Protective factors		
Desire for change		

From what you know of the referral:

Faith / Ideology

Are they new to a particular faith / faith strand? What was the context of their conversion?

Do they seem to have naïve, narrow or limited religious / political knowledge?

Are there concerns about a highly inconsistent vocalisation / practicing of their faith?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of “Them and Us“ language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved / festering?

Has there been an increase in unusual or sudden travel abroad without satisfactory explanation?

Personal / Emotional / Social Issues

Are there concerns over conflict with their families regarding religious beliefs / lifestyle choices?

Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

What are the specific factors which are contributing towards making the referral more vulnerable to radicalisation by others or moving towards violent extremism? E.g; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance etc.

Is there any evidence of others targeting or exploiting these vulnerabilities or risks?

What factors are there already in place or could be developed to firm up support for the referral or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

Desire for Change

Do they have the ability to change with / without support? Why / Why not?

How motivated are they to make steps towards changing their attitudes and behaviour?

How sustainable do you think their motivation / desire is?