



HAILEY HALL SCHOOL
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Child Protection Policy

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Responsible Committee : Board of Trustees

Responsible person: Designated Safeguarding Lead

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1. INTRODUCTION

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

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

All staff should be aware of the systems in Hailey Hall School and will be part of staff induction which will include:

- Child Protection Policy
- Behaviour policy
- Staff Code of Conduct
- Safeguarding response to children who go missing from education
- the role of the DSL (including the identity of the DSL and any deputies).
- Part One & Annex B of Keeping Children Safe in Education
- DSL and DDSL will also read Part 4 and 5. HR Staff will read 3 and 4.

Copies of policies and a copy of Part one of KCSiE should be provided to staff at induction. Hailey Hall will ensure staff read Part 1 and Annex B annually. DSL and DDSL will also read Part 4 and 5. HR Staff will read 3 and 4.

Purpose of a Child Protection Policy

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

Hertfordshire Safeguarding Children Partnership Procedures

The school follows the procedures established by the Hertfordshire Safeguarding Children Partnership (HSCP); a guide to procedures 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 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 the relevant skills and knowledge to safeguard children effectively.

Temporary staff, contractors and volunteers will be made aware of the safeguarding policies and procedures by the DSL, including The Child Protection Policy and Staff Code of Conduct

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Safeguarding and Child Protection is the highest priority of Hailey Hall and to this end we 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. 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. Staff will be encouraged to maintain an attitude of 'it could happen here' and 'it could happen to this child'. When there is concern about the welfare of a child staff should always act in the best interest of the child.

Robust reporting and monitoring systems are in place which ensures that the school is able to recognise and act as soon as possible to meet the needs of the child or staff member. Hailey Hall provides help and guidance to families who are in need of support to safeguard and protect their children. Hailey Hall will ensure children know that there are adults in the school whom they can approach if they are worried. They will also be made aware of other ways that they can disclose any concerns and receive support using online support such as NSPCC.

Hailey Hall will 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.

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Refer to KCSiE Part two:93

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)

Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”

- Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic)
- KCSiE(DfE, September 2021)
- 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 2017).

3. The Designated Safeguarding Lead

The Board of Trustees and Headteacher should ensure an appropriate **senior member** of staff, from Hailey Hall, is appointed to the role of DSL.

During term time the DSL and / or a Deputy will always be available (during school hours) for Hailey Hall staff, visitors and volunteers to discuss any safeguarding concerns. The arrangement for out of school hours / out of term activities is that the DSL / DDSL will either be present or contactable by phone.

The Designated Safeguarding Lead will ensure that staff are informed of the procedures they need to take should a concern arise out of school hours or out of term activities. The Designated Safeguarding Lead and Headteacher can be contacted by email, and they will ensure that the member of staff is given support to ensure the safeguarding of the pupil.

The DSL for Child Protection in this school is:

NAME: Stevie Sharp

In the absence of the lead DSL the Deputy DSL for Child Protection will be the first point of contact for staff, visitors and volunteers during school hours:

NAME: Shelley Long - Welfare and Attendance Officer DDSL

Hailey Hall Safeguarding Team also includes the following DDSLs

**Name: Paul Delamaine – Headteacher
Barnaby Aldiss (ESafety) – Deputy Headteacher**

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 Headteacher to inform him 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 Headteacher in the authority that looks after the child.

➤ Training

The DSL should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually. Training should provide DSL's with a good understanding of their own role, how to identify, understand and to respond to specific needs that 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 local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
3. Ensure each member of staff has access to and understands the school's or college's safeguarding and child protection policy and procedures, especially new and part time staff
4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. 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
6. 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
7. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
8. Be able to keep detailed, accurate, secure written records of concerns and Child Protection Contact Referrals alongside referrals to other agencies

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

➤ **Raising Awareness: The Designated Safeguarding Lead (DSL) should:**

- Ensure all staff including part time, contractors, volunteers and temporary staff are aware of the school policies, that these are understood and used appropriately
- Work with the governing bodies 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 Referrals about suspected abuse or neglect may be made. Ensure parents are aware of the school 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 leadership staff.
- Ensure that when children leave the school, 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 or college.
- Obtain proof that the new school / education setting has received the safeguarding file for any child transferring and then destroy any information held on the child unless the case is currently open and in line with data protection guidelines (see Record Keeping Guidance on Hertfordshire Grid for Learning for further information)
- Consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

4. Hailey Hall Board of Trustees

The Board of Trustees 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 Hailey Hall are always effective and comply with the law.

The Board of Trustees have a senior board level lead to take **leadership** responsibility for Hailey Hall School safeguarding arrangements.

The nominated Trustee for child protection is:

NAME: Angela Connoley

The responsibilities placed on The Board of Trustees include:

- Ensuring that an effective Child Protection policy is in place, together with a Staff Code of Conduct
- Ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (DfE, 2018)
- There is an understanding of local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. Hailey Hall is prepared to supply information as requested by the three safeguarding partners, social care, the police, health services and other services to promote the welfare of children and protect from harm
- Ensuring staff are provided with Part One of KCSiE 2021 and Annex A B and are aware of specific safeguarding issues
- Ensuring that staff induction is in place with regards to child protection and safeguarding
- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead
- 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 safeguarding briefings emails from Andrew Hall, The Key and NSPCC
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum

- 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 additional checks beyond what is required and ensuring that volunteers are appropriately supervised.
- Ensure that 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
- Ensure that there are procedures in place (as described in part 4 of KCSiE) to manage concerns and allegations against staff including volunteers and supply staff
- Ensure that there are 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 if they had not resigned. Refer to Type of DBS checks in KCSiE (DfE 2021 pg.57)
- Ensuring appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material, at Hailey Hall this includes using Senso Cloud monitoring system.

5. 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 be in need of help or protection. This information can be found in the CPOMS Library and on the Safeguarding board in the staffroom for all staff to refer to.

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

Physical abuse	
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact

Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	Family / environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement
Over chastisement of child	

Emotional abuse

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

Child

Self-harm	Over-reaction to mistakes / inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug / solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school

Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family / environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and / or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug, or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect

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

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

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

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour

Red / purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family / environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and / or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse

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

Child

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

Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family / environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and / or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the 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 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 take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Options will then include:

- Managing any support for the child internally via the school or college's own pastoral support processes
- Completing a Families First Assessment or a Request for Support referral for pupils living in Hertfordshire and to other county agencies for pupils that reside in them, for example Children Services in Essex and Enfield
- A Child Protection Contact Referral for statutory services, for example as the child

might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

Extra Familial Harm (formerly Contextual Safeguarding)

Safeguarding incidents and / or behaviours can be associated with factors outside Hailey Hall 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.

Hailey Hall 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 and Family Solutions in Essex)

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. Pupils not living in Hertfordshire will need referring to the agencies of the county they live in.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead 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 DDSL will generally lead on liaising with other agencies.

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

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- 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 misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or sexual or criminal exploitation
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Has a family member in prison, or is affected by parental offending
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is showing early signs of abuse and / or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child.
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or forced marriage in the home
- Is persistently absent from education, including persistent absences for part of the day

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

Children with special educational needs and disabilities:

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

- ❖ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- ❖ Assumptions that children with SEN and disabilities can be 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.

Peer-on-peer abuse (child-on-child)

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and raising concerns to Children Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting. Hailey Hall staff are vigilant that internet use increases these risks significantly.

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

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

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

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

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 peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys' perpetrators), but that all peer-on-peer abuse is unacceptable and will be taken seriously.*

Hertfordshire County Council recommends (and Hailey Hall endorses) that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour.

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

- Provides a developmentally appropriate PSHE and RSE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe. This is provided through Hailey Hall's Life Skills programme, group and individual protected behaviour sessions delivered by our trained support staff. Pupils are also supported to reflect and understand behaviours to encourage empathy.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. This is provided through Tutor groups, adult support in classrooms, pupil voice, individual open-door policy and pupil / staff mentoring.
- Ensure victims, perpetrators and any other child affected by peer-on-peer abuse will be supported. Hailey Hall teaching and support staff are all trained in Hertfordshire STEPS and this is instrumental to educating, supporting and preventing peer-on-peer abuse. Advice will be taken from outside agencies such as Children Services and NSPCC dedicated helpline for people who have experienced sexual harassment or abuse in education, and immediate support will be given through individual mentoring and counselling sessions by Hailey Hall staff and outside agencies. Parents will be included in every intervention.
- Develops robust risk assessments where appropriate using Hertfordshire STEPS (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- All staff always adhere to Hailey Hall Behaviour policy and procedures to ensure consistency for all pupils and know how to report and record any behaviours that are concerning using both the Behaviour Watch and CPOMS systems.

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 2020 – '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

Hailey Hall DSL and DDSL refer to **Schools Toolkit** on 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 2021.

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 and completing an incident report on CPOMS.

Hailey Hall School works with the Broxbourne Mental Health Support Team who are on site at Hailey Hall. They provide training, interventions advice and support on Mental Health.

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 2021

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 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)

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.

6. DEALING WITH A DISCLOSURE

If a child confides in a member of staff / volunteer / visitor and requests that the information is kept secret, it is important that the member of staff / volunteer / visitor tells 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 / visitor 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
- Complete a CPOMS incident report (see Record Keeping)
- Pass the information to the DSL without delay (if a DSL or Deputy is not available, a child protection contact referral will need completing 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) The DSL or DDSL will need to be informed of this action at the earliest opportunity.

Third Party Disclosures

It's everyone's responsibility to report concerns related to children and make referrals to Children Services and the Police if suspected that a child has been abused or is at risk of abuse.

Therefore, when safeguarding concerns are shared to the DSL in a school by a parent or member of the public, it is important to note that there is equal responsibility by the complainant to report the matter also directly rather than assume the responsibility is that of the school. If unsure of how to do this speak to the DSL / Head teacher and they will advise accordingly.

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff / volunteer should, therefore, consider seeking support for him / herself and discuss this with the Designated Safeguarding Lead or email the school counsellor (Helen Farrell) to arrange a confidential drop-in session.

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

7. RECORD KEEPING

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

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

- Record as soon as possible after the conversation. Staff to complete an incident report under the most appropriate category on Hailey Hall CPOMS (Child Protection Operations Management System). For staff that do not have a CPOMS account (drivers and cleaners) they need to complete a written incident form and hand immediately to their line manager to upload onto CPOMS on their behalf. Visitors will need to complete a written incident form and hand to the DSL or DDSL.
- Record 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 CPOMS, 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
- CPOMS will send an alert email to the DSL and DDSL, staff should have a conversation with the DSL as soon as possible to ensure it will be acted upon immediately
- This should not be printed and no copies should be retained by the member of staff, volunteer or visitor.

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

8. CONFIDENTIALITY

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

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

9. SCHOOL PROCEDURES

Please see Appendix 3: KCSiE Pg18

If any member of staff is concerned about a child, he or she must inform the DSL. The DSL will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold a Child Protection Contact Referral will be completed. If a Child Protection Contact Referral to Children's Services is made the DSL will discuss the referral with the parents / carers, 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 2021 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 peer-on-peer abuse.

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

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.

10. COMMUNICATION WITH PARENTS

Hailey Hall will ensure the Child Protection Policy is available publicly via the school website.

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

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

(Hailey Hall may also consider not informing parent(s) where this would place a member of staff at risk).

Hailey Hall will endeavour to ensure that parents / carers understand the responsibilities placed on the school staff for safeguarding children.

Where reasonably possible Hailey Hall should hold more than one emergency contact number for each pupil. This information is recorded and held in SIMS which automatically updates both CPOMS and Behaviour Watch systems of these details. KCSiE DfE 2021 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>

11. ALLEGATIONS INVOLVING SCHOOL STAFF / VOLUNTEERS

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

- Behaved in a way that has 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, 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 and DSL immediately
- Where the headteacher is the subject of an allegation, the chair of Trustees should be informed to enable him to discuss the allegation immediately with the Local Authority Designated Officer(s) LADO.
- 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 Chair of Board of Trustees in this school is:

NAME: Richard Parperis

CONTACT: rparperis@haileyhall.herts.sch.uk

In the absence of the Chair of Trustees, the vice chair should be contacted.

The Vice Chair of Board of Trustees in this school is:

Name: John Hammond

Contact: jhammond@haileyhall.herts.sch.uk

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

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This should be emailed to Headteacher, Paul Delamaine and Stevie Sharp, DSL.

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

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

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

Children's Services – 03001234043

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

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

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

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

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

If the allegation is about the DSL it must be reported directly to the Headteacher and emailed directly to his email **pdelamaine@haileyhall.herts.sch.uk**

If the allegation is about the Headteacher staff are to contact the Chair of Trustees, Richard Parperis on his email **rparperis@haileyhall.herts.sch.uk**

If there are concerns that involve the Board of Trustees and the Headteacher it should be referred directly by emailing **LADO.Referral@hertfordshire.gov.uk**

The Lado officers are

Andrea Garcia-Sangil, Yvette Morello and Paula Lewis with Paula Hayden as Acting Team Manager. Contact **LADO.Referral@hertfordshire.gov.uk**

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

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 code of conduct 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 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: KCSIE (DfE 2021)

Part One: Information for all school staff

Annex B: Further information

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

All staff should have access and have read Part one and Annex B (which provides further information specific forms of abuse and safeguarding issues) of this statutory guidance. All staff should also have the opportunity to seek clarity from designated staff for any content.

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

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

Link to KCSiE (DfE, 2021):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999348/Keeping_children_safe_in_education_2021.pdf

Annex G KCSiE (DfE 2021): Substantive changes from September 2021:

APPENDIX 2a: DECLARATION FOR STAFF

Child Protection Policy and KCSiE DfE 2021

Hailey Hall Academic Year 2021/22

For all staff with the exceptions of Drivers and Cleaners.

You will need to log on to your CPOMS account and go to the 'Library' section. Please click on options for the 2021/22 Child Protection policy and use this as your signature that you have read and understood this policy.

By doing so I am also acknowledging that I am fully aware that:

Hailey Hall DSL is: Stevie Sharp

If she is unavailable the DDSL to contact is:

Shelley Long – Attendance and Welfare Officer

The DDSLs are:

1. Paul Delamaine - Headteacher
2. Barnaby Aldiss - ESafety - Deputy Headteacher
3. Sara Hill - Associate Assistant Head, SENDCo

APPENDIX 2b: DECLARATION FOR STAFF

Child Protection Policy and KCSiE DfE 2021

Hailey Hall School Academic Year 2021/22

For Drivers and Cleaners

Please sign and return to Stevie Sharp DSL by ___/___/___

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

- (1) The School / College's Child Protection Policy
- (2) Hailey Hall Safeguarding Policy
- (2) **Part One and Annex B** of 'Keeping Children Safe in Education' DfE Guidance, 2020

I am aware that Hailey Hall DSL is: Stevie Sharp

If she is unavailable the DDSL to contact is:

Shelley Long – Attendance and Welfare Officer

The DDSLs are:

- | | |
|------------------|------------------------------------|
| 1 Paul Delamaine | - Headteacher |
| 2 Barnaby Aldiss | - ESafety - Deputy Headteacher |
| 3 Sara Hill | - Associate Assistant Head, SENDCo |

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

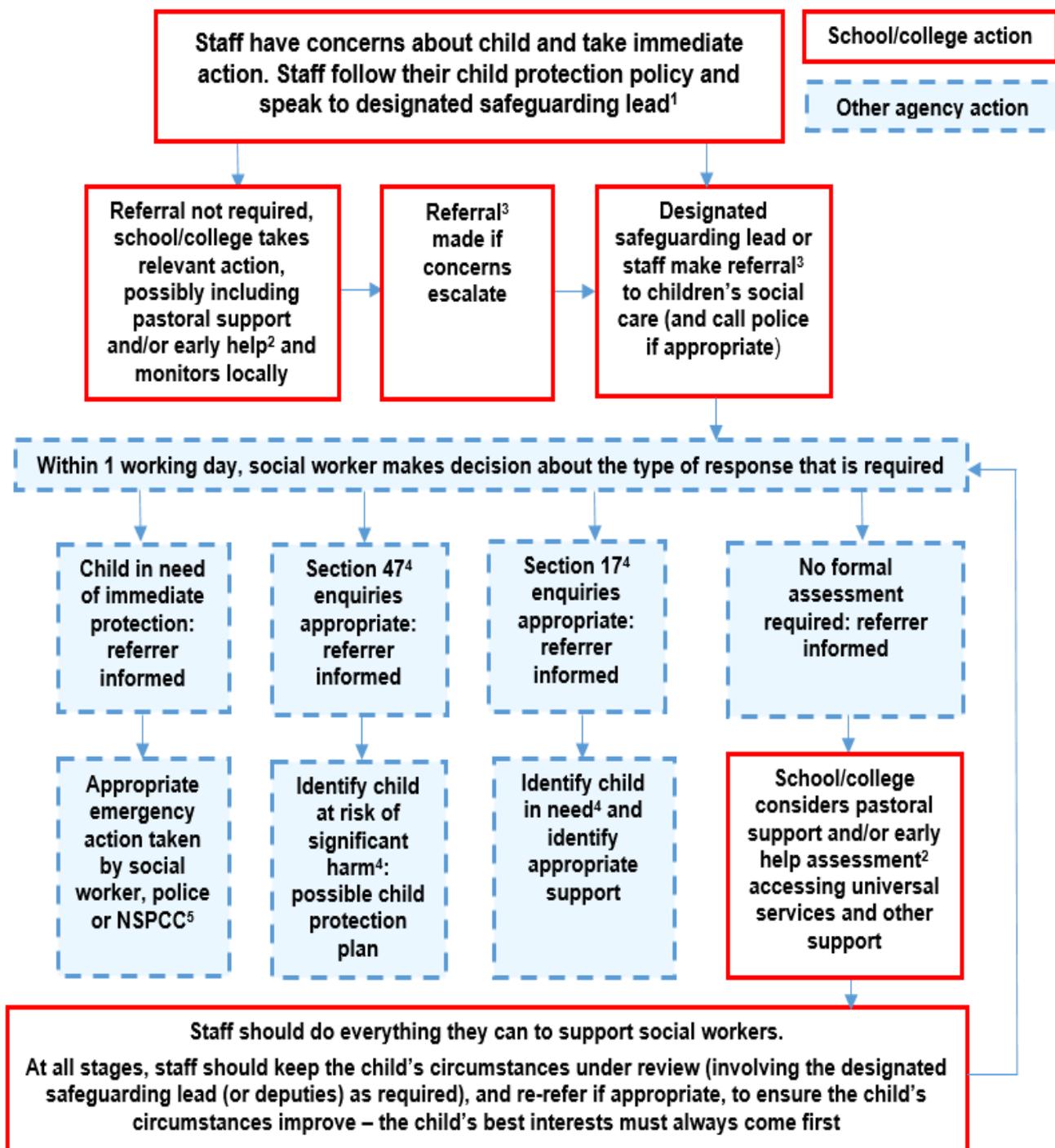
I know that further guidance, together with copies of the policies mentioned above, are available on request at the school office or on the school website

Signed _____

Date _____

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:

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

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

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

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

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

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

APPENDIX 5:

Online Safety Guidance

On publication of this Child Protection Policy, September 2021, 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,2021) for national guidance

Hertfordshire Guidance:

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

APPENDIX 6:

Covid guidance into new academic year 2021-2022

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