



Safeguarding and Child Protection Policy

This policy applies to all pupils and staff of Abbot's Hill School including EYFS.

1	Policy statement.....	2
2	The Designated Safeguarding Lead.....	4
3	Duty of staff, Governors and volunteers.....	5
4	Procedures	7
5	Secure school premises.....	12
6	Confidentiality and information sharing	13
7	Monitoring and review	13
8	Contacts	14
	Appendix 1 - The Designated Safeguarding Lead	15
	Appendix 2 - Types and signs of abuse and neglect	18
	Appendix 3 - School policy and procedures for dealing with instances of sexting	23
	Appendix 4 - Guidance for staff and volunteers on suspecting or hearing a complaint of abuse.....	25
	Appendix 5 - Dealing with allegations against members of staff, the Head, Governors or volunteers	26
	Safeguarding and Child Protection Declaration	29

School Contacts

AHS Safeguarding Emergency	07701 009325
Designated Safeguarding Lead Miss E Impett, Director of Pastoral Care	Email: eimpett@abbotshill.herts.sch.uk Tel: 01442 839121
Deputy Designated Safeguarding Lead, Mrs M Stephen, Head of Prep	Email: mstephen@abbotshill.herts.sch.uk Tel: 01442 839118
Deputy Designated Safeguarding Lead, Mrs S Doyle, Deputy Head	Email: sdoyle@abbotshill.herts.sch.uk Tel: 01442 839131
Deputy Designated Safeguarding Lead, Mrs J Watkins, Nursery Manager	Email: jwatkins@abbotshill.herts.sch.uk Tel: 01442 839103
Deputy Designated Safeguarding Lead, S Lanchbery, Deputy Nursery Manager	Email: slanchbery@abbotshill.herts.sch.uk Tel: 01442 839103
Headmistress: Mrs Elizabeth Thomas	Email: ethomas@abbotshill.herts.sch.uk Tel: 01442 839107
Chair of Governors: Mrs Janet Mark	Email: pabursar@abbotshill.herts.sch.uk Tel: 01442 839140
Nominated Safeguarding Governor: Gordon James	Email: pabursar@abbotshill.herts.sch.uk Tel: 01442 839107

1 Policy statement

1.1 The school's policy has regard to statutory guidance: Keeping children safe in education September 2019; Working Together to Safeguard Children 2018 (updated February 2019); Disqualification under the Childcare Act 2006 and Prevent Duty Guidance for England and Wales 2015, and:

- 1.1.1 has been authorised by the Board of Governors of the school;
- 1.1.2 is published on the school website and available in hard copy to parents on request;
- 1.1.3 can be made available in large print or other accessible format if required;
- 1.1.4 its procedures apply wherever staff, Governors or volunteers are working with pupils even where this is away from the school, for example an educational visit; and
- 1.1.5 also applies to the Early Years Foundation Stage (EYFS) provision.

1.2 Every pupil should feel safe and protected from any form of abuse. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school will take all reasonable measures to:

- 1.2.1 ensure that we practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people in accordance with: the guidance given in Keeping children safe in education September 2019; Disqualification under the Childcare Act 2006; the Education (Independent School Standards) Regulations

2014; the Statutory Framework for the Early Years Foundation Stage. See also the school's separate **Safer Recruitment and Selection Policy**;

- 1.2.2 ensure that where staff from another organisation are working with our pupils on another site, we require written confirmation that appropriate safer recruitment checks and procedures have been completed on those staff;
 - 1.2.3 follow the local inter-agency procedures of the Hertfordshire Safeguarding Children Partnership;
<http://www.hertsdirect.org/services/healthsoc/childfam/childprotection/hertssafboard/parentscarers/reportcon/>
 - 1.2.4 be alert to signs of abuse both in the school and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
 - 1.2.5 deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his / her agreed child protection plan;
 - 1.2.6 design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
 - 1.2.7 be alert to the needs of children with physical and mental health conditions; and those with special educational needs for whom additional barriers can exist when recognising abuse and neglect.
 - 1.2.8 operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
 - 1.2.9 assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
 - 1.2.10 identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
 - 1.2.11 teach pupils about safeguarding (including Online Safety), for example through the use of online resources, through the curriculum and PSHCEE, together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help (see also the school's **Online Safety Policy**); Pupils in Key Stage 3 and 4 complete the OSA Certificate of Online Safety at the start of the Key Stage.
<https://onlinesafetyalliance.org/osa-certificate/>
 - 1.2.12 take all practicable steps to ensure that school premises are as secure as circumstances permit;
 - 1.2.13 consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the school or in the local area; and
 - 1.2.14 have regard to regulations and standards issued by the Secretary of State for Education (DfE) in accordance with section 94 of the Education and Skills Act 2008 and sections 29 and 38 of the Counter-Terrorism and Security Act 2015 and associated regulations.
- 1.3 Keeping children safe in education September 2019 defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's 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. The Prevent Duty Guidance for England and Wales emphasises that the duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding. Being drawn into terrorism includes not

just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

1.4 Keeping children safe in education September 2019 provides that the inspection of independent schools will ensure that the Independent School Standards which concern the welfare, health and safety of children are met.

1.5 Related policies

1.5.1 The following policies and procedures are also relevant to the school's safeguarding practices:

(a) Staff Code of Conduct and Safe Working Practice Policy

(b) Behaviour Policy

(c) Whistleblowing Policy

(d) Safer Recruitment and Selection Policy

(e) Anti-bullying Policy

(f) Online Safety Policy

(g) Missing Child Policy

(h) Policy on supporting pupils at school with medical conditions

(i) Self-Harming Policy and Procedure

(j) Prevent Strategy Review and Further Implementation Plan

1.5.2 These policies are available on the school website, in the school Policies folder on the school's intranet (T Drive) and hard copies are available on request.

2 The Designated Safeguarding Lead

2.1 The school's Board of Governors has appointed a member of staff of the school's Senior Leadership Team with the necessary status and authority (Designated Safeguarding Lead) to be responsible for matters relating to child protection and welfare.

2.2 The Designated Safeguarding Lead shall be given the time, funding, training, resources and support to enable him/her to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.

2.3 Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the school. If preferred, parents may discuss concerns in private with the pupil's class teacher/form tutor, child's form teacher or the Headmistress who will notify the Designated Safeguarding Lead in accordance with these procedures.

2.4 The name and contact details of the Designated Safeguarding Lead are set out in the school Contacts list at the front of this Policy. They, together with the main responsibilities of the Designated Safeguarding Lead, are also set out in Appendix 1.

2.5 If the Designated Safeguarding Lead is unavailable his / her duties will be carried out by one of the Deputy Designated Safeguarding Leads. The Deputy Designated Safeguarding Leads' details are also set out in the school contacts list and in Appendix 1.

In this Policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Leads where the Designated Safeguarding Lead is unavailable.

2.5.1 Options will then include managing any support for the child internally via the school's own pastoral support processes, an early help assessment; or a referral for statutory services for example as the child might be in need, is in need or suffering or likely to suffer harm.

3 Duty of staff, Governors and volunteers

3.1 All staff, Governors and volunteers of the school are under a general legal duty:

3.1.1 to protect children from abuse;

3.1.2 to be aware of the terms and procedures in this Policy and to follow them;

3.1.3 to know how to access and implement the procedures in this Policy, independently if necessary;

3.1.4 to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an early help assessment.

3.1.5 to keep a sufficient record of any significant complaint, conversation or event in accordance with this Policy; and

3.1.6 to report immediately any matters of concern about a child's welfare to the DSL or deputy, in accordance with this Policy.

3.2 Staff connected to the school's Early Years and Later Years provisions are under an ongoing duty to inform the school if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the school's **Safer Recruitment Policy** for further information about this duty. Staff must immediately inform the Headmistress of any circumstances that may impact on their suitability to work with children, including but not limited to any arrests, convictions, charges or cautions for criminal offences. Staff may be required to complete a self-declaration form to ensure that the information held in this regard is up to date. A failure to disclose such information in accordance with this clause or complete the self-declaration form may be treated as a disciplinary matter and could lead to dismissal.

3.3 The Board of Governors ensures that the school's safeguarding arrangements take into account the procedures and practice of the Hertfordshire Safeguarding Children Partnership. The Board of Governors has nominated one of its members to take leadership of the school's safeguarding arrangements on behalf of the Board and to liaise with external agencies where this is required, including in the event of allegations of abuse made against the Headmistress or a member of the Board of Governors. The Nominated Safeguarding Governor is Gordon James.

3.4 Training

3.4.1 Induction

(a) All staff, including temporary staff and volunteers, will be provided with induction training that includes:

(i) this Policy;

(ii) the **Behaviour Policy**

- (iii) the staff **Code of Conduct and Safe Working Practice Policy** including the **Whistleblowing Policy**;
- (iv) the role of the Designated Safeguarding Lead and his / her identity and contact details together with that of his / her Deputies;
- (v) child protection training in accordance with Hertfordshire Safeguarding Children Partnership procedures;
- (vi) a copy of the current Part 1 and Part 5 of Keeping children safe in education September 2019, together with Annex A;
- (vii) the online general awareness training module on Channel or WRAP Prevent Training.
- (viii) safeguarding briefing that identifies the DSL and deputies, location and methods of recording information and concerns
- (ix) training on how to manage a report of child on child sexual violence and sexual harassment
- (x) awareness of the Safeguarding response to children that go missing from education
- (xi) Online Safety and Acceptable Use Agreement**

3.4.2 Child protection training

- (a) Prior to starting at the school, all staff including the Headmistress will receive a copy of this policy, Part 1 and Part 5 of Keeping children safe in education September 2019 including Annex A, and will be required to confirm in writing that they have read and understood these.
- (b) Any subsequent updates to the Policy or Keeping children safe in education will be issued to all staff and confirmation is required that they have read and understood these.
- (c) The Headmistress and all staff members will undertake appropriate child protection training every 3 years in consultation with the Hertfordshire Safeguarding Children Partnership Training will include guidance on the duties of staff in relation to both children in need and children at risk of harm. In addition all staff members will 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.
- (d) Staff development training will also include training on online safety and, where they have not been able to access other Prevent training assessed as appropriate for them by the school, the online general awareness training module on Channel.
- (e) All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. Staff should, in particular be alert to the potential need for early intervention for a child who:
 - i. Is disabled and has specific additional needs
 - ii. Has special educational needs- recognise that children with SEND can be more prone to peer group isolation than other children and consider extra pastoral support for those children.
 - iii. Is a young carer
 - iv. Is showing signs of being drawn into anti-social or criminal behaviour

- v. Is frequently missing/goes missing from care or home
 - vi. Is at risk of modern slavery, trafficking or exploitation
 - vii. Is at risk of being radicalised or exploited
 - viii. Is in family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - ix. Is misusing drugs or alcohol
 - x. Has returned home to their family from care
 - xi. Is a privately fostered child
 - xii. Is experiencing poor mental health
- (f) If staff have a concern, they should follow this Policy and speak to the DSL or deputy at the earliest opportunity. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. It should be clear this is everyone's responsibility.
- (g) Additionally, the school will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health.
- (h) The Nominated Safeguarding Governor and the Chairman of Governors will receive appropriate training to enable them to fulfil their safeguarding responsibilities.
- 3.4.3 Designated Safeguarding Lead**
- (a) The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals. For further details about the training of the Designated Safeguarding Lead, see Appendix 1.
- (b) All training will be carried out in accordance with Hertfordshire Safeguarding Children Partnership's procedures. Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training if available.

4 Procedures

4.1 Complaints of abuse

- 4.1.1 Every complaint or suspicion of abuse from within or outside the school will be taken seriously and action taken in accordance with this policy.
- 4.1.2 The child protection training provided to staff considers the types and signs of abuse staff should be aware of. Further details are set out in Appendix 2.
- 4.1.3 If a member of staff is concerned that a pupil may be suffering harm, the matter should be referred to the Designated Safeguarding Lead as soon as possible. If a member of staff suspects or hears a complaint of abuse, the procedures set out in Appendix 4 must be followed. See paragraph 4.3 of this policy and Appendix 5 for the procedures for dealing with allegations against staff and volunteers.
- 4.1.4 If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.
- 4.1.5 All staff are particularly reminded:
- (a) Teachers and health and social care professionals must report to the police cases where they discover that an act of female genital mutilation appears to have been carried out. Unless the teacher has a good reason not to, they

should still consider and discuss any such case with the Designated Safeguarding Lead and involve Children's Services care as appropriate.

- (b) Normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

4.2 Action by the Designated Safeguarding Lead

4.2.1 On being notified of a complaint or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:

- (a) the local inter-agency procedures of the Hertfordshire Safeguarding Children Partnership;
- (b) where relevant, local information sharing protocols relating to Channel referrals;
- (c) the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence, including the identification of someone who may already be engaged in illegal terrorist-related activity, will always be referred to Children's Services and, if appropriate, the police;
- (d) the child's wishes or feelings; and
- (e) duties of confidentiality, so far as applicable.

4.2.2 Options will then include managing any support for the pupil internally via the school's pastoral support systems, an early help assessment or referral for statutory services

4.2.3 If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with Hertfordshire Safeguarding Children Partnership on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to Hertfordshire Safeguarding Children Partnership will be made without delay (and in any event within 24 hours).

4.2.4 If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to Children's Services within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact Hertfordshire Safeguarding Children Partnership again.

4.2.5 In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the Designated Safeguarding Lead will liaise with Hertfordshire Safeguarding Children Partnership and where appropriate an inter-agency assessment will take place, including use of Early Help around the decisions to seek such support for a pupil will be taken in consultation with parents unless there are reasonable grounds for suspecting that in doing so, the pupil will be at risk of significant harm.

4.2.6 Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.

4.3 Dealing with allegations against staff, Governors and volunteers

4.3.1 The School has procedures for dealing with allegations against staff, Governors and volunteers who work with children that address both the need to protect children from abuse and the need to protect staff and volunteers from false or

unfounded allegations. These procedures are set out in Appendix 5 and follow Part 4 of Keeping children safe in education September 2019.

- 4.3.2 The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (designated officer(s)). The designated officer(s) will be informed immediately and in any event within one working day of all allegations against staff, Governors and volunteers that come to the school's attention and appear to meet the criteria set out in paragraph 1 of Appendix 5.
- 4.3.3 Early Years Foundation Stage (EYFS)
- (a) The school will inform Ofsted of any allegations of serious harm or abuse by any person living or working with or looking after children in the EYFS setting (Nursery and Reception) (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.
- (b) These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.
- 4.3.4 Detailed guidance is given to staff and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the **Staff Code of Conduct and Safe Working Practice Policy** and includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.
- 4.3.5 Staff and volunteers should also feel able to follow the school's separate **Whistleblowing Policy** to raise concerns about poor or unsafe safeguarding practices at the school, potential failures by the school or its staff to properly safeguard the welfare of pupils or other wrongdoing in the workplace that does not involve the safeguarding and welfare of children.
- 4.3.6 Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
- General guidance can be found at – [Advice on whistleblowing](#)
 - [The 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

4.4 Allegations against pupils

- 4.4.1 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 and prejudice based bullying)
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexual violence and sexual harassment (see Part 5 of KCSIE)
 - Sexting (also known as youth produced sexual imagery)
 - Initiating/hazing type violence and rituals
 - Upskirting – (a practice of surreptitiously photographing underneath a female's dress or skirt.)

Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse which should never be tolerated or passed off as 'banter' or 'Just having a laugh' or 'part of growing up'. Also see Appendix 3.

- 4.4.2 Allegations against pupils should be reported in accordance with the procedures set out in this Policy. An incident will be treated as a child protection concern if there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's Behaviour and Exclusions policies will apply.
 - 4.4.3 The school will take advice from Hertfordshire Safeguarding Children Partnership on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.
 - 4.4.4 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of Children's Services, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.
 - 4.4.5 Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed.
 - 4.4.6 All staff, but especially the Designated Safeguarding Lead should be considering the context within which such incidents and behaviours occur. This is known as contextual safeguarding, which simply means assessments of children could consider whether wider environmental factors are present in a child's life that are a threat to their safety and welfare.
- 4.5 Missing child and children missing from education procedures
- 4.5.1 Missing Child
 - (a) All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.
 - (b) Please see the school's separate **Missing Child Policy** for further details.
 - 4.5.2 Children Missing from Education
 - (a) The school shall inform the applicable local authority (within which the pupil resides when not at the school) of any pupil who is going to be deleted from the admission register:
 - i. where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his/her age, ability and aptitude otherwise than at school.
 - ii. except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he/she has been registered as a pupil at another school.
 - iii. where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he/she has ceased to attend the school and the proprietor of any other school at which he/she is registered has given consent to the deletion.

- iv. in a case not falling within sub-paragraph (a) of this paragraph, that he/she has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
- v. Except in the case of a boarder, he/she has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he/she is registered.
- vi. in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that —
 - 1. the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted;
 - 2. the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and
 - 3. the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
- vii. that he/she is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
- viii. that he/she has been continuously absent from the school for a period of not less than twenty school days and —

Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended

- 1. at no time was his/her absence during that period authorised by the proprietor in accordance with regulation 6(2);
 - 2. the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and
 - 3. the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
- ix. that he/she is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
 - x. that the pupil has died.
 - xi. that the pupil will cease to be of compulsory school age before the school next meets and—
 - 1. the relevant person has indicated that the pupil will cease to attend the school; or
 - 2. the pupil does not meet the academic entry requirements for admission to the school's sixth form.
 - xii. in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he/she has ceased to be a pupil of the school.

- xiii. that he/she has been permanently excluded from the school.
- xiv. where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.
- xv. where—
 - 1. the pupil is a boarder at a maintained school or an Academy;
 - 2. charges for board and lodging are payable by the parent of the pupil; and
 - 3. those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

4.6 Informing parents

- 4.6.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Headmistress, the designated officer, Children's Services and / or the police before discussing details with parents.
- 4.6.2 In relation to Channel referrals, the Designated Safeguarding Lead will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.
- 4.6.3 See also section 3 of Appendix 4 for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the Headmistress.

5 Secure school premises

- 5.1 The school will take all practicable steps to ensure that school premises are as secure as circumstances permit.
- 5.2 The school keeps a record of all visitors. All visitors must sign in on arrival and sign out on departure and are the responsibility of an identified member of staff at all times whilst on school premises. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the school premises.
- 5.3 The school's policy on the use of mobile phones and cameras in the school, including the EYFS setting, is as follows:
 - 5.3.1 The school's **Online Safety Policy** sets out the expectations on pupils from Reception to Year 11. In the EYFS setting, pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises.
 - 5.3.2 Staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the staff **Code of Conduct and Safe Working Practice Policy**, the **Online Safety Policy** and the **Image Authorisation Policy**. The use of mobile phones and cameras is prohibited in the Early Years Setting at all times. Photographs should only be taken on school equipment and images used and stored according to our **Image Authorisation Policy** and **Privacy Notice**.
 - 5.3.3 Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be

limited) may be unlawful. The use of mobile phones and cameras is prohibited in the Early Years setting at all times.

5.3.4 The school network is monitored all the time and filters are in place. Where filters raise suspicion over key words, they are investigated immediately. Weekly spot checks take place and monthly reports are produced and usage investigated,

6 Confidentiality and information sharing

6.1 The school will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The school will co-operate with police and Children's Services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working together to safeguard children (2018), the Prevent Duty Guidance for England and Wales (2015) and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015).

6.2 Where allegations have been made against staff, the school will consult with the designated officer and, where appropriate, the police and Children's Services to agree the information that should be disclosed and to whom.

7 Monitoring and review

7.1 The Designated Safeguarding Lead will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary. The Designated Safeguarding Lead will update the Senior Leadership Team regularly on the operation of the school's safeguarding arrangements. The Designated Safeguarding Lead has a termly Safeguarding review meeting with the Nominated Safeguarding Governor.

7.2 Any child protection incidents at the school will be followed by a review of these procedures by the Designated Safeguarding Lead and a report made to the Board of Governors. Where an incident involves a member of staff, the designated officer will assist in this review to determine whether any improvements can be made to the school's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

7.3 The full Board of Governors will undertake an annual review of this Policy and the school's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The Designated Safeguarding Lead will work with the Nominated Safeguarding Governor, preparing a written report commissioned by the full Board of Governors. The written report should address how the school ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the school and how these have been handled; and the contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters.

7.4 The full Board of Governors should also consider independent corroboration, such as inspection of records or feedback from external agencies including the local authority designated officer. The full Board of Governors will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy

before giving the revised Policy its final approval. Detailed minutes recording the review by the Board of Governors will be made.

8 Contacts

8.1 The details of the designated officer are as follows:

Senior Child Protection Liaison Officer Frazer Smith	01992 588168
CPSLO Dacorum Laura Andrews	01992 555182
CPSLO Consultation Service	01992 555980
LADO Direct Line and Support Officer Marrie Moat	01992 555420
LADO Andrea Garcia-Sangil	01992 556372

8.2 The telephone numbers of the Hertfordshire Children's Services department and other useful agencies are as follows:

Consultation Hub for Child Protection Advice	01438 737511
Children's Services (including out of hours)	0300 1234043
Child Abuse Investigation Unit	0845 3300222
Child Protection and Sexual Crime Unit	01628 816935
NSPCC	0800 8005000
Ofsted	0300 1233155
ChildLine	0800 1111
The Police	999
Local police non-emergency contact	101
Family Lives	0808 8002222
Gingerbread	0800 8020925

8.3 The telephone numbers of relevant Prevent partners are as follows:

Channel Police Practitioner	01438 735396
Non-emergency DfE advice	020 7340 7264
counter-extremism@education.gsi.gov.uk	

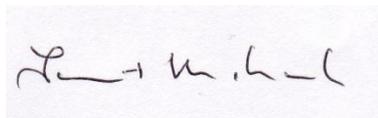
8.4 Contacts for pupils:

Hertfordshire Contact Centre	01992 588757
ChildLine	0800 1111
NSPCC	08088 005000
School counsellor	counsellors@abbotshill.herts.sch.uk
Samaritans	116 123

Signed

Issue Date: September 2019

Review Date: March 2020 or earlier if major change



Janet Mark

Chairman of the Board of Governors

Appendix 1 - The Designated Safeguarding Lead

1. The Designated Safeguarding Lead for the school, including EYFS is Miss E Impett, Director of Pastoral Care, who may be contacted on 01442 839121. The Designated Safeguarding Lead is a member of the Senior Leadership Group.

2. The Deputy Designated Safeguarding Leads are:

Mrs M Stephen, Head of Prep who may be contacted on 01442 839118

Mrs S Doyle, Deputy Head who may be contacted on 01442 839131

Mrs J Watkins, Nursery Manager, who may be contacted on 01442 839103

Mrs S Lanchbery, Deputy Nursery Manager, who may be contacted on 01442 839103

Mrs Stephen and Mrs Doyle are also members of the school's Senior Leadership Group.

3. In accordance with Annex B of Keeping children safe in education September 2019, the main responsibilities of the Designated Safeguarding Lead (deputies are trained to the same standard as the Designated Safeguarding lead) are:

3.1 Manage referrals

The Designated Safeguarding Lead is expected to:

- refer cases of suspected abuse to the local authority Children's Services as required;
- support staff who make referrals to local authority Children's Services;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required

3.2 Work with others

The Designated Safeguarding Lead is expected to:

- liaise with the Headmistress to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four of KCSIE 2019) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral staff, school nurse, IT department, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

3.3 Training

The Designated Safeguarding Lead (and any deputies) undergoes training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. The Designated Safeguarding Lead has undertaken Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills will be refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's service referral arrangements. (see Working Together to Safeguard Children)
- 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;
- ensure each member of staff has access to, and understands, the school's **Safeguarding and Child Protection Policy** and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- 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;
- 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;
- 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;
- 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.

3.4 Raise Awareness

The designated safeguarding lead should:

- ensure the **Safeguarding and Child Protection Policy** is known, understood and used appropriately;
- ensure the **Safeguarding and Child Protection Policy** is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the **Safeguarding and Child Protection Policy** is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school
- link with the Hertfordshire Safeguarding Children Partnership to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

3.5 Child protection file

Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges.

In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new school or college in advance of a

child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

3.6 Availability

During term time the Designated Safeguarding Lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. A safeguarding emergency number is provided for staff to contact the Designated Safeguarding Lead out of normal school hours and holidays.

Appendix 2 - Types and signs of abuse and neglect

1. Types of abuse

- 1.1 **All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**
- 1.2 **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. They may be abused by an adult or adults or by another child or children
- 1.3 **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.
- 1.4 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying and prejudice based 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, although it may occur alone.
- 1.5 **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 (see paragraph 1.7).
- 1.6 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and

emotional harm or danger; ensure adequate supervision (including the use of inadequate 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.

- 1.7 Keeping children safe in education September 2019 acknowledges the following as specific safeguarding issues and requires that all staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

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 and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals
- upskirting – this has been added as it is now a criminal offence

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals with criminal networks or gangs.

Female Genital Mutilation

While all staff should speak to the DSL (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 A of Keeping Children Safe in Education 2019 for more details.

Contextual Safeguarding

Safeguarding incidents and/or behaviours which can be associated with factors outside the school can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead (or deputy) 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. Children's Services assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Annex A of Keeping children safe in education contains important additional information about specific forms of abuse and safeguarding issues. It includes further information on a range of safeguarding issues including:-

- Children and the courts system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence including Female Genital Mutilation and, Forced Marriage
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and college
- Serious violence
- Upskirting

All staff should read Annex A fully including the Additional advice and support section found on page 89 of the document.

2. The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because that may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it more difficult to tell others what is happening. Children also develop at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, staff can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

2.1 Possible signs of abuse include, but are not limited to:

- 2.1.1 the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference
- 2.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries
- 2.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour
- 2.1.4 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- 2.1.5 the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing
- 2.1.6 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed, talks about being left alone

- 2.1.7 the pupil whose behaviour changes at school, shows a lack of concentration and learning, is tired or hungry
- 2.1.8 the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers
- 2.1.10 the pupil displays signs of poor mental health

2.2 The Hertfordshire Safeguarding Children Partnership can provide advice on the signs of abuse and the DfE advice: What to do if you're worried a child is being abused (2015) provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

3. **Radicalisation and the Prevent duty**

3.1 The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

3.2 The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The School is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

3.3 The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

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

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"

3.4 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 alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

3.5 Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

36. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

51. Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;

- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

52. Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others.

3.6 Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

3.7 The DfE's briefing note the use of social media for on-line radicalisation (2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

3.8 Annex A of KCSIE September 2019 contains further information on a range of safeguarding issues.

Appendix 3 - School policy and procedures for dealing with instances of sexting

1. Definition of sexting

1.1 There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as:

Images or videos generated by children under the age of 18, or of children under the age of 18 that are of a sexual nature or are indecent.

1.2 These images may have been shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

1.3 The making, transmission or soliciting of indecent images of children is a criminal offence and this fact should be borne in mind in any incidents of sexting dealt with by the school. All sexting incidents are a child protection issue and the school's **Safeguarding and Child Protection Policy** and procedures must be followed.

1.4 There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important to apply a consistent approach when dealing with an incident to help staff, the school and the pupil. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. To clarify the problem, a social scientist has created a typology of sexting incidents. This begins with a division into two categories:

1.5 Category One – Experimental

This includes:

1.5.1 **Romantic** - child-generated images sent to another child or young person with whom they are, or wish to be, in a relationship. Although indecent, the primary aim is communication, not wider dissemination of the image or any form of coercion.

1.5.2 **Sexual Attention Seeking** - images are made and sent between or among young people who were not known to be romantic partners, or where one youngster takes pictures and sends them to many others or posts them online, presumably to draw sexual attention.

1.5.3 **Other** - cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

1.6 Category Two – Aggravated

1.6.1 Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of youth-produced sexual images.

This category includes:

1.6.2 Adult offenders develop relationships with and seduce underage teenagers, in criminal sex offences even without the added element of youth-produced images. Victims may be family friends, relatives, community members or contacted via the internet. The youth-produced sexual images generally, but not always, are solicited

by the adult offenders.

1.6.3 **Youth Only: Intent to Harm** - These are cases that:

- arise from interpersonal conflict such as break-ups and fights among friends
- involve criminal or abusive conduct such as blackmail, threats or deception
- involve criminal sexual abuse or exploitation by juvenile offenders.

1.6.4 **Youth Only: Reckless Misuse** - No intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result, but the culpability appears somewhat less than in the malicious episodes.

2.0 Procedures and protocols

2.1 If a pupil discloses that they have sent or received indecent photographs or videos of themselves or somebody under 18, the child protection procedures will be followed.

2.2 Because of the diverse nature of sexting incidents, all cases will be dealt with sensitively and with the primary aim of keeping the child safe. Using the definitions above, a judgement will be made about whether or not the matter needs referral to an outside agency. In cases of aggravated sexting, or where an adult is known or thought to be involved, a referral to children services team will always be made.

2.3 If it is suspected that a device in possession of a pupil in school contains indecent images, it will be confiscated.

2.4 If it is deemed necessary to check a phone or other device to see if indecent images are stored on it, the following protocol will be strictly followed.

NB. No member of staff other than the school's Designated Safeguarding Lead may view suspected indecent images on the school premises.

2.4.1 The Designated Safeguarding Lead and one of the Deputy Designated Safeguarding Leads will search the device together, having first notified the Headmistress.

2.4.2 If any images are found, a written report of the content will be made. Under no circumstances will any image be copied to another device, emailed, stored on a disc or printed.

2.4.3 If the decision is made to deal with the incident in school, the pupil's parents will be informed and the pupil will receive support, counselling and advice regarding the making and distribution of indecent images. Normally the aim is to inform and protect the young person. However, a suitable sanction may be imposed. Any other pupils affected by the incident would also receive counselling and guidance.

2.5 In all incidents a record of the incident and actions taken will be kept in the school's child protection records.

Appendix 4 - Guidance for staff and volunteers on suspecting or hearing a complaint of abuse

- 1 Action staff must take
 - 1.1 A member of staff or volunteer suspecting or hearing a complaint of abuse:
 - 1.1.1 must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;
 - 1.1.2 must not ask leading questions, i.e. a question which suggests its own answer;
 - 1.1.3 must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this Policy so that the correct action can be taken; and
 - 1.1.4 must keep a sufficient written record of the conversation. The record should include:
 - (a) the date and time;
 - (b) the place of the conversation; and
 - (c) the essence of what was said and done by whom and in whose presence; and must be signed by the person making it, using names and not initials.
 - 1.2 The written record and all other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely and passed on when reporting the matter in accordance with paragraph 1.3 below.
 - 1.3 All suspicions or complaints of abuse must be reported to the Designated Safeguarding Lead as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in Appendix 5 should be followed.
 - 1.4 If, at any point, there is a risk of immediate serious harm to a child, (Child at Risk) a referral should be made to Children's Services and/or police immediately. Anybody can make a referral. Where referrals are not made by the Designated Safeguarding Lead, one of the Designated Safeguarding Leads should be informed, as soon as possible, that a referral has been made. Staff do not require parental consent for this referral to be made. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration.
 - 1.5 Where there are concerns that there is a Child in Need, staff should act immediately by contacting the DSL and arranging early help, pastoral support or seeking advice from Hertfordshire Safeguarding Children Partnership.

Appendix 5 - Dealing with allegations against members of staff, the Head, Governors or volunteers

1 The School's procedures

- 1.1 The School's procedures for dealing with allegations made against staff will be used where the member of staff, the Headmistress, Governor or volunteer has allegedly:
 - 1.1.1 behaved in a way that has harmed a child, or may have harmed a child;
 - 1.1.2 possibly committed a criminal offence against or related to a child; or
 - 1.1.3 behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.
- 1.2 Any allegations not meeting this criteria will be dealt with in accordance with the Hertfordshire Safeguarding Children Partnership's procedures. Advice from the local authority designated officer will be sought in borderline cases.
- 1.3 All such allegations must be dealt with as a priority without delay.
- 1.4 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

2 Reporting an allegation against a member of staff, the Headmistress, Governor or volunteer

- 2.1 Where an allegation or complaint is made against any member of staff, the Designated Safeguarding Lead or a volunteer, the matter should be reported immediately to the Headmistress, or in her absence to the Nominated Safeguarding Governor. The allegation will be discussed immediately with the local authority designated officer before further action is taken. Where appropriate, the Headmistress will consult with the Designated Safeguarding Lead.
- 2.2 Where an allegation or complaint is made against the Headmistress, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding Governor, without first notifying the Headmistress. The allegation will be discussed immediately with the local authority designated officer before further action is taken. The Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa. The Chair of Governors, in this instance, can be contacted via the Bursar. Her direct line is 01442 839140.
- 2.3 Where an allegation is made against any Governor, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding Governor. The allegation will be discussed immediately with the local authority designated officer before further action is taken. Where appropriate, the Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa. The Chair of Governors, in this instance, can be contacted via the Bursar. Her direct line is 01442 839140.
- 2.4 If it is not possible to report to the Headmistress or Chair of Governors or Nominated Safeguarding Governor in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead or, if he / she is unavailable, one of the Deputy Designated Safeguarding Leads. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the

Headmistress or, where appropriate, the Chair of Governors and the Nominated Safeguarding Governor.

- 2.5 The person taking action in accordance with the procedures in this Appendix is known as the "case manager".

3 Disclosure of information

- 3.1 The case manager will inform the accused person of the allegation as soon as possible after the local authority designated officer has been consulted.
- 3.2 The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.
- 3.3 Where the local authority designated officer advises that a strategy discussion is needed, or the police or Children's Services need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 3.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4 Further action to be taken by the School

- 4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The school will take action in accordance with Part four of Keeping children safe in education September 2019 and the School's employment procedures.

5 Ceasing to use staff

- 5.1 If the school ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Board of Governors without delay.
- 5.2 If a member of staff 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 in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.
- 5.3 Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the Teaching Regulation Agency should be made.
- 5.4 Early Years Foundation Stage (EYFS)
- 5.4.1 The School will inform Ofsted of any allegations of serious harm or abuse by any person living or working with children or looking after children on the premises of

Abbot's Hill School (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.

5.4.2 These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

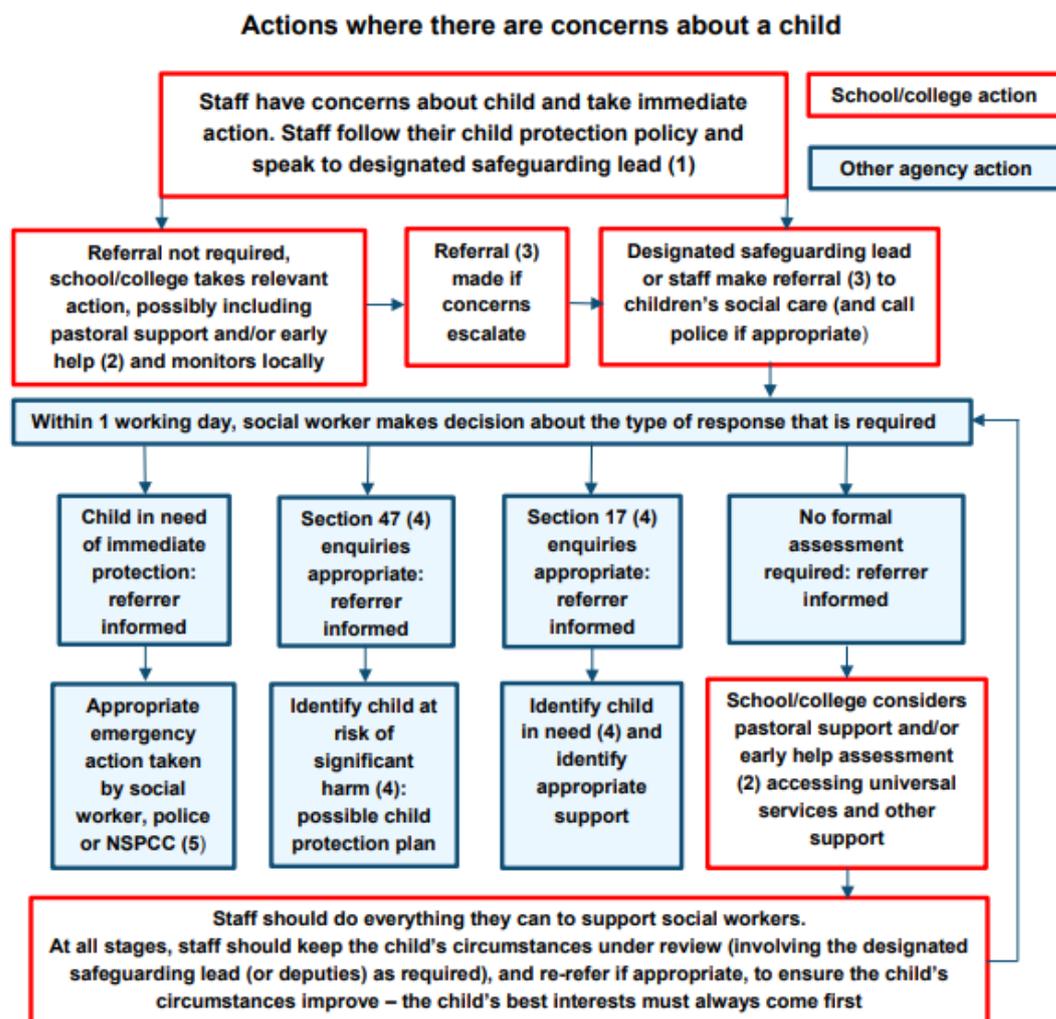
6 Unsubstantiated, false, unfounded or malicious allegations

- 6.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmistress will consider whether to take disciplinary action in accordance with the school's **Behaviour Policy**.
- 6.2 Where a parent has made a deliberately invented or malicious allegation the Headmistress will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.
- 6.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

7 Record keeping

- 7.1 Details of allegations found to be malicious will be removed from personnel records.
- 7.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal pension age or for a period of ten years from the date of the allegation, if this is longer.
- 7.3 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with Keeping children safe in education September 2019, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

Appendix 6 – Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Safeguarding and Child Protection Declaration

I confirm that I have read and understood:

- Part 1 and part 5 of Keeping children safe in education September 2019
- Annex A of Keeping children safe in education September 2019
- The information contained in the **Safeguarding and Child Protection Policy**

I confirm that I will follow this guidance, and

I confirm that I will ask for more information from the Designated Safeguarding Lead if I have any questions, or do not understand anything.

I am aware that a signed copy of this declaration will be placed in the Safeguarding training file.

Signature

Name

(Block Capitals)

Date