Aldwickbury School
Safeguarding (Child Protection) Policy

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Useful Contact Details

Paul Symes – 01582713022 p.symes@aldwickbury.org.uk

Chris Schanschieff – 01582713022 c.schanschieff@aldwickbury.org.uk

Helen Pendell – 01582713022 h.pendell@aldwickbury.org.uk

Jo Turner – 01582713022 j.turner@aldwickbury.org.uk

Jeremy Bromfield via the clerk to the Governors – 01582 713022

Child at Immediate Risk & referral – MASH Team - 0300 123 4043

Referral from –

Referral to Children's Services

Early Help - **Senior Families First Coordinator:** Helen Whyman
Email: helen.whyman1@hertfordshire.gov.uk

Families First Coordinator: Jacqueline Reynolds (Mon-Thurs)

External Tel No: Tel: 01438 844097 Email: jacqueline.reynolds@hertfordshire.gov.uk

Consultation Hub online booking system (Herts) – 01438 737511

Integrated Front Door for Child Protection Advice (Beds) – 01234 718700

Family Support Early help Team (Central Beds) – 03003008585

https://forms.centralbedfordshire.gov.uk/officeforms/Bic100.ofml

Paula Hayden CPSLO Development Manager 07811822057 paula.hayden@hertfordshire.gov.uk

Christina Lea Christina.Lea@hertfordshire.gov.uk 01992 531907

LADO contact: LADO.Referral@hertfordshire.gov.uk

Domestic Violence Abuse Helpline (Herts) 08088 088088

Prevent concerns National Prevent referral form

Mental Health Advice (New Hope) – 0300 7770707 (out of hours 01438 843322)

Independent Listener – Rev Tim Vickers, 07709303455

Introduction

Safeguarding is defined as the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully. Early intervention, protection from harm (both online and offline), from maltreatment, (whether that is within or outside the home) and promoting the best outcomes for all children are vital in protecting children from contextual safeguarding' where young people are vulnerable to abuse beyond their front doors (neighborhoods, schools, online).

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them

has a role to play in identifying concerns, sharing information and taking prompt action.

There needs to be an understanding that safeguarding is not simply seeing the signs of abuse or neglect, but anticipating the potential for abuse, responding effectively, remedial interventions and recognition of the longer term safety and wellbeing implications of abuse and neglect.

A further aim of safeguarding is to identify adults who are abusing or who are at risk of abusing children. Abuse is a violation of an individual's human and civil rights by any other person or persons. Abuse may consist of single or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or an omission to act, or it may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she has not consented or cannot consent. Abuse can occur in any relationship and may result in significant harm, or exploitation of, the person subjected to it.

Aldwickbury School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All pupils should feel safe and protected from harm whether it occurs through sexual abuse, exploitation, teenage relationship abuse, radicalisation, and any ill treatment that is not physical (such as witnessing harm against others, e.g. domestic abuse). It is also recognised that all staff should be alert to the signs of abuse and neglect, both inside and outside of school and know to whom they should report concerns or suspicions. The above is achieved by:

- Prevention through the teaching and pastoral support offered to pupils
- Procedures for identifying and reporting cases, or suspected cases, of abuse whether it should come from outside or within the school
- Support to, and monitoring of pupils, who have been abused.

This policy applies to all teaching and support staff, Governors and volunteers working in the school. Ancillary staff, administrative staff, other pupils, as well as teachers, can be the first point of disclosure for a child. It is designed to protect all pupils at Aldwickbury, including those in EYFS for whom the lead practitioner is also one of the Deputy Designated Safeguarding Leads. This policy is also relevant to all those staff and pupils involved in boarding at Aldwickbury.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school and should be read in conjunction with the relevant documentation, including the school's recruitment procedures and Staff Code of Conduct which can be found in the Staff Handbook or may be provided following a request via the school office.

All professionals working with children should have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters. This should include the personal and professional duty to report welfare and safeguarding concerns to the designated safeguarding lead, or in the absence of action, direct to local children's services.

Statutory Framework

In order to protect children from harm the school will act in accordance with the following legislation and guidance:

The Children Act (1989 & 2004)

Education Act (2002), section 157

Hertfordshire Safeguarding Children Partnership Procedures to be found at:www.thegrid.org.uk/leadership/safeguarding/index.shtml

Independent School Standards Regulations.

Alignment with 'Working Together to Safeguard Children' (March 2026)

Dept for Education: Keeping children safe in education, (Sept 2026)

The Counter Terrorism and Security Act (July 2015) (Prevent duty)

Workshop to Raise Awareness of Prevent paper (HM Government) (July 2015)

Prevent Duty Guidance : For England & Wales (Jan 2024)

Teachers' Standards DfE (2021)

Serious Crime Act (2015) (FGM Act 2003)

Sexual Offences Act (2003)

Data Protection Act (2018)

GDPR

National Crime Agency CEOP Education Programme

Voyeurism (Offences) Act (2019)

Child sexual exploitation (2017)

Children missing education (August 2024)

Working together to improve school attendance (August 2024)

Preventing and tackling bullying (2017)

Mental health and behaviour in school (2018)

Relationships Education, Relationships and Sex Education (RSE) & Health Education

Human Rights Act 1998

Equality Act 2010

Public Sector Equality Duty

Information Sharing Duty Sept 2026

References to other policies

Recruitment

Anti-bullying

Cyber-bullying

Restraint policy

ICT

Acceptable Use agreement

Staff Code of Conduct

Safer Recruitment

Missing Pupil Policy

Whistleblowing

Scheme of Work for PSHCEE

RSE Policy

Children Absent from Education

Data Protection

Aims of the Policy

The aims of this policy are:

- To establish a culture of safeguarding within the school; a culture in which children are listened to; a culture that enables issues about safeguarding and child welfare to be addressed and an attitude of 'it could happen here'. A culture of zero tolerance towards sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- To support the child's development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse, both mental and physical.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police, Local Authority and Social Care Services.
- To ensure that all adults within our school who have access to children have been checked as to their suitability in accordance with the school's recruitment procedures.
- To ensure that all those who work with children behave appropriately and that there are clear professional boundaries, with all adults acting within them.
- Creating an open and transparent culture in which all concerns about adults (including where the threshold for an allegation is not met) are shared responsibly and with the right person, and recorded and dealt with promptly and appropriately.

Personnel and Responsibilities

Designated Safeguarding Leads (DSLs): Mr Chris Schanschieff, Deputy Head & Mrs Helen Pendell, MH Lead

Deputy Designated Safeguarding Leads: Mr Paul Symes, Headmaster, Mrs Jo Turner, Head of Pre-Prep and Mrs Jane du Plessis, Head of Juniors

Other staff trained at a DSL level – Mrs Sharon Saponaro, Matron, Mr William Bacon, Head of Year 5 & 6

Independent Listener – Rev Tim Vickers, St John's Church, Southdown, Harpenden

Role of the Designated Safeguarding Leads and Deputies

- Ensure that he/she (and the Deputy DSLs) receive refresher training at two yearly intervals in child protection, supporting children in need, participation in child protection cases conferences, record keeping, promoting a culture of listening to children and inter-agency working to keep his or her knowledge and skills up to date.
- Ensure that all staff who work with children undertake appropriate training (including online safety) to equip them to carry out their responsibilities for child protection effectively, in line with advice from the local safeguarding partners (LSPs) and other regulations, and that this is kept up to date by termly refresher training at INSET days.
- Act as the senior leaders who manage allergy safety arrangements with the advice of the matronal team.

This includes termly updates and annual training following changes in KCSIE.

The Hertfordshire LSP recommends refreshing training every three years (see Appendix 6).

- Ensure that all adults working in the school are subject to the appropriate pre-appointment checks as required by the most up to date iteration of the regulations.
- Ensure that newly appointed staff, temporary staff and volunteers receive a child protection induction which will include an introduction to the following documents (if a staff member does not have English as a first language then arrangements will be made to read the policies to them:
    - The school's safeguarding policy
    - The school's staff code of conduct
    - The identity of the DSL
    - A copy of Part 1 of KCSIE (and annex B)
    - Behaviour Management policy
    - School's policy on children absent from education
    - A copy of the School's policy on searching for a missing pupil
    - Online safety policy
- Ensure that the school operates within the legislative framework and recommended guidance.

- Ensure that Online safety is taught through the curriculum.
- Ensure that staff follow all online safety rules as per the school policy
- Take lead responsibility for online safety, understanding the filtering and monitoring systems
- Ensure that all staff and volunteers are aware of the Hertfordshire Safeguarding Children Partnership Procedures.
- Ensure staff are aware of LSPs arrangements and aware of training opportunities.
- Ensure that the Chairman of Governors is kept fully informed of any concerns.
- Develop effective working relationships with LSPs and multi-agency bodies and services.
- Decide whether to take further action about specific concerns, e.g. refer to LADO or CPSLO from Hertfordshire or Bedfordshire Council.
- Consider contextual safeguarding and the wider environmental factors affecting a pupil's life that may pose a threat to their safety and/or welfare.
- Decide whether pupils and their families are in need of additional support from one or more agencies using the Common Assessment Framework and Team Around the Child approaches even if they are not the subject of a referral to the LADO or CPSLO.
- Liaise with Hertfordshire or Bedfordshire Safeguarding Children Partnership over suspected cases of child abuse and share information
- Not let fears about sharing information stand in the way of the need to promote welfare and protect safety of children
- Ensure that accurate records of low and high level pastoral concerns and safeguarding cases relating to individual children are kept on file, separate from the academic file.
- When pupils leave the school these files should be transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the pupil arrives. The DSL should ensure secure transit, and confirmation of receipt should be obtained and should be transferred separately from the main file.
- Records should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome.
- Understand the relevant data protection legislation and regulations and the importance of compliance with the Data Protection Act 2018 and the UK GDPR when handling personal information and the importance of information sharing, both within school, with LSPs, other agencies, organisations and practitioners.
- Report promptly to the Disclosure and Barring Service any person (employed, contracted, volunteer or student) leaving the school due to circumstances in which Child Protection issues arise. DBS. PO Box 110, Liverpool, L693JD. Tel: 08709090811.
- Convene and chair twice termly meetings with the Deputy DSLs to discuss any ongoing safeguarding issues and with the safeguarding group to keep pupils' circumstances under review.

Role of the Governing Body

(Designated Governor for Child Protection & Prevent: Mr Jim Lewis)

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children at Aldwickbury. In particular the Governing Body oversees the following:

- Child protection policy and procedures
- Safe recruitment procedures
- Appointment of a DSL who is a senior member of school leadership team, who will then appoint the Deputy DSLs
- Regular updated safeguarding training, including online safety for staff/volunteers is attended and online safety is integrated, aligned and considered as part of a whole school approach .
- Ensure children are taught about safeguarding, including online safety
- Safe management of allegations
- Deficiencies or weaknesses in child protection arrangements are remedied without delay
- A member of the Governing Body is nominated to be responsible in the event of an allegation of abuse being made against the Headmaster
- Safeguarding policies and procedures and their implementation are reviewed annually with the DSL. Governors should satisfy themselves that the DSL contributes to inter-agency working as appropriate. Minutes of these meetings are supplied to and retained by the Clerk to the Governors.
- Checking that staff have the skills knowledge and understanding necessary to keep safe any pupils who are looked after by a local authority.
- Ensuring the school contributes to multi-agency working and understand their role in the new safeguarding partner arrangements e.g. they will be fully engaged, involved and included and be prepared to supply information as requested by LSPs.
- Ensuring relevant staff have due regard to data protection principles and are confident of processing conditions under DPA 2018 and GDPR, storage and sharing of information for safeguarding purposes.
- Governors should ensure that they give support to the DSL and that they have read the full DSL job description in Annex C.
- Governors should complete safeguarding training to ensure their understanding of their important strategic role and legislative responsibilities and that this is regularly updated. This includes annual updates at the first FGB of the academic year.
- Governors should recognise their role in online safety and should regularly review the effectiveness of school filters and monitoring systems.
- The Designated Governor for Child Protection should have an overview of the allergy safety arrangements
- Governors should carry out an Annual review and must be involved and not just signing off a policy.

Responsibility of Staff

It is the responsibility of all adults in the school to:

- Be familiar and work with the school's Child Protection Policy and Procedure and understand that the local authority to which the school would report is Hertfordshire
- Know the identity of the DSL, the Deputy DSLs and the Governor with responsibility for Child Protection
- Know that 'early help' is vital to the safeguarding procedure
- Know that there should be a whole school approach to safeguarding
- Understand that victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment
- Know how to record disclosures or concerns and/or pass them on to the DSL as detailed in this policy
- Understand that staff are required to pass on all information relating to a concern about a child to the DSL as they will have a complete safeguarding picture
- Not assume a colleague or other professional will take action and share information that might be critical in keeping children safe
- Be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about safety and welfare of children.
- Understand that staff can make a referral directly to children's social care if there is a risk of serious immediate harm to a child.
- Understand the school's policy on searching for a missing pupil (Staff Handbook/Policies) & a child absent from education on repeat occasions
- Attend training sessions as directed. This includes an understanding of issues about online safety and prevent and KCSIE training.

A full list of adults to whom the pupils can turn is provided on the 'If You Need to Talk' poster. This includes the School Counsellor who satisfies the need for a suitably qualified adult for a pupil to talk to. In most cases it is hoped that a pupil would speak to his Tutor over any concerns.

Prevention

Aldwickbury School recognises that high esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. The school will:

- Seek to establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to
- Staff should ensure that the school creates a culture that does not tolerate any form of prejudice or discrimination with an emphasis on preventative education including not unlawfully discriminating against pupils because of their protected characteristics and the experiences of LGBT pupils (and those perceived to be LGBT). This should be underpinned by the Promoting Positive Behaviour Policy, the pastoral system and the PSHCEE and the statutory RSE curriculum.
- Ensure children know that they can approach any adult in the school whom they wish if they are worried or in difficulty
- Practise safe recruitment in checking the suitability of staff and volunteers to work with children (see Recruitment Policy), this includes DBS checks. If the school has any concerns,

they should consider obtaining a new DBS check. Assurances that DBS checks have been completed will be obtained from any other organisations providing staff who work with Aldwickbury pupils on another site or checks of contractors on site

- Short listed candidates should be informed that online searches will be carried out as part of the due diligence checks.
- Have a clear process when employing supply staff and advise agencies of this. The school retains the lead responsibility for these staff, and they should undergo the safeguarding training and procedures for newly employed staff.
- Any person volunteering in a role that involves teaching, training, instructing or supervising children for more than 3 days in a 30-day period or overnight is in regulated activity. This requires the school to obtain enhanced DBS with barred list checks or work with other relevant settings where the person is volunteering to decide who applies for the check. The school must also obtain enhanced DBS with barred list checks for existing volunteers who fall under regulated activity. In cases where volunteers do not fall under regulated activity, schools should undertake a written risk assessment and use professional judgement to decide which checks, if any, are required.
- The school needs to share safeguarding responsibilities with third party organisations in cases where there is an allegation against an individual from a third-party agency. The school remains responsible for gathering the facts and managing the safeguarding process while working closely with the third party, which will usually lead on any disciplinary action.
- Ensure that children have access to an independent listener
- equipped with the skills needed to remain safe from harm and to give them the confidence to seek help and know where to go for help if they perceive a need
- Have procedures in place for dealing with cases, or suspected cases, of abuse
- Have procedures in place for dealing with bullying, including cyber-bullying and bullying outside school
- Give advice to pupils about the safe use of the internet and electronic devices

Filtering and monitoring

All staff will be trained in filtering and monitoring during regular Safeguarding training. Staff need to understand the process so that they can inform the pupils what not to look up and to inform the ICT department if there are certain things being looked up for any specific work or projects. The filtering (smoothwall) and monitoring system (SENSO) should block any harmful or inappropriate content without impacting teaching and learning. The DSLs will be alerted to any concerns immediately as well as receive weekly reports and staff can check on SENSO what pupils are doing on their device. This system will be regularly be reviewed.

Mobile phones

The School allows staff to bring in personal mobile phones for their own use. Staff should not contact a pupil or parent using their personal device and should avoid giving their private numbers to parents and never give them to a pupil. Mobile phones should not be used during lessons or on other occasions such as when staff are on duty and responsible for the pupils except in pre arranged situations to protect pupils or cases of emergency when the Headmaster must be made aware. Staff should also ensure that when they are in use that they are out of the hearing of the pupils.

The camera and video facilities on the mobile phone should be avoided if at all possible and School equipment used instead to take pictures of the pupils under any circumstances as this could be misconstrued. If taken files should be deleted as soon as possible. They should only be uploaded to School accounts and not personal ones. The sending of inappropriate text messages between members of the School community is not allowed.

Pupils are not allowed mobile phones in school. On the occasions when a mobile phone is required for a pupil to walk home this should be handed in to the Deputy Headmaster or school office at the start of the day and collected at the end of the school day

The School is not responsible for the loss, damage or theft of any personal mobile device.

Cameras

There are no safeguarding regulations prohibiting the taking of photos or video recordings of the School.

The only legislation that may apply is the Data Protection Act.

The Act notes, at Section 36, that personal data processed by an individual only for the purposes of that individual's personal, family or household affairs are exempt from the Act.

This would include photographs taken by family members of their children at school events.

On entry to the School, parents are asked to give permission for the use of their son's photos on the School web site and in the School prospectus and other printed publications that the School may produce for promotional purposes. This consent is considered valid for the entire period that the pupil attends this school unless there is a change in circumstances although parents may withdraw permission, in writing, at any time.

In some circumstances, and with the permission of the Headmaster, staff may use their own cameras provided files are transferred immediately to the School's network and deleted from the staff device.

Images of pupils are stored on the School's network. Staff are not permitted to use personal portable devices e.g. encrypted memory sticks for the storage of images unless there is a special circumstance and permission has been given by the Headmaster.

Care should be taken in the use of all cameras to photograph the pupils. Any photos taken for publication should be checked through the School office to ensure that no agreements with parents are breached. If there is any doubt then do please seek advice from the Headmaster and/or office.

Particular note should be taken in the EYFS setting.

Staff will not use personal mobile phones during teaching time and they will be kept out of sight of the children. Personal mobile phones or electronic devices may not be used to take photographs of the children; school cameras or school ipads must be used instead.

When joining the school, all parents/guardians are asked to give permission for photographs of their child(ren) to be used in school media. If permission is not given, those children's photographs are not included in school media.

Parents are asked not to film EYFS performances or concerts and are reminded about only posting images of their own children on social media.

During the EYFS induction presentation to parents, parents and carers are asked not to use their mobile phone when dropping off or picking up their children.

Procedures

If any member of staff is concerned about a child he or she must inform the Deputy/ Designated Safeguarding Lead immediately.

The member of staff must record information regarding the concerns on the same day on CPOMS. The recording must be a clear, precise, factual account of the observations. DSLs will ensure that they then record all discussions and decisions made including the rationale for those decisions.

In the event of allegations or suspicions of abuse, the DSL (or a deputy) will make referral the pupil to Herts Child protection through the Herts referral form.

Particular attention will 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 and absence concerns referred to the local authority children's services where appropriate.

It is important to differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former should be reported to Child Protection services immediately; the latter should lead to contact with the MASH team.

Consent from parents is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

If a member of staff feels that there is a risk of serious immediate harm to a child a referral should be made to children's social care immediately. Anybody can make such a referral although under normal circumstances staff will speak to the DSL about any concerns.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead 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.

Contact details for agency involvement are displayed prominently on a notice board in the Staffroom. These include the contact details for (1) the police (2) the LADO; (3) the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors. A copy of Keeping Children Safe in Education is also displayed in the Staffroom. [The DfE helpline is 020 7340 7264 and the mailbox is counter-extremism@education.gsi.gov.uk]

When to be Concerned

All staff should be aware that the main categories of abuse are:

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

- Emotional abuse - The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.
- 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.
- 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.

All staff should be concerned about a child if he presents with indicators of possible significant harm – see Appendix 3 for details.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Run away or go absent from school on repeat occasions or from home
- Act in a way that is inappropriate to her/his age and development

  (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

The school recognises that external factors such as domestic violence and mental health may affect a pupil's performance and behaviour within school. If it is deemed necessary the school will seek expert and professional advise as detailed in KCSIE.

Staff should be aware that pupils may not tell staff about their abuse as they may not find it easy and that it maybe that staff overhear a conversation, a child's behaviour changes or a friend may make a report. They may not always be ready or able to talk about their experience of abuse and/or may not recognise that they are being abused. Pupils should never be made to feel that they are creating a problem for reporting any form of abuse and/or neglect and it is important to explain to the victim that the law is in place to protect them rather than criminalise them.

If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told. The school's initial response is incredibly important as it can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

In very rare circumstances (for this age group and type of school) the abuser could be another child. If this is suspected then the designated senior person should be informed in the normal fashion. If abuse is suspected, steps will be taken by the DSL to ensure that pupils are not at risk of further harm. An assessment of the risk will be undertaken leading to an action plan being put in place whilst the allegations are being investigated. Appropriate steps will then be taken as a result of the facts of individual cases being established. If there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, cases will be referred to the local authority as a child protection concern. In this case, both victim and perpetrator will be treated as being at risk.

Dealing with a Disclosure

If a child discloses that he or she has been abused in some way, the member of staff 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 it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children Schools and Families
- Reassure him that what has happened is not his fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass information to the DSL without delay

For more advice on how to respond to a child wanting to talk about abuse, see Appendix 3.

Golden Rules

- Even if you are worried but have no proof, talk it over with the DSL.
- If the Headmaster, as DSL, is unavailable then contact one of the Deputy DSLs.
- Do not delay and do not gossip.
- Take seriously what a child tells you and act on it.

Allegations involving school staff or volunteers working in school

Whenever it is alleged that a member of staff or volunteer has:

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

The person receiving the allegation must take it seriously and immediately inform the Headmaster (Deputy Designated Safeguarding Lead).

The quick resolution of any allegation should be a clear priority to the benefit of all concerned. At

any stage of consideration or investigation, all unnecessary delays should be eradicated.

If any member of staff has reason to suspect that another member of staff or volunteer may have abused a child at the school, or elsewhere, they must immediately inform the Headmaster. They should also make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. This record should be signed and dated and immediately passed on to the Headmaster (see section on record keeping).

When other people are on site (hiring) reference should be made in the school policy to KCSIE for out of school settings. For external organisations using school facilities, if there is an allegation, they should refer to their own policy and the school DSL needs to be kept in the loop in order to follow our own safeguarding policies and procedures and to inform the local authority designated officer (LADO) if a safeguarding allegation is made against an external individual or organisation.

If the concerns are about the Headmaster then the allegation should be passed to the Chairman of Governors. If the Headmaster is the subject of the allegation, he should not be informed and the allegation should be passed to the Chairman of Governors without delay. The Chairman of Governors at Aldwickbury is:

Mr Jeremy Bromfield

When an allegation is made against a member of staff or a volunteer, immediate contact should be made by the Headmaster with the Local Authority Designated Officer (LADO) to discuss the nature, content and context of the allegation(s) and agree a course of action, involving any involvement of the police.

The Headmaster will not investigate the allegation itself, or take written or detailed statements, but he will discuss the matter with the LADO and will reach agreement with the LADO as to whether it is necessary to refer to Hertfordshire County Council or the police.

If it is decided that the allegation warrants further action through Child Protection Procedures the Headmaster will immediately (within 24 hours) make a referral to Herts Safeguarding Hub (03001234043) so that the allegation can be investigated in accordance with Section 10 of the Hertfordshire Safeguarding Children Partnership Procedures.

If it is decided that it is not necessary to refer to Herts County Council, the Headmaster and LADO will consider whether there needs to be an internal investigation.

The Headmaster should, as soon as possible, **following briefing** from the LADO inform the subject of the allegation.

If urgent medical assistance is needed, it must be sought as for any other child. In doing so, however, the member of staff concerned must tell the doctor or hospital that it is believed that the

child has been abused. Where a medical examination is deemed necessary, the parents should be informed and invited to attend, unless the allegation concerns a member of the child's household. However, the DSL (or his deputy) may proceed without the parents if they cannot attend or be contacted.

Further advice may be obtained from Ofsted:

Ofsted Midlands

Building C

Cumberland Place

Nottingham

NG1 6HJ

Tel: 08456 404040

If a member of boarding staff is suspended pending an investigation of a child protection nature, alternative accommodation will be provided during this period.

The school will report to the DBS and TRA, within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. It must also be considered whether to refer the case to the Secretary of State (via the TRA). Where a disciplinary matter does not reach the threshold for DBS referral, separate consideration would be given to a TRA referral. A referral to the TRA will be considered if a prohibition order may be appropriate. Unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time, for a relevant offence are all reasons such an order might be considered.

If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

The school will preserve records which contain information about allegations of sexual abuse for IICSA for the term of the inquiry. All other records of allegations should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

False allegations against a member of Staff

If a report is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead should consider whether the pupil and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate against the individual who made it as per the Behaviour Management policy.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of child sexual abuse. All staff should be aware that safeguarding incidents can occur outside of school or be associated with outside factors including organised networks or gangs. Staff should be aware of CSE which involves exploitative situations, where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. It also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. The experience of girls being criminally exploited can be very different to pupils and indicators may be different.

DfE Dedicated Telephone Helpline and E-Mail (for non-emergency advice)

020 7340 7264 extremism@education.gsi.gov.uk

Child on child abuse

All staff should be aware that children can abuse other children and it can happen both inside and outside of school including online. It is important that all staff recognise the indicators of child on child abuse and know how to identify it and respond to reports. These may include significant changes in behaviour, ongoing difficulty sleeping, withdrawing from social situations, not wanting to do things they usually like and physical signs of self-harm or neglecting themselves.

If staff have any concerns about child-on-child abuse they should speak to their DSL. In PSHCEE lessons staff should promote healthy and respectful relationships between peers discussing FBV and tolerance of others. Pupils should be reminded who they can talk to in confidence with posters displayed around the school of the Safeguarding Leads and 'who to talk to'. All staff should understand, that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, 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.

Child on child abuse can manifest itself in many ways and different gender issues can be prevalent. Pupils of "well known social standing" can also contribute to a power imbalance. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include bullying including cyberbullying, misogyny, upskirting, gender based violence/ sexual assaults, sharing of nude and semi-nude images (sexting), teenage

relationship abuse, child on child exploitation, serious youth violence, sexual harassment, sexual bullying, initiation/hazing or harmful sexual behaviour, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter", just having a laugh, pupils being pupils or "part of growing up" as this can lead to a culture of unacceptable behaviours, an unsafe environment and in worst cases scenarios a culture that normalises abuse leading to pupils accepting it as normal and not coming forward to report it. Staff should be aware that it is more likely that girls will be victims and pupils, perpetrators. **All child on child abuse is unacceptable and will be taken seriously.**

When dealing with child on child abuse staff should implement the school's usual safeguarding and anti-bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue). Staff should pass on any child on child abuse to the DSL who may seek advice from statutory agencies, as appropriate, and make a referral if an incident meets the referral threshold set by the Local Safeguarding Children Partnership. If a child is in immediate danger or is at risk of harm they will make an immediate referral to children's social care and/or the police. They will then carry out a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support. Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised and the availability of counselling.

Online Safety

The online world is an important and often misunderstood area for professionals. Staff should recognise that technology plays a big factor in many safeguarding and wellbeing issues and abuse can take place wholly online, or technology can be used to facilitate offline abuse.

Consensual image sharing, especially between older children of the same age, might not be abusive but children still need to know it is illegal, whilst non-consensual is illegal and abusive.

It is essential that appropriate online behaviour is encouraged, Pupils must be safeguarded from potentially harmful and inappropriate online material with an effective whole school approach to online safety and mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content** - being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, misinformation and conspiracy theories, racism, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact** - being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- **Conduct** - personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Online safety is a running and interrelated theme in policies and procedures including the use of mobile and smart technology. The school has appropriate filters and monitoring systems in place although no school security or filter system, or procedure can totally protect pupils or ensure that staff are using it correctly. The appropriate level of security protection procedures are in place, in order to safeguard the systems from evolving cyber-crime technologies.

The link https://www.gov.uk/government/publications/teaching-online-safety-in-schools

outlines how schools can ensure pupils understand how to stay safe online

Mental Health

Staff are well placed to identify behaviour suggestive of a Mental Health problems or being at risk of developing one and play an important role. All staff should have an awareness of mental health problems as an indicator of abuse, neglect or exploitation but only appropriately trained professionals should attempt to diagnose mental health problems. They should understand the lasting impact of these on mental health, behaviour and education. Where there is a safeguarding concern staff should follow the child protection procedure. The senior mental health lead should be a member of, or supported by the Senior Management team and could be the pastoral lead, SENCO or Designated Safeguarding Lead.

Safeguarding in a virtual Environment

The risks which are present in a physical setting are, by and large, equally present in a virtual setting. That said, there are added risks associated with a virtual environment which include online grooming, online radicalisation, harmful content, online bullying, and child on child abuse. There are also added risks which include emotional vulnerability of the pupils in a time of crisis and concern about family members and friends and the potential for neglect within the family for reasons of illness, anxiety or work requirements.

KCSIE is the statutory safeguarding guidance that the school will continue to follow and the additions to safeguarding policy have been made in line with the guidance given by the DfE. Due to COVID-19 the school is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same and we need to continue with the view that '*it could happen here*':

- With regard to safeguarding, the best interests of the pupils must always continue to come first.
- If anyone has a safeguarding concern about any pupil or issues encountered in remote learning, they should continue to act immediately and contact their designated senior lead. Form teachers/tutors should monitor the pupils closely.
- The DSL or a Deputy will always be available either on site or contactable by email or

phone.

- Any new staff will continue to be inducted in safeguarding procedures by the DSL
- Staff using their own devices should continue to follow the school policy with regard to Data protection and the acceptable use of IT.
- Children should continue to be protected when they are online. Staff should be mindful of child on child abuse or online bullying, given the very different circumstances the school is operating. Pupils should be clear who they can talk to if they have any concerns and form teachers/tutors should remind the pupils of two to talk to in an age appropriate manner.
- If staff should have concerns about a staff member who may pose a safeguarding risk to the pupils, they should contact the DSL as soon as possible.
- Whether pupils are at school or at home, their safety should remain a priority and procedures set down in policies, or in any new guidance, should be followed as far as is reasonably possible. For those children who are at home, safeguarding procedures to include pupils who are vulnerable and pupils who need specific mental health support will involve the DSL and Deputy DSLs contacting families as appropriate.

This policy should be read in line with;

The video conferencing policy

The 1:1 video conferencing policy

The Acceptable Use agreement.

Staff expectations

Staff Acceptable Use of IT

Data protection and procedure for staff policy

RSE

The teaching of RSE sees clear links to KCSIE, SEND, preventing and tackling bullying, sexual violence, behaviour and discrimination in school, mental health and online and societal risks.

There is a clear theme of safeguarding throughout the curriculum and at the heart of this subject is a focus on keeping children safe through preventative education.

Issues in the curriculum that overlap with safeguarding are;

Consent, choices, CSE/CCE, unhealthy/abusive family relationships, internet/online safety, image sharing, abusive intimate relationships.

Domestic abuse

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
- 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 and they may see, hear, or experience it themselves. Exposure to domestic abuse and/or violence may extend beyond signs of physical harm and can have a serious, long-lasting emotional and psychological impact on children and can be detrimental to their health, well-being and ability to learn. The impact can be through seeing, hearing or witnessing ill treatment of others.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. All staff should be aware of the indicators.

Operation Encompass ensures that schools will be informed within 24 hours that a child may have been affected by domestic abuse.

Children with special educational needs and disabilities

Staff should recognise that additional barriers can exist when recognising abuse and neglect in this group of children and where children have certain protected characteristics. There is a duty to make reasonable adjustments for disabled children and young people. 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 disproportionally impacted by things like bullying- without outwardly showing any signs and that they are three times more likely to be abused by their peers
- 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.

Female Genital Mutilation (FGM) & Honour-Based abuse

Whilst it is recognised that FGM which includes forced marriage and breast ironing does not directly apply to a pupils' school, staff should be aware of it and have a legal duty to act and should speak to the DSL where there are concerns. Staff should be aware of so-called Honour-Based abuse, abuse committed in the context of preserving "honour" which often involves a wider network of family or community pressure and can include multiple perpetrators and also includes incidents of crime committed to protect or defend the honour of the family and/or the community.

Serious crime

Staff should recognise where pupils may be at risk from serious crime, criminal exploitation and violence and they should be aware of the associated risks and understand the measures in place to measure these. The indicators, which may signal that children are at risk from, or are involved with serious violent crime include;

- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm or a significant change in well-being
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs. And what school and college staff need to know

Prevent Duty

Protecting children from the risk of radicalisation is part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Staff should be aware of the increased risk of online radicalisation through social media and the internet and therefore suitable filtering should be in place. Internet safety should be covered generally and visiting speakers whether invited by staff or by the pupils themselves must be suitable and should be appropriately supervised by a member of staff.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

The process to refer a pupil because of a suspicion of radicalisation should follow;

Notice (any changes that might have been seen)

Check (check this through discussions with the pupil and if needed with the parent)

Share (share this information with the DSL who will complete this information on the Channel Referral form)

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for

the purpose of advancing a political, religious or ideological cause."

The PSHCEE programme, internet safety programme and filtering all involve aspects to educate pupils in the area of radicalisation, cybercrime, cyberbullying and the safe use of electronic equipment and the Internet.

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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and follow the normal safeguarding procedure within the school.

The Deputy DSL lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation including the understanding of the Channel programme and all teaching staff should undertake online prevent training.

Pupil Absent from Education

A pupil going absent from school on repeat occasions is a potential indicator of abuse, neglect or exploitation, abduction or a community safety incident and staff should follow the school's procedures for dealing with pupils that go absent from school, to help identify the risk of abuse and neglect, including child criminal exploitation, particularly county lines and to help prevent the risk of becoming a child who has unexplained and or persistent absences. If a pupil has been absent without the school's permission for a continuous period of 10 school days or more, the authorities should be informed. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones.

The school will inform the local authority of any pupil who is going to be deleted from the admission register before deleting the pupil's name from the register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- has been certified as medically unfit to attend.
- has been in custody for more than four months.
- have been permanently excluded.

The school will have an admission register and an attendance register. All pupils must be placed on both registers.

Specific Safeguarding Issues

Annex B of KCSIE contains important additional information and advice about specific forms of abuse and safeguarding issues. It includes further information on a range of safeguarding issues including children's involvement in the court system, children with family members in prison, homelessness, forced marriage, sexual violence, sexual harassment between children, child criminal exploitation.

All staff should read this annex.

Whistleblowing

- At Aldwickbury, we recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.
- It is the culture of this school that staff place the safeguarding of pupils at the centre of their practice.
- There is a zero-tolerance approach to sexual violence and sexual harassment.
- When making an allegation, staff should follow the procedures detailed elsewhere in this policy. This will include speaking to the Chairman of Governors if the subject of the allegation is the Headmaster (DDSL). In such a case neither the Headmaster nor any other staff should be informed.
- Staff who have concerns about the behaviour or attitude of colleagues and who are concerned that there is a risk that the member of staff might be at risk of abusing children should report their concerns to the Headmaster (DDSL), even if there is no specific allegation that can be made.
- It is important that all 'low level' concerns (this does not mean that it is insignificant), no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' should be reported to the Headmaster (DDSL), Deputy Headmaster (DSL) or Head of Pre-Prep (DDSL). Any low-level concerns will be confidential and will be investigated by the Deputy Headmaster or Headmaster speaking to the person who raised the concern, to the individual involved and to any witnesses. These will be recorded in writing with the concern, the context, action taken and reviewed. Should a pattern of behaviour be identified this might lead to internal disciplinary procedures or referral to the LADO. The LADO will provide advice and guidance and their role is not to investigate.
- Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved. All agency staff have a safeguarding induction by the DSL on the arrival in school.
- Reports about supply staff and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified.
- Staff who have concerns about poor or unsafe practice in relation to safeguarding, or about actual or potential failures in the school's Safeguarding regime should report their concerns to the DSL as a signed written report.
- Staff who report suspicions or make an allegation are immune from retribution or disciplinary action arising from 'whistleblowing' in good faith.

The School's separate Whistleblowing policy covers this in more detail.

NSPCC Whistleblowing helpline: 0800 028 0285 help@nspcc.org.uk

Supporting Staff

- The school recognises that staff working at Aldwickbury who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.
- In response to an allegation, a member of staff will only be suspended if there is no reasonable alternative. The school will take account of the views of the LADO and of the terms of this Policy in coming to a decision about suspension. If an individual is suspended, the reasons and justification should be recorded by the school and the individual notified of the reasons.
- Allegations that are found to be malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in any employer references.
- The most serious sanctions are used for any pupils proven to have made malicious allegations.
- Staff are also given advice on how to avoid the kinds of compromising situations which may lead to an allegation of abuse (see Appendix 5). This advice is given as part of the termly staff training at INSET and the three year cycle of Level 1 safeguarding training, undertaken in accordance with regulatory requirements, but also to new staff as part of the induction process. Further guidance is given in the separate policy covering the use of restraint.

Confidentiality

- We recognise that all matters relating to Child Protection are confidential.
- The DSL will disclose any information about a pupil to other members of staff on a need to know basis only. Other staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- All staff must be aware that they have a professional and legal responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.
- Since 1st October 2012 there have been restrictions on the reporting or publishing of allegations against teachers and so every effort will be made to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point when the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

Record Keeping

When a child has made a disclosure, the member of staff/volunteer should:

- Record this on CPOMS
- Not destroy any original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Record statements and observations rather than interpretations or assumptions
- Any action required to make a location safer
- DSLs will ensure that they then record all discussions and decisions made including the rationale for those decisions

All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer. Records should also be made and kept of discussions with parents, the LADO, the police and other agencies.

Upskirting

Upskirting is now a criminal offence. A definition in KCSIE has been included which describes upskirting as, “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”

Social Transition

In circumstances where a child or their parent has raised a request to the school relating to social transition the school should take time to understand the thoughts and feelings of children who are questioning their gender and be professionally curious about the child’s experiences, including potential vulnerabilities. The school will maintain flexibility and avoid rigid rules based on gender stereotypes.

The DSL and the two Deputy DSLs meet at least twice a term to discuss any pupils about which there are ongoing concerns, even at a low level. More serious cases will not be discussed if this means that such a discussion would be in breach of other points in this policy, such as the DSL or Deputy DSLs being the subject of an allegation. Minutes of these meetings are kept and reviewed annually by the designated Governor for Safeguarding.

Most recent review dates

Reviewed by Deputy Head, Headmaster, Education Committee and the Board of Governors October 2026

Reviewed by Deputy Head, Headmaster, Education Committee and the Board of Governors March 2026

Reviewed by Deputy Head, Headmaster, Education Committee and the Board of Governors November 2025

Reviewed by Deputy Head, Headmaster, Education Committee and the Board of Governors November 2024

Reviewed by Deputy Head, Headmaster, Education Committee and the Board of Governors November 2023

Reviewed by Deputy Head, Headmaster, Education Committee and the Board of Governors, November 2022

Reviewed by Deputy Head, Chairman of Education Committee August 2022

Reviewed by Deputy Head, Headmaster, Education Committee and the Board of Governors, November 2021

Reviewed by Deputy Head, Headmaster, Phil Barr and the Board of Governors, November 2020

Reviewed by Deputy Head, Headmaster, Phil Barr, April 2020 and the Board of Governors, May 2020

Reviewed by Deputy Head, Headmaster, Phil Barr, September 2019 and the Board of Governors, November 2019

Reviewed by Deputy Head, Headmaster, John Cavanagh and the Board of Governors, November 2018

Reviewed by Deputy Head, September 2018, 2017, 2016

Reviewed by ISI, Deputy Head, Headmaster, November 2017

Reviewed by Deputy Head, Headmaster, John Cavanagh and the Board of Governors, November 2016, 2015

Appendix 1: Prevent Referral Form

This form is to help you refer concerns, regarding an individual who may be vulnerable to being drawn into terrorism.

National Prevent referral form

From what you know:

Faith / ideology

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

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

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

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

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

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

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

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

Personal / emotional / social issues

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

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

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

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

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

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

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

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

Risk / Protective Factors

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

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

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

Desire for change

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

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

How sustainable do you think their motivation / desire is?

APPENDIX 2 – Indicators of possible significant harm

The following are indicators for potential need for early help :

- The child is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- The child is at risk of modern slavery, trafficking or exploitation.
- The child is showing early signs of abuse and/or neglect.
- The child is at risk of being radicalised or exploited.
- The child is a privately fostered child.

Possible Signs of Physical Abuse:

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

Possible Signs of Emotional Abuse:

Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed.

- Admission of punishment which appears excessive

- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self depreciation
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

Possible Signs of Sexual Abuse:

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred

- Physical discomfort
- Use drugs or drink to excess
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

Possible Signs of Neglect:

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm.

Possible Signs of Radicalisation:

There isn't a single profile of someone who may be at risk of being drawn into terrorism. People

who may be vulnerable can be of any age, from any group, faith, ethnicity or background.

- Fixation on a subject
- Closed to new ideas
- Change in language
- Inappropriate questions
- Withdrawn
- New found arrogance

Many factors associated with a person who is vulnerable to being drawn into terrorism include:

- Peer pressure
- Influence from other people
- The Internet
- Bullying
- Crime and anti-social behaviour
- Family tensions
- Lack of self-esteem or identity
- Personal or political grievances

APPENDIX 3 - Early Help – 'Support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'

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

- is disabled or has certain health conditions 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/absent from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

APPENDIX 4: Guidance on how to respond to a child wanting to talk about abuse:

GENERAL POINTS	**DON'T SAY**
• Show acceptance of what the child says (however unlikely the story may sound)	• Why didn't you tell anyone before?
• Keep calm	• I can't believe it!
• Look at the child directly	• Are you sure this is true?
• Be honest	• Why? How? When? Who? Where?
• Tell the child you will need to let someone else know – **don't promise confidentiality**	• Never make false promises • Never make statements such as "I am shocked, don't tell anyone else".
• Even when a child has broken a rule, they are not to blame for the abuse	**CONCLUDING**
• Be aware that the child may have been threatened or bribed not to tell	• Again reassure the child that they were right to tell you and show acceptance
• Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.	• Let the child know what you are going to do next and that you will let them know what happens.
HELPFUL THINGS YOU MAY SAY OR SHOW	• Contact the appropriate senior member of staff or agency.
• I understand what you are saying	• Consider your own feelings and seek pastoral support if needed.
• Thank you for telling me	
• It's not your fault	

• I will help you.	

Appendix 5: Advice for Staff on Avoiding Compromising Situations

Power and Positions of Trust

Staff should not:

- use their position to gain access to information for their own or others' advantage
- use their position to intimidate, bully, humiliate, threaten, coerce or undermine pupils
- use their status and standing to form or promote relationships which are of a sexual nature or which may become so

Propriety and Behaviour

Staff should:

- be aware that behaviour in their personal lives may impact upon their work with pupils
- follow any codes of conduct deemed appropriate by the school
- understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with pupils

Dress and Appearance

Staff should wear clothing which:

- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory and is culturally sensitive

The Use of Personal Living Space

Staff should:

- be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations
- challenge any request for their accommodation to be used as an additional resource for the school
- be mindful of the need to maintain professional boundaries

- refrain from asking pupils to undertake personal jobs or errands

Gifts, Rewards and Favouritism

Staff should:

- ensure that gifts received or given in situations which may be misconstrued are declared
- generally, only give gifts to an individual pupil as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value
- ensure that all selection processes which concern pupils are fair and that wherever practicable these are undertaken and agreed by more than one member of staff

Infatuations

Staff should:

- report and record any incidents or indications (verbal, written or physical) that suggest a pupil may have developed an infatuation with a member of staff
- always acknowledge and maintain professional boundaries

Communication with Pupils (including Use of Technology)

Much of this is covered in a separate policy but, in summary, staff should:

- ensure that personal social networking sites are set at private and pupils are never listed as approved contacts
- never use or access social networking sites of pupils.
- not give their personal contact details to pupils, including their mobile telephone number
- only use equipment e.g. mobile phones, provided by the school to communicate with pupils, making sure that parents have given permission for this form of communication to be used (this will be very rare in any case)
- only make contact with children for professional reasons and in accordance with the school policy
- recognise that text messaging should only be used as part of an agreed protocol and when other forms of communication are not possible
- not use internet or web-based communication channels to send personal messages to a pupil. Any e-mails sent to a pupil for professional reasons should be copied to parents and another member of staff also

Social Contact

Staff should:

- have no secret social contact with pupils or their parents
- consider the appropriateness of the social contact according to their role and nature of their work
- always approve any planned social contact with children or parents with senior

colleagues

- advise senior management of any social contact they have with a child or a parent with whom they work, which may give rise to concern
- report and record any situation, which may place a pupil at risk or which may compromise the school or their own professional standing
- be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager
- understand that some communications may be called into question and need to be justified

Sexual Contact

Staff should not:

- have sexual relationships with pupils
- have any form of communication with a child which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact
- make sexual remarks to, or about, a pupil
- discuss their own sexual relationships with or in the presence of pupils

Staff should:

- ensure that their relationships with pupils clearly take place within the boundaries of a respectful professional relationship
- take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent pupils.

Physical Contact

Staff should:

- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- never touch a child in a way which may be considered indecent
- always be prepared to report and explain actions and accept that all physical contact be open to scrutiny
- not indulge in horseplay
- always encourage pupils, where possible, to undertake self-care tasks independently
- work within Health and Safety regulations
- be aware of cultural or religious views about touching and always be sensitive to issues of gender

Other Activities that Require Physical Contact

Some adults who work in certain settings, for example sports, drama or outdoor activities or teach specific subjects such as PE or music, will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a child so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice

In practice, this means that staff should:

- treat children with dignity and respect and avoid contact with intimate parts of the body
- always explain to a child the reason why contact is necessary and what form that contact will take
- consider alternatives, where it is anticipated that a pupil might misinterpret any such contact
- conduct activities where there can be seen by others, such as conducting them in a room with a window in the door or other window which means that the interior of the room can be seen from the corridor.
- be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact

Behaviour Management

Staff should:

- not use force as a form of punishment
- try to defuse situations before they escalate
- inform parents of any behaviour management techniques used
- adhere to the school/service's behaviour management policy
- be mindful of factors which may impact upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action

Use of Control and Physical Intervention

There is a separate policy on the use of restraint. All staff should be aware of and adhere to this policy.

Children and Young People in Distress

Staff should:

- consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way
- be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances
- follow professional guidance or code of practice
- never touch a child in a way which may be considered indecent
- record and report situations which may give rise to concern from either party

- not assume that all children seek physical comfort if they are distressed

Intimate Care

Staff should:

- adhere to the school's intimate care guidelines
- make other staff aware of the task being undertaken
- explain to the child what is happening
- consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with parents
- ensure that any changes to the agreed care plan are discussed, agreed and recorded

Personal Care

Staff should:

- avoid any physical contact when children are in a state of undress
- avoid any visually intrusive behaviour
- where there are changing rooms announce their intention of entering

This means that staff should not:

- change in the same place as children
- shower or bathe with children
- assist with any personal care task which a child or young person can undertake by themselves

First Aid and Administration of Medication

Please see separate policy on First Aid and Medication.

One to One Situations

Staff should:

- ensure that they are aware of the risks when lone working is an integral part of their role
- avoid meetings with a child or young person in remote, secluded areas
- always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior colleague

- carefully consider the needs and circumstances of the child/children when in one to one situations

Transporting Pupils

Staff should:

- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive
- be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer
- ensure that their behaviour is appropriate at all times
- ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned

Education Visits and After School Activities

Staff should:

- always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager
- undertake risk assessments in line with their school/service's policy where applicable
- have parental consent to the activity
- ensure that their behaviour remains professional at all times
- never share beds with a child
- not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with senior manager, parents and pupils
- Records will be kept of all educational visits, including the names of participating teachers/members of staff.

Photography and Videos

Staff should be aware of the separate policy on this subject but in particular should:

- be clear about the purpose of the activity and about what will happen to the images when the activity is concluded
- be able to justify images of children in their possession
- avoid making images in one to one situations or which show a single child with no surrounding context

- ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.
- only use equipment provided or authorised by the school
- report any concerns about any inappropriate or intrusive photographs found
- always ensure they have parental permission to take and/or display photographs

- This means that staff should not:
- display or distribute images of children unless they have consent to do so from parents/carers
- use images which may cause distress
- use mobile telephones or any other similar devices to take images of children
- take images 'in secret', or taking images in situations that may be construed as being secretive.

Access to Inappropriate Images and Internet Usage

Staff should:

- follow the school's guidance on the use of IT equipment
- ensure that children are not exposed to unsuitable material on the internet
- ensure that any films or material shown to pupils are age appropriate

Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied, ie drama.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

This means that staff should:

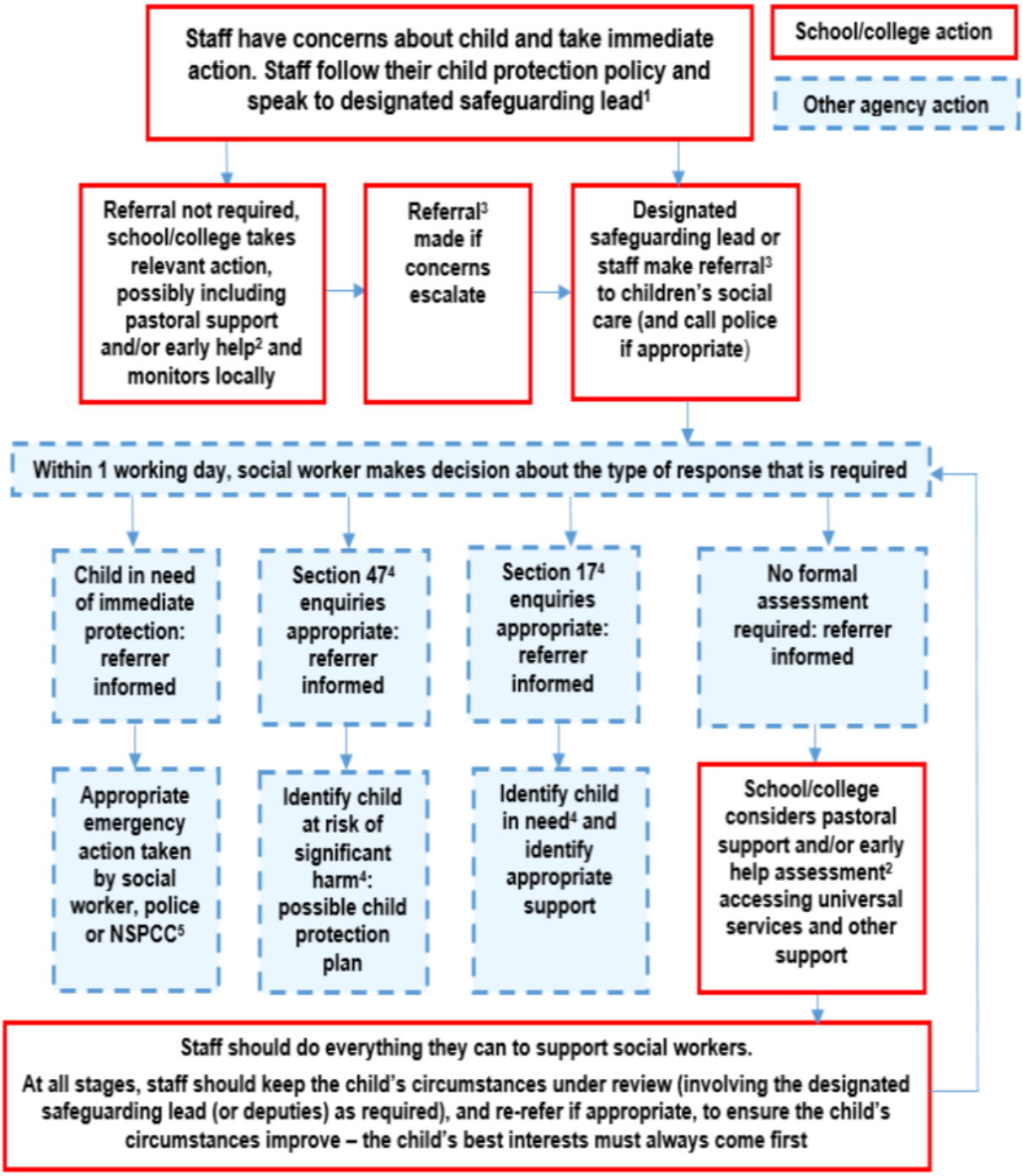
- have clear written lesson plans
- take care when encouraging pupils to use self expression, not to overstep personal and professional boundaries

- be able to justify all curriculum materials and relate these to clearly identifiable lesson plans.

This means that staff should not:

- enter into or encourage inappropriate discussions about sexual activity or any behaviours which may offend or harm others

Appendix 6 - Actions where there are concerns about a child



Aldwickbury School
Wheathampstead Road
Harpenden
Hertfordshire
AL5 1AD

T: 01582 713022
E: office@aldwickbury.org.uk