SAFEGUARDING (CHILD PROTECTION) POLICY

This policy applies to Hereford Cathedral School, including Hereford Cathedral Junior School and the Early Years Foundation Stage.

Those parts of the policy which apply to one section of the School only have been clearly identified.

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Reviewed by BGB/HH/WH, September 2024

This policy has been drawn up with regard to:

➢ Keeping Children Safe in Education (September 2024) (KCSIE)
➢ Working Together to Safeguard Children (December 2023) (WT)
➢ Information and advice provided by the Herefordshire Safeguarding Children Partnership (HSCP)
➢ Prevent Duty Guidance: for England and Wales (September 2023)
➢ The Prevent duty: an introduction for those with safeguarding responsibilities (September 2023)
➢ Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021)
➢ Statutory Framework for the Early Years Foundation Stage (September 2023)
➢ Meeting digital and technology standards in schools and colleges (March 2023)
➢ Data Protection in Schools (February 2023, Updated August 2024)
➢ Government guidance relating to COVID-19
➢ Disqualification under the Childcare Act (September 2018), which is incorporated into KCSIE
➢ Non-statutory advice for practitioners, What to do if you are worried a child is being abused (March 2015) and When to call the police, non-statutory guidance from the National Police Chiefs' Council, referred to in KCSIE
➢ Non-statutory advice, Information Sharing (2018)

Reviewed by BGB/HH/WH, September 2024

Section 1: Introduction

The School is committed to providing a safe and secure environment for children, staff and visitors and to promoting a climate where children and adults feel confident about sharing any concerns which they might have about their own safety or the well-being of others.

The School recognises that safeguarding instances can happen anywhere and all staff should be alert to possible concerns being raised in this school; the availability of early help for all concerns is vital.

The School recognises that well-developed self-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help with the prevention of abuse.

The School also recognises that children who are abused or who witness abuse (witnessing the ill-treatment of others is particularly relevant when children see, hear or experience domestic abuse) and its effects. may find it difficult to develop a sense of self-worth and to view the world in a positive way. The School seeks to be a stable, secure and predictable element in the lives of all pupils, and this will be particularly important for children at risk.

The School endeavours to support pupils through:

1. Curriculum - including PSHE: safeguarding can be interwoven with many aspects of the existing curriculum which can help to promote the pupils' understanding of relationships, to increase self-esteem and awareness, to make judgements (including their response to online challenges and hoaxes) and problem-solve, to be assertive, to recognise, accept and express feelings, to explore the nature of trust, to take decisions and accept responsibility for oneself and others, and to be self-reliant and independent;

2. an ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued; pupils are encouraged to talk and are listened to;

3. the implementation of school behaviour management policies;

4. a commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so;

5. ensuring that the pupils are aware that they can approach any member of staff about any issue, including their Form Tutor, Head of Year, the School Nurses/Matrons, the Chaplain or Deputy Head;

6. the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

Section 2a: Policy and procedures for dealing with concerns about a child

This section was written in accordance with Herefordshire Safeguarding Children Partnership's agreed inter-agency procedures. That said, we are aware that safeguarding arrangements in Herefordshire are now the responsibility of the Council, the Clinical Commissioning Group and the Police (more details here https://herefordshiresafeguardingboards.org.uk/).

This section applies in the case of suspected abuse of a child by another child or children (inside or outside of school), or by an adult outside of school. (In the case of child-on-child abuse both the victim and perpetrator(s) should be treated as being at risk.) This also includes the act of sexting which threatens the social, emotional and/or physical safety of the child and such behaviour will usually be reported to the Police, and may include verbal bullying (which should not be passed off as "banter", "just having a laugh" or "part of growing up"), and other relevant issues covered in KCSIE. Verbal bullying (or banter) or any other issue of pupil behaviour or bullying should be treated as a child protection issue if there is reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm. (Further advice about sexting in schools is available from the UK Council for Child Internet Safety: Sexting in schools and colleges.). Should there be a concern about the mental health of a pupil, this can be raised through the standard pastoral channels or by referral to the DSL.

It does not apply in cases which also involve an allegation of abuse against a staff member. This is covered in section 3 of this policy.

Guidance to staff on how to act when receiving a disclosure is contained in Appendix C.

The process below (A to C) details what action should be taken and who should take it when there are concerns about a child at Hereford Cathedral School, including Hereford Cathedral Junior School and the Early Years Foundation Stage. This process is also appropriate if there are concerns about children who may be at risk of being drawn into terrorism.

A.   Sharing/recording concerns

An individual with concerns about a child (see Appendix B for signs and forms of abuse) must share these with the Designated Safeguarding Lead (DSL) who records them.

B.   Consideration

The DSL considers if a referral to MASH (Multi Agency Safeguarding Hub) is necessary. In making this decision, the DSL may take account of the instinct of the referring adult and the definitions and signs of abuse (see Appendix B). In cases of doubt, the DSL will contact MASH for advice.

C.   Either **Referral to MASH** or **No Referral to MASH**

Referral to MASH: The DSL makes a referral to MASH and liaises with them over future action.
No referral to MASH: The DSL records the concern and the reasons for the decision not to refer. The DSL oversees future care of the child(ren). This may involve putting internal

systems into place or, where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police), there should be an inter-agency assessment to identify what help the child and family require to prevent needs escalating. An Early Help Assessment (more details: here) or a "Team around the Child" (TAC) approach may be appropriate. Should the individual with concerns about the child disagree with the decision not to refer, they are urged to refer the matter themselves (see contact details – appendix A).

Some Guiding Principles to adhere to throughout the A-C process:
- At all times, the School should consider what is in the best interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to MASH and/or the Police
- If at any time, the child's situation does not appear to be improving, any of the adults involved should press for re-consideration – be it by the DSL or MASH.
- It is important to note that **anybody** can make a referral to social services. However, the DSL should be informed of such a referral.
- It is important that high thresholds are not imposed when making a referral decision. Herefordshire continuum of need can be found within Herefordshire's Safeguarding Children Partnership: https://www.herefordshiresafeguardingboards.org.uk/safeguarding-children-partnership
- Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, consent of parents or pupils is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.
- The importance of the following should be borne in mind:
  - children receiving the right help at the right time to address risks and prevent issues escalating
  - acting on and referring the early signs of abuse and neglect, and radicalisation
  - keeping clear records
  - listening to views of the child
  - reassessing concerns when situations do not improve
  - sharing information quickly
  - challenging inaction

Additional Notes Concerning child-on-child abuse

Allegations of **child-on-child** abuse should be recorded, investigated and dealt with in line with the A-C process above. Staff should be aware of the gendered nature of **child-on-child** abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but all **child-on-child** abuse is unacceptable and will be taken seriously. **Child-on-child** abuse can take different forms: bullying, online bullying, sexual violence, sexual harassment, physical abuse, up-skirting, sexting (youth-produced sexual imagery), initiation/ hazing type violence and rituals. Staff should be aware of the School's procedures to minimise the risk of **child-on-child** abuse (in the behaviour and supervision policies) and of the School's processes as to how victims, perpetrators and any other child affected by **child-on-child** abuse will be

supported (behaviour polices). The Brook Traffic Light tool can be found here: https://legacy.brook.org.uk/brook_tools/traffic/Brook_Traffic_Light_Tool.pdf
All staff should understand the importance of challenging inappropriate behaviours between peers. Even if there are no reports of **child-on-child** abuse, staff should understand that this does not mean it is not happening.

Additional Notes Concerning Children who run away or go missing

Both the Junior School and Senior School have a separate procedure concerning this. See the relevant Lost or Missing Child Policy. See Appendix G (KCSIE Annex B) for further information regarding a child missing from education.

Additional notes concerning Female Genital Mutilation

From October 2015, it is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Having made the report, the matter should then be discussed with the DSL (unless there is a good reason not to do this). The DSL will then continue the police liaison and involve MASH as appropriate. Further information can be found in the Government publication, "Multi-agency statutory guidance on female genital mutilation (April 2016)", which can be fund here: https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation . Additional information regarding the mandatory reporting duty can be found in 'Mandatory reporting of female genital mutilation: procedural information' (Home Office publication) which can be found here: https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
In addition, the Home Office provides free e-learning at https://www.fgmelearning.co.uk .
See Appendix G (KCSIE Annex B) for further information regarding so-called 'honour based' violence, including FGM.

Additional Notes concerning Radicalisation

Should any pupil be identified as being at risk of radicalisation, staff should report to the DSL. The DSL will follow steps B and C (above) as appropriate, including considering a referral to Channel.
On-line training in Prevent is available from https://www.elearning.prevent.homeoffice.gov.uk .
See Appendix G (KCSIE Annex B) for further information regarding preventing radicalisation.

Additional Notes concerning Child Sexual Exploitation (CSE)

CSE may involve physical contact as well as non-physical contact such as encouraging children to behave in sexually inappropriate ways. Should any pupil be identified as being at risk of Child Sexual Exploitation, staff should report to the DSL. The DSL will follow steps B and C (above) as appropriate, including considering a referral directly to the police's child protection department (see contact details – Appendix A). Appendix G (KCSIE Annex B) for further information regarding child sexual exploitation. In addition, further information can be found in the DfE publication, "What to do if you suspect a child is being sexually exploited", available here: https://www.gov.uk/government/publications/what-to-do-if-you-

suspect-a-child-is-being-sexually-exploited which should be read in conjunction with the DfE publication Child Sexual Exploitation (February 2017), available here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf . The Child Sexual Exploitation Disruption Toolkit can be found here: https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit.
MASH has a specialist Child Sexual Exploitation Co-ordinator.

Additional Notes concerning Child Criminal Exploitation (CCE)

Forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, and shoplifting. Experiences of girls who are criminally exploited can be very different to those of boys, and the indicators may not be the same.

Additional Notes on Domestic Abuse

Domestic abuse can encompass a wide range of behaviours which may include psychological, physical, sexual, financial or emotional abuse. Children may be victims of domestic abuse or they may see, hear or experience the effects of domestic abuse.

Section 2b: Advice on how to behave when in receipt of a disclosure

Staff should be aware that a child is likely to disclose to someone they trust: this could be anyone. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.

Staff should be aware that children may not feel ready or know how to tell someone that they are being abused. This should not prevent staff from having a professional curiosity and speaking to the DSL/DDSL if they have concerns about a child.

Staff should:
1. If possible, manage the disclosure with a second member of staff present.
2. Listen with care, quietly but actively; allow silence
3. Reassure the child that he/she will be taken seriously, is not to blame and was right to tell you
4. Reassure the child that they will be supported and kept safe
5. Not show disbelief
6. Not appear shocked or angry
7. Not give a guarantee of confidentiality
8. Take the allegation seriously
9. Affirm the child's feelings as expressed (don't tell the child how he/she should feel)
10. Avoid being judgmental about the information given by the child
11. Avoid a 'whodunit' approach (a casual enquiry about who did it is all right, but do not pursue the matter; remember, it can be distressing for children to be faced with persistent questioning)
12. Share the information only with those people who are necessary to progress it: refer to the DSL as soon as is practically possible
13. Respect the confidentiality of the information that you have shared.
14. Make a record. Best practice is to devote full attention to the child and to listen during the disclosure and to write up a thorough summary immediately afterwards. Notes should only record the facts as the child presented them.
15. Where the disclosure includes an online element, staff must not view or forward illegal images of a child; the advice of the DSL must be sought. The DfE have published guidance on [Searching, Screening and Confiscation](#) and the [UKCIS sexting advice](#).

Whilst the primary function of School staff is to listen and record, some questioning may be appropriate. However, the child should not be interrogated. Any questions should aim to obtain basic information. If the child does not respond, the matter should not be pursued further. The pursuit and recovery of evidence is a matter for the police. Where questions are asked, 'open-ended' questions (where, when, what etc) should be used rather than 'leading' questions which suggest possible answers.

NEVER think abuse is impossible in your school or that an accusation against someone you know well and trust is bound to be wrong. **LOOK AFTER YOURSELF** as you may feel upset after speaking to the child. You may need support and may wish to seek specialist support or counselling.

Section 3: Arrangements for handling low-level concerns and allegations of abuse against members of staff (including the Head and DSL), supply staff, volunteers and contractors.

This section is based upon KSCIE Part four, which should be consulted for further detail or clarification.

Overriding Principles:
- ➢ If there is a concern or an allegation pertaining to anyone working with children, all unnecessary delays should be eradicated
- ➢ No investigation should be undertaken without prior consultation with the local authority designated officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations

Section 3a: Arrangements for handling allegations of abuse against members of staff (including the Head and DSL), supply staff, volunteers and contractors.

Reporting lines for any safeguarding concerns or allegations about staff members (including the Head and DSL), supply staff, volunteers, contractors are as follows:

Hereford Cathedral (Junior & EYFS) School All safeguarding concerns and allegations are to be reported straight away to the Head of the Junior School (who will liaise with the designated Governor for Safeguarding), or in his absence the Chairman of Governors (who will liaise with the designated Governor for Safeguarding). The Head of Senior School will be kept informed. If there is conflict of interest in reporting the matter to the Head of the Junior School, the matter should be reported directly to the LADO. If the concern or allegation pertains to the Head of the Junior School, the member of staff should inform the Chair of Governors (or, where the Chair cannot be contacted, the designated Governor for Safeguarding without notifying the Head of the Junior School). The Chair of Governors will keep the Head of the Senior School informed. In borderline cases, discussions with the LADO can be held informally and without naming the School or individual.
Hereford Cathedral (Senior) School All safeguarding concerns and allegations are to be reported straight away to the Headmaster (who will liaise with the designated Governor for Safeguarding), or in his absence the Chairman of Governors (who will liaise with the designated Governor for Safeguarding). If there is conflict of interest in reporting the matter to the Headmaster, the matter should be reported directly to the LADO.

> If the concern or allegation pertains to the Headmaster, the member of staff should inform the Chair of Governors (or, where the Chair cannot be contacted, the designated Governor for Safeguarding) without notifying the Headmaster.
>
> In borderline cases, discussions with the LADO can be held informally and without naming the School or individual.

Next Steps to be taken by the Head of the Junior School, or the Headmaster, or the Chair of Governors ("the case manager")

If the allegation meets the harms threshold*, the actions in Appendix D should be followed.

Allegations which meet the harms threshold are allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This will be the case if it is alleged that anyone working in the School has:
- •behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour outside of school).

*If in doubt, the LADO should be consulted.

If the allegation does not meet the harms threshold, then the procedure in section 3b of this policy should be followed.

Section 3b: Arrangements for handling low level concerns against members of staff (including the Head and DSL), supply staff, volunteers and contractors.

Reporting lines for any low-level concerns (concerns which do not meet the harms threshold) about staff members (including the Head and DSL), supply staff, volunteers, contractors are as follows:

> ### Hereford Cathedral (Junior & EYFS) School
> All such concerns are to be reported straight away to the DSL and / or the Head of the Junior School (who will liaise with the designated Governor for Safeguarding), or in his absence the Chairman of Governors (who will liaise with the designated Governor for Safeguarding). The Head of Senior School will be kept informed.

If there is conflict of interest in reporting the matter to the DSL and the Head of the Junior School, the matter should be reported directly to the LADO.

If the concern pertains to the Head of the Junior School, the member of staff should inform the Chair of Governors (or, where the Chair cannot be contacted, the designated Governor for Safeguarding without notifying the Head of the Junior School). The Chair of Governors will keep the Head of the Senior School informed.

In borderline cases, discussions with the LADO can be held informally and without naming the School or individual.

Hereford Cathedral (Senior) School
All safeguarding concerns and allegations are to be reported straight away to the DSL and / or the Headmaster (who will liaise with the designated Governor for Safeguarding), or in his absence the Chairman of Governors (who will liaise with the designated Governor for Safeguarding).

If there is conflict of interest in reporting the matter to the DSL and the Headmaster, the matter should be reported directly to the LADO.

If the concern pertains to the Headmaster, the member of staff should inform the Chair of Governors (or, where the Chair cannot be contacted, the designated Governor for Safeguarding) without notifying the Headmaster.

In borderline cases, discussions with the LADO can be held informally and without naming the School or individual.

Next Steps to be taken by the Head of the Junior School, or the Headmaster, or the Chair of Governors ("the case manager")

If the allegation does not meet the harms threshold* then:
- this decision and its justification should be documented
- the concern should be classified as a low-level concern and the actions in Appendix E should be followed.

*If in doubt, the LADO should be consulted.

Section 4: Staff code of conduct – guidelines aimed at preventing pupils and staff being at risk of harm or at risk of allegations of causing harm

1. Staff are expected to maintain professional and supportive relationships with the pupils.

2. All staff, especially those engaged in close one-to-one teaching, should exercise caution when you are alone with pupils, whilst respecting privacy and confidentially. If possible, when it is appropriate to work one to one make sure that others are within earshot, preferably within sight. This may be achieved by propping a door open, for example.

3. Be alert to the possible risks that might arise from social contact with pupils outside of the School.

4. If you feel that a student is becoming dependent upon you, or is making excessive or inappropriate demands on you, do not let the situation continue. Withdraw from the situation and seek advice from a senior colleague **without delay**.

5. Similarly, if you notice one of your colleagues at risk, you may raise this with him or her and/ or with the DSL.

6. If you feel uncomfortable or unsure of yourself in dealing with a student, withdraw from the situation and share your concerns with a senior colleague.

7. E-mail and Teams contact with pupils - staff should use their school email addresses for any email contact with pupils. Staff should ensure that any emails are professional and formal in style and manner.

8. Staff must not communicate with pupils through non-school social networking sites – nor allow pupils at school to become "friends" on non-school social networking sites, excepting their own children. Staff should exercise caution when using social networking sites and ensure that privacy settings specify friends only access.

9. Physical Contact - some physical contact is appropriate and necessary for the purpose of:
   - Care
   - Instruction
   - Restraint

   The nature of the contact should be limited to what is age appropriate for the child and in public view. Staff should be aware that any such contact may be misconstrued. All Junior School and EYFS staff need to be aware of our Intimate Care Policy.

   For our youngest children (EYFS), supportive physical contact is central to promoting emotional development, and at times, children will need to be held and offered physical reassurance.

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10. Use of mobile phones and cameras – Hereford Cathedral School has a personal mobile device and camera policy, of which staff must be aware. This policy includes the EYFS. See Appendix C

11. Under no circumstances should any member of staff have a sexual relationship with a Hereford Cathedral School pupil.

12. The School's whistleblowing procedures are detailed in Section 5 of this document.

13. All members of staff are required to report low-level concerns and allegations of abuse against members of staff (including the Head and DSL), supply staff, volunteers and contractors in line with section 3 of this policy.

Section 5: Whistleblowing procedures

We all have a responsibility to help detect, prevent and report instances of any suspicious activity or wrongdoing, including bribery. Hereford Cathedral School is absolutely committed to ensuring that all of us have a safe, reliable, and confidential way of reporting any suspicious activity. Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Senior Leadership Team and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child continuing to be unnecessarily at risk. Remember it is often the most vulnerable children who are targeted. These children need someone like you to safeguard their welfare. **Don't think what if I'm wrong - think what if I'm right.**

Reasons for whistle blowing:
1. Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
2. To prevent the problem worsening or widening
3. To protect or reduce risks to others
4. To prevent becoming implicated yourself

What stops people from whistle blowing:
1. Fear of starting a chain of events which spirals out of control
2. Disrupting the work or project
3. Fear of getting it wrong
4. Fear of repercussions or damaging careers
5. Fear of not being believed

How to raise a concern:
1. You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken. Try to pinpoint exactly what practice is concerning you and why.
2. Approach your immediate manager, DSL, or the Head.
3. If your concern is about your immediate manager/Head, speak to the Chair of Governors or to the Headmaster of the Senior School, or the Governor who takes a specific responsibility for safeguarding issues.
4. Make sure you get a satisfactory response - don't let matters rest.
5. Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can.
6. A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern. (This includes any adult, paid or voluntary, who works in our school.)

Reviewed by BGB/HH/WH, September 2024

What happens next:
1. You should be given information on the nature and progress of any enquiries.
2. Your employer has a responsibility to protect you from harassment or victimisation.
3. No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
4. Malicious allegations may be considered as a disciplinary offence.

If mediation or dispute resolution is required, this will be provided.

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support:
It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from any member of the Senior Leadership Team. In addition advice and support is available via the NSPCC Whistle Blowing Helpline: 0800 028 0285, or email help@nspcc.org.uk).

Section 6: Recruitment procedures

An important part of safeguarding children is for schools to operate safe recruitment procedures and to follow procedures for appointing staff. The Headmaster of the Senior School, the Head of the Junior School and other staff have undertaken HSCB's Safe Recruitment training.

The School will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the School on a permanent or temporary basis will be given a copy of this safeguarding policy.

The School's full recruitment procedures can be found in the School's Recruitment Policy. Parents can access this policy by contacting the School.

An additional note on visiting speakers

Before a visit takes place, the Deputy Head of the Junior School or Senior School must be consulted and give consent. He will ensure that appropriate checks have taken place to ensure that the speaker is suitable.

Section 7: Management of safeguarding – Identities, Roles and Responsibilities

Role of Governors (and the role and identity of the Safeguarding Governor)

The Governing Body is responsible for ensuring there is an effective safeguarding/child protection policy in place, and for ensuring that the arrangements described in the policy are implemented fully in practice. Charity Commission guidance on charity and trustee duties to safeguard children is available here: https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees
Whilst the Governing Body recognises that safeguarding duties are the responsibility of the Governing Body as a whole, the Safeguarding Governors sub-Committee meet termly to ensure governor oversight. **Will Hanks** is the appointed Safeguarding Governor and Lorraine Atkins as Deputy Safeguarding Governor.

The Safeguarding Governor will liaise with the Headmaster, the Head of the Junior School and DSL(s) to ensure that the policy, procedures and efficiency with which the related duties have been discharged are reviewed annually by Governors. He will ensure that the DSLs receive the necessary training in Safeguarding and Child Protection and inter-agency working and that this is updated every two years. He will also report to the Governing Body and ensure that they undertake an annual review of the policies and procedures and of the efficiency with which related duties have been discharged.

Role of the Headmaster

The Headmaster, in liaison with the Head of the Junior School (with regard to the Junior School), is responsible for the implementation of the policy across the whole school and ensuring that the outcomes are monitored. He will ensure that reports are made at least annually to Governors about the working of the policy.

Identity of the DSLs and DDSLs

Hereford Cathedral (Junior & EYFS) School

The **Designated Safeguarding Lead (DSL) for the Junior School (including EYFS)** is:
Helen Hoffman (Head) who has also designated responsibility for EYFS and liaising with local statutory children's agencies as appropriate.
h.hoffmann@herefordcs.com or 01432 363511
The DSL has ultimate lead responsibility for safeguarding and child protection in the Junior School.

The **Deputy Designated Safeguarding Lead (DDSL) for the Junior School (including EYFS)** is:
Tracey Denny
t.denny@herefordcs.com or 01432 363511

To ensure that there is always cover for this role, in the absence of both of the above, the Senior School DSL or DDSL may be contacted. (See below for contact details)

In all instances, DSLs and DDSLs will keep Michael Gray (Headmaster) informed or in his absence, or if deemed inappropriate, Will Hanks (Safeguarding Governor).

Hereford Cathedral (Senior) School

The **Designated Safeguarding Lead (DSL) for the Senior School** is:
Bruce Blyth (Senior Deputy Head)
b.blyth@herefordcs.com or 01432 363500
The DSL has ultimate lead responsibility for safeguarding and child protection in the Senior School.

The **Deputy Designated Safeguarding Leads (DDSL) for the Senior School** are:
Jo Beavan (j.beavan@herefordcs.com or 01432 363500) and Nathalie Teale (n.teale@herefordcs.com or 01432 363500)

To ensure that there is always cover for this role, in the absence of both of the above, the Junior School DSL or DDSL may be contacted. (See above for contact details)

In all instances, DSLs and DDSLs will keep Michael Gray (Headmaster) informed or in his absence, or if deemed inappropriate, Will Hanks (Safeguarding Governor).

Role of the DSLs and DDSLs:

Whilst the DSLs have ultimate lead responsibility for safeguarding and child protection (including online safety), the DSLs and DDSLs work together on the following:

➢ To manage referrals (as described in Section 2 of this policy)
➢ To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
➢ To ensure that all training is carried out in accordance with Section 8 of this policy
➢ Ensure each member of staff has access to and understands the School's safeguarding/child protection policy and procedures
➢ Understand the assessment process for providing early help and intervention, for example, through locally agreed common and shared assessment processes such as early help assessments
➢ Have a working knowledge of the workings of [Herefordshire's Safeguarding Children Partnership](#).
➢ Be alert to the specific needs of children in need, those with special educational needs and young carers
➢ Be able to keep detailed, accurate, secure written records of concerns and referrals
➢ To take the lead in matters of online safety, and to take primary responsibility for understanding the existing filtering and monitoring systems and processes, and to ensure that all staff receive appropriate training at induction, refresher training, and updates, including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
➢ Obtain access to resources and attend any relevant or refresher training courses
➢ Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff
➢ Ensure this policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this
➢ Ensure this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this
➢ Link with the local agencies to make sure staff are aware of training opportunities and the latest local policies on safeguarding
➢ Where children leave the School, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file; additionally, to ensure that the appropriate information is shared in order to ensure that the new school is able to have support in place when the child arrives at the new school.

With reference to radicalisation, Bruce Blyth is the designated 'Prevent Lead'. With reference to Looked After Children, Bruce Blyth is the designated teacher.

Role of all staff, volunteers and Governors

All staff, volunteers and Governors have a role to play in safeguarding the children. They have a duty to be alert to signs of abuse and to share concerns as detailed in Section 2 of this policy.

Section 8: Training

All staff are required to read this policy, Part One of KCSIE and Annex B of KCSIE which is included as an appendix to this policy.

On appointment, all staff and governors receive a safeguarding briefing and are issued with a copy of this policy, which includes information about the role of the designated safeguarding leads and deputy designated safeguarding leads (Section 7), the integral staff code of conduct (Section 4), whistle blowing procedures (Section 5), the identity of the DSLs and DDSLs (Section 7) and part 1 and Annex B of KCSIE (Appendices C & D). They are also issued with a copy of the relevant behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying) and lost or missing child policy (Junior School or Senior School). During this briefing, all of the above are talked through as well as our online safety procedures, which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, and whistle blowing, acceptable use of IT, staff/ pupils relationships, the low level concerns policy and communications including the use of social media. Staff are given the opportunity to ask questions and discuss all the above, as well as the School's own Safeguarding Policy and procedures, and the School's procedures for reporting low-level concerns. In addition. Governors are provided with additional information to aid them with their oversight of safeguarding.

DSLs receive updated safeguarding / child protection training every two years. This training is of the appropriate level, and includes local inter-agency working protocols and the local approach to Prevent duties. They also receive informal updates. In addition, the 'prevent lead' (Bruce Blyth) will maintain up to date training in Prevent.

All staff are required to undertake safeguarding training every three years (at a minimum), in line with local recommendations. This is delivered through any of the following:
- Internal briefings
- Internal training organised with an external trainer
- Online training (Educare Tes Develop)

All staff safeguarding training is recorded by the Human Resources Office. The DSLs audit this training record regularly.

In addition to the at least three yearly training outlined above, staff also receive reminders and informal updates of the School's Safeguarding Policy and procedures. These might be via email and / or during staff meetings. These reminders and informal updates occur at least annually.

The Governing Body recognises that staff build up expertise by undertaking safeguarding training and managing safeguarding concerns on a day-to-day basis. Staff are therefore provided with the opportunity to contribute to and shape safeguarding arrangements and child protection policy. This is achieved through regular dialogue between Governors and key members of staff.

Section 9: Arrangements for reviewing the School's safeguarding/child protection policies and procedures annually

The Governing Body review this policy and its implementation annually.
The DSLs and the Safeguarding Governor liaise over this process. They review the policy and its implementation, by considering issues such as:

- training records
- evidence of appropriate liaison with other agencies
- developments in local and national safeguarding procedures and practice
- the implementation of policy with regard to specific cases
- issues and themes which may have emerged in school

Additionally, 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.

Section 10: Arrangements to fulfil other safeguarding and welfare responsibilities

➢ The School is aware of its duty to promote the safety and welfare of its pupils. It does this through provision of safeguarding in the curriculum (within PSHE, e-safety sessions in ICT, and assemblies) and the provision of internet safety sessions for parents.

➢ The School has in place certain measures to ensure and promote internet safety. These include the use of internet filtering (for both hard wired and wifi connected devices) and monitoring of results throughout the whole school. In addition, Junior School are always supervised when online. Within lessons in the Senior School, software can be used to monitor the pupils' computer use. (See also Role of DSL – section 7). Children are taught to keep themselves safe with consideration to content, contact, conduct and commerce.

➢ The School is aware of its context. We are a city centre school, with pupils aged rising 3-18, from a wide range of backgrounds, distributed across a number of different buildings. Our catchment includes rural area of Herefordshire, including agricultural communities. Regionally, Hereford is located between major cities, such as Birmingham and Cardiff, and therefore County Lines may be relevant. International students join us from a wide range of different countries and cultures. Further details of the local context of Herefordshire are contained in Safeguarding Children and Young People in Herefordshire

➢ The DSL has responsibility for the welfare and progress of any looked after children on roll.

➢ Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and can be particularly vulnerable to abuse, including to **child-on-child** abuse. We recognise that additional barriers can exist when recognising abuse and neglect in this group of children. These additional barriers can include:

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

It is incumbent on members of staff and the DSL to bear this in mind when considering how to support such children, and the relevant Head of Learning Support may be involved in this decision-making process.

➢ Children who are lesbian, gay, bi or trans (LGBT) – the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm, but LGBT children (or those who are perceived to be) may be targeted.

Reviewed by BGB/HH/WH, September 2024

- ➢ Care of the Choristers - we recognise that the choristers have additional responsibilities, commitments and pressures. The Cathedral's Safeguarding Policy can be found via a link here: https://www.herefordcathedral.org/safeguarding. Contact details for Cathedral Safeguarding personnel can be found in the contacts section of this policy. There are additional measures in place to ensure their welfare:

  - o Junior School: a weekly meeting between Head of the Junior School and Chorister Tutor, a weekly meeting between the Head, Chorister Tutor and Deputy Head, with a pastoral and an organisational focus; termly Cathedral Liaison Meetings; regular meetings between the Head of the Junior School and the choristers themselves
  - o Senior School: all choristers are added to the Care List and discussed regularly; relevant tutors liaise with the Chorister Tutor as necessary; termly Cathedral Liaison Meetings; the Chorister Tutor attends the weekly staff briefing

- ➢ Disqualification Under the Childcare Act 2006 - the School is aware that it must not knowingly employ people to work in 'childcare' or allow then to be directly concerned in its management if they are 'disqualified' from childcare. Within the context of the Junior School, childcare includes all provision for children in Nursery and Reception and Breakfast Club and Phoenix Club.

  The guidance applies to employees, volunteers, supply / agency staff, self-employed people, staff and other organisations, governors who volunteer and all of those directly concerned in the management of the above. It does not apply to some groups such as cleaners, kitchen staff and school nurses. Further details of those included and not included and on the ground for disqualification can be found in the document Disqualification under the Child Care Act (2006) June 2016.

  It is the School's policy to:
  - inform the relevant people of the legislation;
  - gather sufficient and accurate information (through a self-declaration form) about whether or not any relevant person is disqualified;
  - record the checks for those relevant persons, including the date disqualification checks were completed.

Further details, and the steps which must be taken if a relevant person is found to be disqualified, or if there is any doubt over the issue, can be found in the document Disqualification under the Childcare Act (2006) Updated 31 August 2018.

- ➢ Boarding. The School is aware of its obligations under the National Minimum Standards for Boarding, which can be found here. These apply to boarding pupils and also to those for whom the School has organised lodgings. Contact details for relevant staff members can be found in Appendix A.

Addendum (COVID-19) for use in the event of a partial or whole school closure

Context and Introduction

This addendum applies in the event of a partial or whole school closure.

The School will fulfil its responsibilities toward all pupils, including those who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

All the school policies – including the Behaviour and Sanctions Policy, Anti-bullying Policy and the Safeguarding Policy (including the Staff Code of Conduct and reporting lines) - will still apply unless specifically mentioned below.

Staff will be reminded about the current arrangements for safeguarding during staff meetings and / or via email. Reminders about the need to report any concerns without delay will also be provided. Reporting lines remain the same.

The School will continue to be a safe space for all children to attend and flourish. The Headmaster will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. Any Government guidance for education and childcare settings will be followed, as will advice from other relevant bodies.

Any required safeguarding training will continue to take place remotely, including via the online platform Educare.

Additional Notes for Teachers of Pupils from Nursery to Year 6

When interacting with pupils from home, via email, Firefly or Zoom:
- Teachers should use school accounts for all electronic communication with pupils
- All those participating must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background
- We all need to be aware of what may be in view in the background, for instance photos of a beach holiday, so that it does not intrude on family privacy
- Language must be professional and appropriate, including any family members in the background
- Parents must remain in control of electronic devices and remain within earshot when children are in contact with teachers
- Should any pupil behave inappropriately, they may not be allowed to take part in future Zoom sessions
- Meetings are only accessible to those with the ten-digit meeting ID number and password, which is provided by emailed link or by password protected page

Reviewed by BGB/HH/WH, September 2024

- Teachers must ensure that their waiting rooms are enabled and that participants are muted on entry and not able to unmute themselves or share their screens until their identity is confirmed

We will follow the Children's Commissioner advice regarding Zoom use, a previous version of which can be found here:
(https://www.childrenscommissioner.gov.uk/coronavirus/keeping-classrooms-safe-online/).

Additional Notes for Teachers of Pupils from Year 7 to Year 13

The Behaviour Policy & Code of Conduct for Remote Learning (Pupils) will be shared and discussed with all pupils (via Tutors) at the time at the time of any partial school closure. This policy and code of conduct is also published in the Remote Learning Plan for staff, parents and pupils.

Further to this, and the policies mentioned at top of this document, the School Rules and the advice document Being Safe, Being Secure, Being Responsible are also important in keeping all pupils safe.

Key principles (for remote learning to ensure safe learning for all pupils):
- Every pupil must behave online with the same expectations of behaviour when interacting face-to-face with others; without exception, treat all others with respect
- Firefly, Microsoft Email and Microsoft Teams all operate within the School IT Systems and are monitored (as would be the case in any school or business)
- The sole purpose of Microsoft Teams (which is new to our community) is to educate all pupils of the School remotely; no 'social' interaction must take place other than for educational and school community purposes

Specific safeguarding principles for remote learning for pupils:
- Technology should be used in appropriate areas of the family house; if you use your bedroom as a workspace, then you should have your bedroom door open
- Only teachers will initiate video conferencing; such will be used to enhance teaching
- When using video, pupils must wear appropriate clothing; backgrounds which can be blurred, must also be appropriate
- Any video conferencing or voice conferencing will be recorded and stored securely
- Do not share personal information, such as passwords or sensitive data about yourself
- At the end of any conference call (video or audio), you must leave the meeting on the instruction of the teacher; teachers will record video and audio conferences
- Only Sixth Form pupils will be permitted to contact their peers on Teams for educational purposes only

The following statement will be published for pupils:

If you are worried about any aspect of remote learning, contact your Form Tutor, your Head of Year or the Designated Safeguarding Leads.

Specific safeguarding principles for remote learning for staff:

Teachers should use school accounts for all electronic communication with pupils.

Video-conferencing guidelines
- Our communication through Teams must be as professional as that which would be the norm in our classrooms
- Only we as teachers will initiate video conferencing with pupils
- Please wear appropriate/professional clothing, and conduct any video conferencing from a suitable location in your home, with a suitable background (which can be blurred and there is a new select background option – both only available on the app, not browser)
- Please ensure that you record any live video conferencing through Teams
- Any material on Teams, be it files, messages or videos must only be shared within the HCS pupil community for the purpose of learning
- Please limit all video conferencing to within school hours (see below)
- At the end of any class video conference, ensure that all pupils leave the call first, before you do

1-1 Video conferencing

- Tutors will be 'meeting' with tutees for Registration and small group meetings; 1-1 meetings will be rare. If such is required, please ensure that any 1-1 video call takes place at a time that has been scheduled in advance, make the Deputy Head aware so that the reason for the Teams call can be logged beforehand. The call must be recorded.
- If it is necessary to arrange a 1-1 video conference with a pupil outside of allocated times, please ensure that you have sought the consent of the pupil's parents in advance

All staff will be instructed to read the ICT (& Email) Acceptable Usage Policy at the point of any school closure.

Online safety

Online safety is of high priority during remote learning. The School's online filtering system continues to be utilized. Permissions for the use of Zoom and Microsoft Teams will be closely monitored.

Parents are provided with advice about online safety within the Remote Learning Plan.

Where children of key workers are using computers in school, appropriate supervision will be in place.

Child-on-child abuse

All staff must be particularly aware of potential child-on-child abuse that might take or has taken place online during remote learning. Any such concern should be reported to the DSLs.

Designated Safeguarding Leads (DSLs)

The same processes for contacting the DSLs remain in place. Contact details are published in the Remote Learning Plan for all staff, pupils and parents, as they also are in the School's Safeguarding Policy.

All DSLs and Deputy DSLs will manage safeguarding records remotely as necessary.
The DSLs will maintain a list of pre-arranged 1-1 remote learning sessions which may be necessary due to A Level coursework tutorials, or specific support for individual pupils.

The DSLs will maintain regular contact with the Governor responsible for safeguarding via telephone and email.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Use of Personal Devices and the storage of images and work on personal devices

During any period of school closure those measures contained in Appendix C which relate to the storage of images on personal devices do not apply.

We recognise that members of staff may need to use their personal devices and store images of pupils' work on these devices in order to effectively teach and support the children during this time.

Any images relating to pupils should be stored wherever possible in a specific location on the device. Once the School re-opens, we will issue instructions on the deletion of this content from personal devices.

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

All pupils known to be vulnerable or those who need considerable pastoral support are identified in a list. Those most vulnerable are allocated an adult (DSL or Head of Year) so that they are actively monitored throughout the remote learning period. The DSLs will maintain a list of these pupils.

Attendance

We will fulfil our obligations regarding attendance recording.

Attendance can be monitored in a number of ways: Form Tutor and Subject Teacher feedback to Heads of Year and SLT, pupil self-registration on Firefly each morning and for all lessons, and information provided by parents and guardians.

Safer recruitment of new employees

It will remain essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the relevant safer recruitment processes will be followed, as appropriate, and as outlined in the relevant sections of Keeping Children Safe in Education.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity during the remote learning period. This includes visiting speakers who are invited for remote learning lessons.

Appendix A – Contacts

Contact details for DSLs can be found in Section 7 of this policy.
Head of International Students: Stuart Higgins: s.higgins@herefordcs.com
Houseparent: Elise Shuker: e.shuker@herefordcs.com
Safeguarding Governors: Will Hanks, Lorraine Atkins and Christian Morgan-Jones (Chair of Governors), via the COO: coopa@herefordcs.com 01432 363544
Headmaster: Michael Gray: hmpa@herefordcs.com 01432 363521

Cathedral Contacts

Duncan Jones, a member of Chapter with Safeguarding oversight: 07703 276135
or duncan.jones@herefordcathedral.org
Karen Evans, HR and Safeguarding, is the office based staff member with responsibility for safeguarding: 01432 374254 or karen.evans@herefordcathedral.org

Herefordshire Contacts

Herefordshire LADO:
lado@herefordshire.gcsx.gov.uk
01432 261739 or via 01432 260665

The Multi Agency Safeguarding Hub (MASH):
01432 260800

Prevent referrals should be sent to ctu_gateway@westmidlands.police.uk, though the email address prevent@westmercia.police.uk should be used for advice and guidance.

The Herefordshire Lead for the Channel programme is Christine Wellington, contactable via MASH, from whom advice on Prevent can be obtained, contactable via MASH.
The Herefordshire Lead for the CSE is Ruby Card, contactable via MASH.
The Herefordshire Lead Officer for Education Safeguarding is Niall Crawford, contactable via MASH.

Herefordshire's Safeguarding Children Partnership can be found here:
https://www.herefordshiresafeguardingboards.org.uk/safeguarding-children-partnership
West Mercia Police Switchboard: 0300 333 3000 (request the duty inspector)
The Police's Child Protection Department can be contacted via the West Mercia Police Switchboard, or by dialling 101.

The West Midland's Safeguarding Policies and Procedures, including the guidance concerns how to manage professional disagreements can be found here:
https://westmidlands.procedures.org.uk/

For support and advice about extremism, the following contacts may be useful;
- the local police force (101)
the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Appendix B - SIGNS OF POSSIBLE CHILD ABUSE

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or by another child or children. It is important for staff to identify signs of possible abuse and neglect, and serious violence, at the earliest opportunity. These may include:

1. significant changes in children's behaviour and / or a significant decline in performance;
2. deterioration in children's general well-being;
3. unexplained bruising, marks or signs of possible abuse or neglect;
4. absence from school;
5. children's comments which give cause for concern;
6. any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
7. inappropriate behaviour displayed by other members of staff, or any other person working with children, for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances. There can be an overlap between all the different forms of child abuse and all or several can co-exist.

Physical Abuse

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.

Signs of possible physical abuse:

1. Unexplained injuries or burns, particularly if they are recurrent
2. Improbable excuses given to explain injuries
3. Refusal to discuss injuries
4. Untreated injuries, or delay in reporting them
5. Admission of excessive physical punishment
6. Arms and legs kept covered in hot weather
7. Fear of returning home
8. Aggression towards others
9. Running away
10. Giving a child harmful substances, inappropriate drugs and alcohol

11. Withdrawal
12. Unexplained absences/lateness

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

Neglect

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

Signs of possible physical neglect:
1. Constant hunger
2. Poor personal hygiene
3. Constant tiredness
4. Poor state of clothing
5. Frequent lateness and/or unexplained non-attendance at school
6. Untreated medical problems
7. Low self-esteem
8. Poor peer relationships
9. Stealing
10. Mental health problems

Non-Organic Failure to Thrive

Signs of possible non-organic failure to thrive:
1. Significant lack of growth
2. Weight loss
3. Hair loss
4. Poor skin or muscle tone
5. Circulatory disorders

Emotional Abuse

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's

developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs of possible emotional abuse:
1. Low self-esteem
2. Continual self-deprecation
3. Sudden speech disorder
4. Significant decline in concentration
5. Socio-emotional immaturity
6. 'Neurotic' behaviour (e.g. rocking, head banging)
7. Self-mutilation
8. Compulsive stealing
9. Extremes of passivity or aggression
10. Running away
11. Indiscriminate friendliness
12. Mental health problems

Sexual Abuse

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

Not all children are able to tell parents/adults that they have been assaulted. Changes in behaviour may be a signal that something has happened. These are general indicators that the child may be troubled, though not necessarily about a sexual assault. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour. It is important to remember that in sexual assault there may well be no physical or behavioural signs.

Signs of possible sexual abuse:
Behavioural
1. Lack of trust in adults or over familiarity with adults
2. Fear of a particular individual
3. Social isolation – withdrawal or introversion
4. Sleep disturbance (nightmares, irrational fears, bed wetting, fear of sleeping alone, needing a nightlight)
5. Running away from home

6. Girls taking over the mothering role
7. Reluctance or refusal to participate in physical activity or to change clothes for activities
8. Low self-esteem
9. Drug, alcohol or solvent abuse
10. Display of sexual knowledge beyond child's years
11. Unusual interest in the genitals of adults or children or animals
12. Expressing affection in inappropriate ways, e.g. 'French kissing'
13. Fear of bathrooms, showers, closed doors
14. Abnormal, sexualised drawing
15. Fear of medical examinations
16. Developmental regression
17. Poor peer relations
18. Over sexualised behaviour
19. Compulsive masturbation
20. Stealing
21. Psychosomatic factors, e.g. recurrent abdominal pain or headache
22. Sexual promiscuity
23. Physical/Medical
24. Sleeplessness, nightmares, fear of the dark
25. Bruises, scratches, bite marks to the thighs or genital areas
26. Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
27. Pain on passing urine or recurrent urinary infection
28. Stained underwear
29. Anxiety/depression
30. Eating disorder, e.g. anorexia nervosa, bulimia
31. Discomfort/difficulty in walking or sitting
32. Pregnancy – particularly when reluctant to name father
33. Venereal disease, sexually transmitted diseases
34. Soiling or wetting in children who have been trained
35. Self-mutilation/suicide attempts

Further signs of abuse and neglect can also be found on the Herefordshire Safeguarding Partnership's Website (https://herefordshiresafeguardingboards.org.uk/hscb)

Radicalisation
Key indicators of risk of radicalisation are:
1. Vulnerability: distance from cultural heritage; personal crisis; personal circumstances; unmet aspirations; criminality.
2. Access to extremism / extremist influences
3. Experiences, Behaviours and Influences: encountering rejection; evidence of extremist influences; international events having a personal impact; conflict with family over religious beliefs or life choices
4. Travel: a pattern of regular or extended travel within the UK; travel for extended periods of time to international locations associated with extremism; using methods to disguise true identity.

5. Social Factors: experience of poverty, disadvantage, discrimination or social exclusion; a lack of affinity or understanding of others or social isolation from peer group; a flawed understanding of religion or politics; insecure or absent family relationships; evidence that a significant adult had extremist views or sympathies.
6. Critical Risk Factors: being in contact with extremist recruiters; articulating support for extremist causes or leaders; accessing extremist websites, especially those with a social networking element; possessing extremist literature; using extremist narratives and a global ideology to explain personal disadvantage; justifying the use of violence to solve societal issues; joining extremist organisations; significant changes in appearance and / or behaviour.

Child Sexual Exploitation

Signs and indicators of child sexual exploitation include:
1. disengagement with school, not in school, truancy, exclusion
2. repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
3. hanging out with groups of older people, anti-social groups, other vulnerable peers
4. unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
5. involved in abusive relationships, intimidated and fearful of certain people or situations
6. self-harming, suicide attempts, overdosing, eating disorders
7. injuries from physical assault, physical restraint, sexual assault
8. moving around the country, appearing in new towns or cities, not knowing where they are
9. sexting (sending and receiving explicit photos of themselves on mobile phones)
10. unexplained gifts
11. unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
12. engagement in offending, criminal activity
13. going missing, running away, homelessness
14. drug use, alcohol abuse
15. sexually risky behaviour, 'swapping' sex
16. gang fights, gang membership
17. getting into/out of different cars
18. accessing hardcore pornography on the internet
19. contact with known perpetrators
20. association with older men
21. inappropriate sexual behaviour
22. seen at known places of concern
23. police involvement, police records

Further information regarding child sexual exploitation be found on the Herefordshire Safeguarding Partnership's Website (https://herefordshiresafeguardingboards.org.uk/hscb/)

Appendix C - Camera Policy and Policy for Acceptable Use of Personal Mobile Devices by School Employees

The policy defines and describes the acceptable use of personal mobile devices (eg 'phones) and cameras for school employees. Its purpose is to ensure the safety of the children in our care, in accordance with our Safeguarding procedures, and to protect staff from allegations of misconduct.

We recognise that mobile devices are an essential part of modern life and can be vital as an emergency contact for staff. We seek to ensure that everyone follows the same guidelines while at work and therefore to ensure that the safety of children, and professionalism of staff, is always maintained.

USE OF MOBILE PHONES & OTHER MOBILE DEVICES

- Personal mobile devices should be switched off or set to 'silent' during lessons.

- Staff should not use personal mobile devices in school during working hours when children are present, unless there are exceptional circumstances.

- It is permissible for staff to give the school telephone number as a point of emergency contact for them during the school day.

- For games, trips, walks etc., which are away from school, staff must take a mobile device in case there is a need for emergency calls. This should normally be a school phone but it may be a personal device, provided that its use is restricted to urgent school business or emergency calls.

- Staff must not give their personal mobile phone number to pupils (excepting their own children).

- Staff must not store children's numbers on their personal devices (excepting their own children).

- Staff must not contact a pupil via the pupil's mobile phone except in exceptional circumstances.

TAKING PHOTOGRAPHS OF CHILDREN

- Photographs taken of the children should only be taken with school cameras/devices. Photographs should only be stored on school computers and school photo albums.

[There may be reasons why a particular member of staff may need to deviate from the above. Any member of staff wishing to do so should seek prior written consent from the DSL in the first instance.

Consent may be granted by the DSL in consultation with the Head of the Junior School, or the Deputy Head of the Senior School for a stated purpose and within a given time frame, generally under the following conditions:

Conditions:
- The images should be stored separately from any other images.
- The images should be used only for the prescribed purpose.
- The photos should only be stored for as long as necessary and should then be deleted.]

- Neither personal details nor full names of children should be published alongside images on the school website, or in school publications.

- A small number of parents have not given permission for their children's photos to be published. This information is available from the Marketing and Development Office and the Junior School Office. Staff must respect the decision of parents and ensure that they do not place any photos on the school website nor in any other publication without parental permission.

- Staff should avoid taking pictures of children which show them in short skirts, swimming costumes, bikinis etc.

- Staff are advised not to allow themselves to be photographed by a pupil with a camera or mobile phone.

- Members of staff may take copies of any photographs which contain their own children from the school network for their own personal use. However, they should be sensitive to the fact that these photographs may contain other children. No photographs which contain other children should be placed on personal social media.

Safeguarding children who use mobile devices or smart technology.

In the Junior School, children are not allowed to bring mobile phones to school. Pupils may only use IT in designated lessons under the supervision of an adult. Adults supervising all children will ensure that children are aware how to use smart technologies safely and that devices cannot be used to sexually harass their peers, share indecent images consensually and non-consensually, view or share pornography and other harmful content. Evidence of any such breach must be reported to a Designated Safeguarding Lead immediately.

Appendix D: Managing Allegations which may meet the harms threshold

There are two considerations:
- the welfare of the child. If a child has been harmed or there may be immediate risk of harm to a child or if the situation is an emergency, the DSL should make a referral to MASH and as appropriate to the police. (See section 2 of this policy).
- investigating and supporting the person subject to the allegation

Investigating and supporting the person subject to the allegation

- the case manager will make basic enquiries, whilst being careful not to jeopardise any future police investigation. For example, it may be possible to establish: was the individual in school at the time of the allegation(s), was it possible for the individual to have been in contact with the child at that time; were there any witnesses. If there is any doubt as to the appropriateness of these investigations, the LADO should first be consulted.

- the case manager will then contact the LADO (see contact details) to agree next steps, which may include a strategy discussion involving outside agencies.

- the individual about whom the allegation has been made should not be informed without guidance from the LADO.

If the case manager is concerned about the welfare of other children or the member of staff's family, the DSL will be involved in discussions and the formulation of a risk assessment and a possible referral to MASH.

If initial discussion leads to no further action being taken, the case manager will:
- record the decision and the justification for it, and
- agree with the LADO what information should be put in writing to the individual concerned and by whom.

If further enquires are required, the case manager and the LADO will discuss and agree next steps.

Throughout the investigation, the case manager will monitor the progress of the case ensuring that it is being dealt with as quickly as possible and thoroughly and fairly. Reviews will be conducted at least fortnightly or monthly, according to a pre-determined schedule, depending on the complexity of the case.

The LADO will provide guidance throughout.

Allegations against supply teachers and contracted staff: the School is required to ensure that any allegations are dealt with properly, fully involving any relevant agency. A discussion will be held with the agency concerning whether it is appropriate for the individual to continue to work in other schools.

Allegations against Governors: the School's procedures will be followed in full in the case of an allegation made against a governor.

Suspension

The case manager will consider carefully whether the circumstances warrant suspension from contact with children at the School, if only until the allegation is resolved. Suspension will be considered only in cases where there is cause to suspect a child or other children at the School is/are at risk of harm, or when the case is so serious that it might be grounds for dismissal. If in doubt, the case manager will seek views from the LADO, as well as the police and MASH if they have been involved.

Further details about suspension and possible alternatives can be found in KCSIE part 4.

If immediate suspension is considered necessary, the case manager will record the rationale and justification for this course of action, including what alternatives were considered.

Duty of care

The case manager will consider the School's duty of care to
- the child
- the member of staff
- the case manager will manage and minimise the stress caused by the allegation;
- the case manager will inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary;
- the case manager will advise the individual to contact their trade union representative, or a colleague for support;
- the case manager will appoint a named representative to keep the person informed about progress of the case;
- the case manager will provide access to counselling or medical advice where appropriate.; and

- the case manager will not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence.
- the parents of the child involved. They will be:
- formally told about the allegation as soon as possible. The case manager will consult the LADO and where involved, children's social care and/or the police on what information can be disclosed;
- kept informed about the progress of the case, only in relation to their child - no information will be shared regarding the staff member; and
- made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress as set out in section 141F of the Education Act 2002 (see paragraphs 372-380).

Information Sharing

All relevant information about the member of staff and the alleged victim should be shared between the agencies involved.

All agencies involved (for example the Police or MASH) will be asked to obtain consent from any individuals involved to share their statements and evidence with the School for use in any disciplinary process.

The School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. We are aware that it is an offence (except in very limited circumstances), for any person to publish any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a child from the same school (where that identification would identify the teacher as the subject of the allegation).

Reporting restrictions apply until:
- the point that the accused person is charged with a relevant offence; or
- the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation.

The reporting restrictions are disapplied if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a court lifts the reporting restrictions in response to a request to do so.

The case manager will take advice from the LADO, police and children's social care to agree the following:
- who needs to know and exactly what information can be shared;

- how to manage speculation, leaks and gossip;
- what, if any, information can be reasonably given to the wider community to reduce speculation; and,
- how to manage press interest if, and when, it should arise.

Allegation outcomes

The outcome of the of an allegation will be:

- *Substantiated*: there is sufficient evidence to prove the allegation;
- *Malicious*: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation;
- *False*: there is sufficient evidence to disprove the allegation;
- *Unsubstantiated*: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or,
- *Unfounded*: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

If the allegation is *substantiated* and:
- the person is dismissed; resigns, or otherwise ceases to provide his or her services; or
- the employer ceases to use the person's services*.

The School will discharge its legal duty to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

(There is a legal requirement for employers to make a referral to the DBS where they consider an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.)

* Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

In addition, the case manager must consider whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/700607/Teacher_misconduct-the_prohibition_of_teachers.pdf

. Further guidance can be found on the TRA website:
https://www.gov.uk/government/organisations/teaching-regulation-agency

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager will consider whether the child 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.

The designated safeguarding lead will consider whether the child 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 will consider whether any disciplinary action is appropriate against the individual who made it as per the School's Behaviour Policy.

Returning to work

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager will consider how best to facilitate that. Guidance and advice are usually provided via HR or the LADO. Most people will benefit from some help and support to return to work after a stressful experience.

Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager will also consider how the person's contact with the child or children who made the allegation can best be managed if they are still attending the school.

Managing the situation and exit arrangements

Resignations and 'settlement agreements'
'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, should not be used, where there are allegations that indicate the person is a risk or poses a risk of harm to children or deemed not suitable to work with children.

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The School will not cease any investigations if the person leaves, resigns or ceases to provide their services. The School believes that it is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate.

Wherever possible, the accused will be given full opportunity to answer the allegation and make representations about it. The process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated or otherwise on the basis of all the information available, will continue even if the accused does not cooperate.

Whilst it may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, an outcome will be reached and recorded wherever possible. The person concerned should be notified of the conclusion of the allegations and sanctions that might be posed.

Other than where allegations are false, malicious, unsubstantiated, or unfounded, the outcome will be made clear when providing references to prospective employers.

It is not appropriate to reach a settlement/compromise agreement if the person subject to the allegation resigns or their services cease to be used. However, in limited circumstances the School may use settlement agreements to end the employment relationship on agreed terms, but not where there is an allegation that the individual poses a risk to children.

Where a settlement/compromise agreement is used, this will not prevent the School from:
- fulfilling their legal duty to refer cases to the DBS where the referral criteria are met; or
- providing a reference to potential employers when requested; or
- considering whether to make a referral to the Teaching Regulations Agency where the criteria are met - see paragraph 333.

Record keeping

Details of allegations following an investigation that are found to have been malicious or false will be removed from personnel records, unless the individual gives their consent for retention of the information. However, for all other allegations, the following information will be kept on the file of the person accused:

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, and decisions reached and the outcome as categorised above;
- a copy provided to the person concerned, where agreed by children's social care or the police; and,
- a declaration on whether the information will be referred to in any future reference.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if an allegation re-surfaces after a period of time.

The School has an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. All other records will 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.

References

Cases in which an allegation was found to be false, unfounded, unsubstantiated or malicious will not be included in employer references. Substantiated allegations will be included in references, provided that the information is factual and does not include opinions.

Learning lessons

Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the case manager, in liaison with the LADO, should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the School's procedures to help prevent similar events in the future.

This will include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons can also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager will consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases (those in which the allegation is not substantiated), the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Where an adult makes an allegation to the School that they were abused as a child, the individual will be advised to report the allegation to the police. Non recent allegations made by a child, will be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. Abuse will be reported no matter how long ago it happened.

Appendix E: Managing Concerns which do not meet the harm threshold ('Low Level Concerns')

The term low level concern does not imply insignificance. It means that the behaviour towards a child does not meet the harm threshold above. It is any concern – no matter how small, and even if no more than a sense of unease or a nagging doubt – that an adult working in or on behalf of the School may have acted in a way which
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:
- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

The School recognises that such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is the School's policy that any such concerns, should be shared with the right person (see Section 3), and recorded and dealt with appropriately.

It is important that low-level concerns are shared in order to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour constantly lived, monitored and reinforced by all staff.

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported as per Section 3 of this policy. Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Recording low-level concerns

All low-level concerns will be recorded in writing. The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.

These records will be kept confidentially and held securely, in such a way which complies with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the School will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, with reference to the LADO.

Consideration will also be given to whether there are wider cultural issues within the School that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

Such information will be retained at least until the individual leaves their employment.

References

The School will only provide substantiated safeguarding allegations in references. Low level concerns will not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in a reference. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it will be referred to in a reference.

Responding to low-level concerns

If the concern has been raised via a third party, the Head will collect as much evidence as possible by speaking:
- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

The information collected will help the Head to categorise the type of behaviour and determine what further action may need to be taken. Every action and decision will be recorded along with their rationales.

Appendix F: A Complete and Exact Copy of Keeping Children Safe in Education Part 1

To be read by staff who work directly with children

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and co-ordinated approach to safeguarding

1.   Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance <u>Working Together to Safeguard Children.</u>

2.   Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

3.   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. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

The role of school and college staff

4.   School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

5.   All staff have a responsibility to provide a safe environment in which children can learn.

6.   All staff should be prepared to identify children who may benefit from early help.[1] Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

7.   Any staff member who has any concerns about a child's welfare should follow the processes set out in paragraphs 49-55. Staff should expect to support social workers and other agencies following any referral.

8.   Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as local authority children's social care.

9.   The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

10.   The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.[2]

What school and college staff need to know

11.   All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).[3]
- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing

- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods

- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

Copies of policies and a copy of Part one (or Annex A, if appropriate) of this document should be provided to **all** staff at induction.

12. All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 140 for further information) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

13. All staff should be aware of their local early help process and understand their role in it.

14. All staff should be aware of the process for making referrals to local authority children's social care and for statutory assessments.[4] under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

15. All staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

16. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

17.   All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not

recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.

What school and college staff should look out for

Early help

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

- 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/goes missing 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
- is a privately fostered child.

Abuse, neglect and exploitation

19. All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

20. All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

21. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

22. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

23. In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.

Indicators of abuse and neglect

24. **Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

25. **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.

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

27. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging

children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

Safeguarding issues

29.   **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos.[5] can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

Additional information on these safeguarding issues and information on other safeguarding issues is included in Annex B.

Child-on-child abuse

30.   **All** staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. **All** staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

31. **All** staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

32. It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe

environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

33. Child-on-child abuse is most likely to include, but may not be limited to:
     *   bullying (including cyberbullying, prejudice-based and discriminatory bullying)
     *   abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
     *   physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
     *   sexual violence[6] such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
     *   sexual harassment[9][7] such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
     *   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
     *   consensual and non-consensual sharing of nude and semi-nude images and/or videos[11] (also known as sexting or youth produced sexual imagery)
     *   upskirting[12] which typically involves taking a picture under a person's clothing without their permission, with the intention of

viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

34.   Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child criminal exploitation (CCE)[8]

35.   Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

36.   Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

37.   It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and

girls being criminally exploited may be at higher risk of sexual exploitation.

Child sexual exploitation (CSE)

38.   CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside

clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

39.   CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

40.   CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

Domestic abuse

41.   Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female genital mutilation (FGM)

42.   Whilst **all** staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.[9] If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See page 160 for further information.

Mental health

43.   **All** staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

44.   Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

45.   If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college's child protection policy and by speaking to the designated safeguarding lead or a deputy.

Serious violence

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

Additional information and support

47.   Departmental advice [What to do if you're worried a child is being abused: advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout that advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

48.   Annex B contains important additional information about specific forms of abuse, exploitation and safeguarding issues. School

and college leaders and those staff who work directly with children should read Annex B.

What school and college staff should do if they have concerns about a child

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

50. If staff have **any concerns** about a child's welfare, they should act on them **immediately**. See page 24 for a flow chart setting out the process for staff when they have concerns about a child.

51. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or a deputy).

52. Options will then include:
    • managing any support for the child internally via the school or college's own pastoral support processes
    • undertaking an early help assessment.[10] or
    • making a referral to statutory services.[11] for example as the child could be in need, is in need or is suffering, or likely to suffer harm.

53. The designated safeguarding lead (or a deputy) should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or a deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local authority children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or a deputy) as soon as is practically possible.

54. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan). Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers supports staff who have to make decisions about

sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR).

55. **DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.** If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy). Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Early help assessment

56. If early help is appropriate, the designated safeguarding lead (or a deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Further guidance on effective assessment of the need for early help can be found in Working Together to Safeguard Children. Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Statutory children's social care assessments and services

57. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and if appropriate the police,** (see when to call the police: guidance for schools and colleges (npcc.police.uk)) **is made immediately**. Referrals should follow the local referral process.

58. Local authority children's social care assessments should consider where children are being harmed in contexts outside of the home[12], so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: Contextual Safeguarding.

59. The online tool Report child abuse to your local council directs to the relevant local authority children's social care contact details.

Children in need

60.   A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm:

61.   Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse, neglect and exploitation.

What will the local authority do?

62.   Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:
- the child requires immediate protection and urgent action is required
- any services are required by the child and family and what type of services
- the child is in need and should be assessed under section 17 of the Children Act 1989. Working Together to Safeguard Children provides details of the assessment process
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. Working Together to Safeguard Children provides details of the assessment process, and

- further specialist assessments are required to help the local authority to decide what further action to take.

63. The referrer should follow up if this information is not forthcoming.

64. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or a deputy) as required).

65. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

66. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

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.

67. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or a deputy).

Why is all of this important?

68. It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and local child safeguarding practice reviews have repeatedly shown the dangers of failing to take effective action.[13] Further information about local child safeguarding practice can be found in Working Together to Safeguard Children.

Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect
- poor record keeping
- failing to listen to the views of the child
- failing to re-assess concerns when situations do not improve

- not sharing information with the right people within and between agencies
- sharing information too slowly, and
- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have a safeguarding concern or an allegation about another staff member

69. Schools and colleges should have processes and procedures in place to manage any safeguarding concern or allegation (no matter how small) about staff members (including supply staff, volunteers, and contractors).

70. If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff (including supply staff, volunteers, and contractors), then:
- this should be referred to the headteacher or principal
- where there is a concern/allegation about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school, and
- in the event of a concern/allegation about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) LADO(s). Details of your local LADO should be easily accessible on your local authority's website.

71. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy. Further details can be found in Part four of this guidance.

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

72. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding provision and know that such concerns will be taken seriously by the senior leadership team.

73.   Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school or college's senior leadership team.

74.   Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- general advice on whistleblowing can be found at whistleblowing for employees
- the NSPCC Whistleblowing Advice Line is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – and the line is available from 08:00 to 20:00 Monday to Friday , and 09:00 to 18:00 at weekends. The email address is help@nspcc.org.uk[14]

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[1] Detailed information on early help can be found in Working Together to Safeguard Children.

[2] Teachers' standards.

[3] All schools are required to have a behaviour policy (full details are here). If a college chooses to have a behaviour policy it should be provided to staff as described above.

[4] Detailed information on statutory assessments can be found in Working Together to Safeguard Children

[5] Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

[6] For further information about sexual violence see Part 5 and Annex B.

[7] For further information about sexual harassment see Part 5 and Annex B. [11] UKCIS guidance: Sharing nudes and semi-nudes advice for education settings [12] For further information about 'upskirting' see Annex B.

[8] See information on CCE definition on page 48 of Home Office's Serious Violence Strategy

[9] Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

[10] Further information on early help assessments, provision of early help services and accessing services is in Working Together to Safeguard Children.

[11] Working Together to Safeguard Children sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear

arrangements for how cases will be managed once a child is referred into local authority children's social care.

[12] See working together for further information about extra-familial harms and environments outside the family home

[13] An analysis of serious case reviews can be found at gov.uk/government/publications/serious-casereviews-analysis-lessons-and-challenges

[14] Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Appendix G – A Complete and Exact Copy of Keeping Children Safe in Education Annex A

To be read by staff who do not work directly with children

Annex A: Safeguarding information for school and college staff

The following is a condensed version of Part one of Keeping children safe in education. It can be provided (instead of Part one) to those staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare of and safeguard children.

The role of school and college staff

1. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children has an important role to play.

2. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important all staff (including those who do not work directly with children) recognise the important role they play in protecting children.

What school and college staff need to know

3. For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes

All staff should:

- Be aware of the systems in their school or college which support safeguarding, and these should be explained to them as part of staff induction. As a minimum this Annex and the child protection policy should be shared with staff at induction
- Receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (including online safety) (for example, via emails, e-bulletins and staff meetings), as required, and at least annually, to provide them with the skills and knowledge to safeguard children effectively
- Know the identity of the designated safeguarding lead (and any deputies) and how to contact them
- Know what to do if a child tells them they are being abused, neglected or exploited. This includes understanding they should never promise a child that they will not tell anyone else about a report of abuse, as this is unlikely to be in the best interests of the child, and,
- Should be able to reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.
- Should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the nonconsensual sharing of indecent images, especially around chat groups, and the

sharing of abusive images and pornography, to those who do not want to receive such content.

What school and college staff should look out for

Abuse, neglect and exploitation

4. Knowing what to look for is vital to the early identification of abuse, neglect and exploitation. All staff should be aware of indicators of abuse, neglect and exploitation, so that they are able to identify cases of children who may be in need of help or protection. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

5. If staff are unsure, they should always speak to the designated safeguarding lead (or a deputy).

Forms of abuse and neglect

6. **Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

7. **Physical abuse**: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

8. **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and their school or colleges policy and procedures for dealing with it.

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

11. **All** staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Safeguarding issues

12. **All** staff should have an awareness of safeguarding issues that can put children

at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos[1] (also known as youth produced sexual imagery) put children in danger.

Child-on-child abuse

13. **All** staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

14. **All** staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

What school and college staff should do if they have concerns about a child

15. Staff working with children should maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best interests** of the child.

16. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe.

17. If staff have **any concerns** about a child's welfare, they should act on them immediately. They should follow their school or college's child protection policy and speak to the designated safeguarding lead (or a deputy). In the absence of the

designated safeguarding lead (or a deputy) staff should speak to a member of the school or college's senior leadership team.

18. The designated safeguarding lead (or a deputy) will generally lead on next steps, including who else, if anyone, in the school or college should be informed and whether to pass a concern to local authority children's social care and/or the police. In some instances, staff may be expected to support the local authority children social care assessment process. If this is the case, the designated safeguarding lead (or a deputy) will support them.

Why all of this is important

19. It is important for children to receive the right help at the right time to address safeguarding risks and prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective and immediate action. Examples of poor practice includes failing to act on and refer the early signs of abuse and neglect.

What school and college staff should do if they have a safeguarding concern or an allegation about another staff member who may pose a risk of harm to children

20. If staff have a safeguarding concern or an allegation is made about another member of staff (including supply staff, contractors, volunteers, and visitors) harming or posing a risk of harm to children, they should speak to

the headteacher or principal (unless it relates to the headteacher or principal, in which case they should speak to the chair of governors, chair of the management committee, or the proprietor of an independent school).

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

21. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

22. Appropriate whistleblowing procedures should be in place for concerns to be raised with the school or college's senior leadership team.

23. Where staff feel unable to raise an issue with the employer or feel that their genuine safeguarding concerns are not being addressed NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk.

Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

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[1] Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

Appendix H

Receipt of Safeguarding (Child Protection) Policy

Name: ....

Job Title: ....

I have received, read and understood the Hereford Cathedral School Safeguarding (Child Protection) Policy, including Part One or Annex A of Keeping Children Safe in Education (KCSIE).

Signature: .... Date: ....

**This page must be returned to the
Designated Safeguarding Lead**