

**EGERTON ROTHESAY
SCHOOL
SAFEGUARDING POLICY**

MARCH 2017

The Egerton Rothesay Safeguarding Policy

- Part 1 contains policy statements that apply to Egerton Rothesay
- Part 2 contains procedures for responding to concerns about a child, and advice for all staff at Egerton Rothesay School.

In drawing up our safeguarding policy we needed to consider the range of people who will refer to the policy - teaching staff, support and lunch staff, parent helpers, volunteers, supply staff etc. as well as young people in the setting. We also needed to consider such issues as:

- How will we demonstrate that ERS staff have read and understand this policy?
- How will a visiting staff/teacher be made aware of the information contained within our safeguarding policy and their responsibility to comply?
- Who will inform a volunteer from the local community about issues like confidentiality or how to raise concerns about practice at ERS?

We have produced a brief “welcome sheet” for visitors to the school, including a summary of behaviour expected relating to the child protection policy when in school, together with the name of the Designated Safeguarding Lead. This will be made available when signing in at reception.

The ERS Staff Code of Conduct should be reviewed together with this document.

SAFEGUARDING POLICY

CONTENTS

Part 1: Safeguarding Policy		
1.	Introduction	Page 5
2.	Overall Aims	Page 6
3.	Key Principles	Page 6
4.	Key Processes	Page 7
5.	Principles of ERS Safeguarding	Page 7
6.	Designated Safeguarding Lead, supporting team and responsibilities	Page 9
7.	The Governing Body	Page 11
8.	A Safer School Culture	Page 12
	8.1 Safer recruitment and Selection	Page 12
	8.4 Staff Support	Page 12
9.	Our Role in the Prevention of Abuse	Page 12
	9.2 The Curriculum	Page 12
	9.4 Other Areas of Work	Page 13
10.	Safeguarding Pupils who are Vulnerable to Radicalisation	Page 13
	10.6 Risk Reduction	Page 14
	10.8 Response	Page 15
	10.14 Channel	Page 15
11.	Safeguarding Pupils Who Are Vulnerable to Exploitation, Forced Marriage, Female Genital Mutilation or Trafficking	Page 16
	11.8 Reporting of Female Genital Mutilation	Page 16
12.	Children Who Go Missing From Education	Page 17
13.	Youth-produced sexual imagery (Sexting)	Page 17
14.	What We Do When We Are Concerned	Page 18
Part 2: The Key Procedures		
	Responding to Concerns About a Child	Page 20
14.	Involving Parents/Carers	Page 23
15.	Multi-Agency Work	Page 23
16.	Our Role in Supporting Children	Page 24
17.	Responding to an Allegation About a Member of Staff	Page 24
18.	Children With Additional Needs	Page 26
19.	Children in Specific Circumstances	Page 26
	19.1 Private Fostering	Page 26
	19.6 Other Specific Circumstances	Page 27

Appendices	
Appendix 1: Definitions and Indicators of Abuse	Page 29
1. Neglect	Page 29
2. Physical Abuse	Page 30
3. Sexual Abuse	Page 30
4. Sexual Exploitation	Page 31
5. Emotional Abuse	Page 31
6. Responses from Parents	Page 34
7. Disabled Children	Page 34
Appendix 2: Dealing with a Disclosure of Abuse	Page 36
Appendix 3: Allegations About a Member of Staff, Governor or Volunteer	Page 37
Appendix 4: Indicators of Vulnerability to Radicalisation	Page 38
Appendix 5: Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)	Page 41

A Record of Concern Form is at the end of this policy

1. INTRODUCTION

1.1 Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances by accessing services as early as possible.

1.2 Egerton Rothesay School is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support that matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber- bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 Egerton Rothesay School will fulfil its local and national responsibilities as laid out in the following documents:-

- The most recent version of [Working Together to Safeguard Children](#) (DfE)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2016) which incorporates the additional statutory guidance [Disqualification under the Childcare Act 2006](#) (June 2016)
- The Education Act 2002 section 157 relating to Independent Schools (s175 State Schools)
- The Education (Pupil Information) (England) Regulations (2005)
- Dealing with Allegations of Abuse against Teachers and other Staff (DfE 2011)
- The Children Act (1989)
- The Children Act (2004)
- Hertfordshire Safeguarding Children Board, Inter-Agency Child Protection and Safeguarding Children Procedures (2010)
- Safeguarding Children and Safer Recruitment in Education (DfES 2007)

We will ensure that ERS operates within the legislative framework and recommended guidance and that all staff are aware of current statutory documents and guidance.

2. OVERALL AIMS

2.1 This policy will contribute to safeguarding our pupils and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their pupils face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, discrimination or victimisation.
- Developing effective and working relationships with other agencies and services

2.2 This policy will contribute to supporting our pupils by:

- Identifying and protecting the vulnerable;
- Identifying individual needs where possible or required; and
- Designing plans to meet those needs.

2.3 This policy will contribute to the protection of our pupils by:

- Including appropriate work within the curriculum considering ERS's pupils' special needs.
- Implementing child protection policies and procedures; and
- Working in partnership with pupils, parents and other agencies.
- Being read in conjunction with the ERS 'Staff Code of Conduct' and 'Behaviour Policy'

3. KEY PRINCIPLES

3.1 These are the key principles of safeguarding

- Always see and put the child first.
- Never do nothing.
- Do with, not to, others.
- Do the simple things better.
- Have conversations, build relationships.
- Outcomes not outputs.

3.2 In addition we recognise the following key safeguarding messages -

- Every child is entitled to a rich and rounded curriculum.
- ERS operates with money received directly from pupil fees. We must be conscious of this and spend wisely, efficiently and effectively, targeting resources on the evidenced needs of children at ERS now without compromising safeguarding in any way.
- Governance is corporate and decisions are collective, but individual governors can and will take the lead on specific aspects of school life such as safeguarding.
- When issues arise, all staff should speak out, addressing them internally where possible and escalating them when this is unsuccessful.

4. KEY PROCESSES

- 4.1 All staff should be aware of the guidance issued by various Safeguarding Children Boards in [Right Service Right Time](#), and [Early Help](#). These are Birmingham LA documents that are very relevant to ERS and all schools.

5. PRINCIPLES OF ERS SAFEGUARDING

- 5.1 All staff and visitors will:

- Be familiar with this safeguarding policy;
- Understand their role in relation to safeguarding;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;
- Be involved, where appropriate, in the implementation of individual education programmes, Early Help Assessments and support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators);
- Record concerns and give the record to the Designated Safeguarding Lead (DSL) Mr Richard Smith (07734 817807), or deputy DSL Mrs. Alison Walker (07939 266659) and
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible.

- 5.2 All staff will receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist child protection training as agreed by the Governing Body.

- 5.3 All school Staff will be aware at induction training of the 'Staff Code of Conduct' and this will be referred to at yearly safeguarding training.

- 5.3 **Induction training** for staff will consist of safeguarding training to level 1, review of the school's safeguarding policy, staff code of conduct, a review of KCSIE Part 1 and Annex A, the school Whistleblowing policy, acceptable social media use, acceptable staff/pupil communication and relationships, and a review of the e-safety (acceptable use of) IT Policy. Staff will have access to induction materials before starting employment at ERS and will have a dedicated induction morning before starting their employment or during their first week at school.

- 5.5 All employees of the School will have due regard for the principles, processes and practices set out in this policy. Staff will ensure that they:
- maintain a safe environment in which pupils can learn
 - are alert to signs of abuse and neglect
 - keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role and responsibility

- report any concerns about the behaviour of an adult towards a child to the Head teacher, Designated Safeguarding Lead, Chair of Governors or the Local Authority Designated Officer (LADO) without delay
- understand they have a responsibility to escalate concerns if a child remains at risk or their needs are not met
- follow school guidance in that the way in which they talk to a pupils about safeguarding issues
- contribute to the School's obligations to fulfil the Prevent duty, and remain alert to identifying and reporting children who may be vulnerable to radicalisation
- undertake relevant risk assessments in accordance with their duties
- recognize that they are responsible for security of buildings and property and are responsible for keeping buildings clear of materials that can be used for arson or vandalism
- support operational procedures that affect security, such as school key control procedures and visitor monitoring
- wear school ID badges in school
- support the School's records of accidents that occur within the School building, grounds or of site, as part of a curricular or Enrichment activity to a pupil or member of staff
- Deliver the PHSE curriculum for children to develop the skills they need to recognise and stay safe from abuse, and to teach and promote healthy and safe on-line practices
- Support the upkeep of records for any bullying or racism in school

5.6 Definitions

For the purposes of this Safeguarding Policy, safeguarding and promoting the welfare of children is defined as

- protecting children from maltreatment
 - preventing impairment of children's health or development
 - ensuring that children grow up with in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes
- A 'child' means any person either under or over the age of 18 who is a member of the School pupil body.
 - A 'vulnerable adult' means any person "who is or may be in need of community care services by reason of mental or other disability, age or illness, and who is or may be unable to take care of him or herself, or unable to protect him or herself against harm or exploitation because of mental or other disability, age or illness."
 - 'Staff' means all employees, full-time, part-time teaching and other, and all agency, franchise, contract and volunteer staff working for the Egerton Rothersey School at any time.

6. THE DESIGNATED SAFEGUARDING LEAD, SUPPORTING TEAM AND RESPONSIBILITIES

- 6.1 The Designated Safeguarding Lead (DSL) at ERS is Mr Richard Smith (07724 817807). He is accredited to Level 2, Safeguarding Young People and Child Protection in Education, and is a member of the Senior Management Team. The DSL has lead responsibility and management oversight and accountability for child protection and, through liaison with the Head Teacher, is responsible for coordinating all child protection activity.
- 6.2 The Deputy DSL is Mrs. Alison Walker. The DDSL is accredited to Level 2, Safeguarding Children in Education. The DDSL supports the DSL within the role and deputises when the DSL is not on-sit. Mrs Walker also has multi-agency training to level 2.

The following senior staff also had accredited training.

- Head Teacher Mr Colin Parker (07941 819748) is qualified Safeguarding Children in Education level 2.
- Mr Timothy Ninnis has multi-agency training to level 2 and 'Train the Trainer' level 1 and is the school's Mental Health Lead.
- Mrs Sarah Vest, Officer in charge of First aid is qualified with training accredited by NCSE at level 3.
- Mrs Pat Cassidy, SMT and Base Leader, accredited by NCSE to Level 2 Safeguarding.
- Mr Gregers Forssling, SMT and Base Leader, accredited Safeguarding Children in Education Level 2
- Mrs Jane Wyton, SMT and Base Leader, accredited Safeguarding Children in Education Level 2

All safeguarding training above level 1 is renewed at least every two years.

The DSL will ensure that all staff undertake appropriate training to equip themselves to carry out their responsibilities for safeguarding children effectively with Level 1 training for all staff to take place annually.

- 6.2 The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children each Thursday morning. These reviews must be evidenced by minutes and recorded in case files.
- 6.3 When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and will advise the Head Teacher
- 6.4 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when.

- 6.5 Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
- 6.6 Access to these records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.
- 6.7 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. (Refer to section 15 regarding safeguarding situations when parents are not informed before other agencies)
- 6.8 When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.
- 6.9 In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

Transference of Pupil Records

- 6.10 If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- 6.11 If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 6.12 If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- 6.13 Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

7. THE GOVERNING BODY

7.1 The Governing Body is the accountable body for ensuring the safety of the school.

7.2 The Governing Body will ensure that:

- The school has a safeguarding policy in accordance with the procedures of Hertfordshire Local Authority Safeguarding Children Board;
- The school operates “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the school’s leadership team acts as a Designated Safeguarding Lead;
- The Designated Safeguarding Lead attends appropriate refresher training every two years;
- The Head Teacher and all other staff who work with children undertake training on an annual basis with additional updates as necessary;
- Temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities;
- Testing the school’s policies and procedures around Safeguarding and Child Protection
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers.
- Keeping abreast of Safeguarding and Child Protection issues and trends through weekly Safeguarding meetings and Inset Training
- Maintaining and enhancing knowledge and understanding of Safeguarding and Child Protection
- Policy/Procedures through weekly safeguarding meetings with the DSL and Headteacher
- Ensuring that the School has Policies and Procedures for Safeguarding and Child Protection, known to all staff and governors, which are in accordance with Local Authority, and inter-agency procedures and that these are made available to all parents.
- Working with the Designated Safeguarding Lead and the Governing Body to carry out an annual review and audit to judge the efficiency with which the procedures have been implemented and to ensure that any deficiencies are remedied immediately.
- Regular checking of the Single Central Register

7.3 The Governing Body reviews its policies/procedures annually.

7.4 The Designated Director for safeguarding and Prevent at the school is Mr David Vesey (07973 746430). The Designated Director is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils. The school’s Directors have overall responsibility for ensuring that there are sufficient measures in place to safeguard children. A Designated Director for Safeguarding and Prevent is appointed to take lead responsibility.

The Deputy Designated Director for Safeguarding and Prevent is: **Mr Stephen East** (Managing Director of the Board)

The DSL or other person attending inter-agency meetings will report to the weekly safeguarding meeting with the Designated Director and to the weekly Pastoral Meeting with the Headteacher, Head of SEN and other relevant staff. Internal strategies to maintain the child's safety and welfare in school, and other relevant information, will then be cascaded through to staff on a need to know basis. Senior Staff also attend safeguarding and mental health conferences annually.

- 7.5 The Designated Director will liaise with the Head Teacher and the Designated Safeguarding Lead to produce a report at least annually for governors.
- 7.6 The Designated Director is being responsible for liaising with the local authority in the event of allegations of abuse being made against the Head Teacher.

8. A SAFER SCHOOL CULTURE

Safer Recruitment and Selection

- 8.1 The school pays full regard to 'Keeping Children Safe in Education'. Safer Recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).
- 8.2 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- 8.3 Mr Colin Parker, Mr Richard Smith and Mrs Cherry Martin have undertaken appropriate training in Safer Recruitment. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

Staff Support

- 8.4 We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

9. OUR ROLE IN THE PREVENTION OF ABUSE

- 9.1 We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

The Curriculum

- 9.2 Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, healthy relationship education (previously known as sex and relationship education), online safety (formally known as e-safety) and bullying.
- 9.3 Relevant issues will be addressed through other areas of the curriculum, for example, Poplar circle time and assemblies, English, History, Drama, Art, as well as tutor time, base and full school assemblies.

Other Areas of Work

- 9.4 All our policies which address issues of power and potential harm, for example bullying, discrimination, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.
- 9.5 Our safeguarding policy cannot be separated from the general ethos of the school, which will ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.
- 9.6 KCSIE also refers to the advice for staff: [What to do if you're worried a child is being abused \(March 2015\)](#)

10. SAFEGUARDING PUPILS WHO ARE VULNERABLE TO RADICALISATION

- 10.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. *Mr R Smith and Mr C Parker have attended Hertfordshire PREVENT training.* Other staff have completed on-line training.
- 10.2 Egerton Rothesay School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 10.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Egerton Rothesay School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

- 10.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

Egerton Rothesay School *supports the government's* Prevent strategy (July 2015) and The Prevent Duty: Departmental Advice for schools and Childminders (June 2015)

Teachers have been made aware of possible signs that may indicate radicalisation, for example:

Is a pupil's (or staff member's) religion becoming extreme and if so where is the information being obtained?

Has attendance changed? Patterns of absence

Change in appearance

Change in behaviour

New possessions such as 'bling', phones, jewellery

Friendship groups change (peer groups, and outside school)

On-line viewing of websites showing ideology and extremism

Attempts to recruit others

Using extremist language

Questioning their identity and belonging

The school supports the Government Publication 'The use of social media for online radicalisation' (1 July 2015) and this is mandatory reading for staff.

When concerns are raised in school about a person at risk who is believed to be vulnerable to radicalisation a safeguarding referral will be raised. The referral will be forwarded to the Hertfordshire police safeguarding adults from abuse team (SAFA). The SAFA team can be contacted on 01707 354556 for advice. A referral will be made on the agreed referral form and sent to safa@herts.pnn.police.uk. Because of the nature of pupils with additional needs in the school, the above referral may be made in conjunction with one to the safeguarding team for the pupil's relevant authority.

Visiting speakers to the school will be checked to ensure they are suitable and will be appropriately supervised by a member of staff. Where checks are carried out on volunteers, the school will record this on the single central record.

ERS is aware of the Government website 'Educate against Hate'

<http://www.educateagainsthate.com/> which contains information for parents, teachers and school leaders on protecting children from extremism and radicalisation. A link to this site is provided on the school staff website.

The school acts proactively on Children Missing Education (CME) and acts and takes notice of **Annex A of Keeping Children Safe in Education**. It monitors child absences rigorously contacting parents immediately an unauthorised absence occurs.

All ERS staff are given training to help them notice the signs of Child Sexual Exploitation, Honour-Based Violence, Forced Marriage, Radicalisation and FGM.

- 10.5 Egerton Rothesay School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo- Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk Reduction

- 10.6 The School Governors (Directors), the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Response

- 10.7 With effect from 1st July 2015 all schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.
- 10.8 There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. Pupils are educated about safe internet use in PHSE, assemblies and tutorial time. More information on these factors is in Appendix 4.
- 10.9 Egerton Rothesay school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Egerton Rothesay School is Mr. Richard Smith. The responsibilities of the SPOC are described in Appendix 5.
- 10.10 Staff of Egerton Rothesay School will be alert to changes in a child’s behaviour or attitude which could indicate that they are in need of help or protection.
- 10.11 Egerton Rothesay School will monitor online activity with the school to ensure that inappropriate sites are not accessed by pupils or staff. This is best done by the use of specialist online monitoring software, which is monitored by our Internet Service Provider.
- 10.12 When any member of staff has concerns that a pupil/student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.
- 10.13 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Channel

- 10.14 Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Hertfordshire, Bedfordshire and Northampton Police Counter-Terrorism Unit, and it aims to:
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

- 10.15 The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.
- 10.16 Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#).

11. SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING

- 11.1 Our safeguarding policy above, and the school's values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 11.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 11.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum.
- 11.4 Our school works with and engages our families and communities to talk about such issues.
- 11.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 11.6 Our Designated Safeguarding Lead knows where to seek and get advice as necessary.
- 11.7 Our school brings in experts and uses specialist material to support the work we do.

Reporting of Female Genital Mutilation

- 11.8 With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.
- 11.9 When a teacher at Egerton Rothesay School has reasons to suspect that an act of FGM has been carried out on a pupil, or is at risk of such s/he will discuss the situation with the Designated Safeguarding Lead, who will consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

12. CHILDREN WHO GO MISSING FROM EDUCATION

12.1 A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil goes missing for an extended period, or on repeat occasions.

12.2 The school must notify the local authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) must also notify the local authority of any pupil who is to be deleted from the admission register because s/he –

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

12.3 ERS will ensure that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

13. YOUTH-PRODUCED SEXUAL IMAGERY (SEXTING)

13.1 This refers to the creating and sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of safeguarding risks which need careful management.

13.2 The term 'youth-produced sexual imagery' (YPSI) is now used instead of 'sexting.' This is to ensure clarity. The types of incidents which this covers are those where a person under the age of 18:

- creates and shares sexual imagery of themselves with a peer under the age of 18
- shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- is in possession of sexual imagery created by another person under the age of 18

- 13.3 As it is a criminal offence to possess, distribute, show and make indecent images of children, any disclosure of information about an incidence of YPSI will always be taken very seriously by the School. The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18. When an incident involving youth-produced sexual imagery comes to the School's attention:
- the incident will be referred to the DSL as soon as possible
 - the DSL will hold an initial review meeting with appropriate school staff
 - there will be subsequent interviews with the young people involved (if appropriate)
 - parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- 13.4 At any point in the process if there is a concern that a young person has been harmed or is at risk of harm, a referral will be made to Children's Social Care and/or the police immediately.
An immediate referral to police and/or Children's Social Care will also be made if at this initial stage:
- the incident involves an adult
 - there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
 - what is known about the imagery suggests violent content
 - the imagery involves sexual acts and any pupil in the imagery is under 13
 - there is reason to believe a young person is at immediate risk of harm because of the sharing of the imagery, e.g. the young person is presenting as suicidal or self-harming.
- 13.5 If none of the above applies, then the School may decide to respond to the incident without involving the police or Children's Social Care. However, the School can choose to escalate the incident at any time if further information and/or concerns come to light.

14. WHAT WE DO WHEN WE ARE CONCERNED

- 14.1 Where risk factors are present but there is no evidence of a significant risk, the DSL will advise on early help and preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL will determine whether it is they or another person who talks to and has conversations with the pupil's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.
- 14.2 In this situation, we will utilise the Right Services Right Time (RSRT) model to consider the needs of the family and in discussion with the parent and the young person (as far as possible) –

The DSL may decide to:

- Monitor the situation after taking appropriate action to address the concerns.
- Undertake an Early Help assessment to try to meet the needs of the child and family through a multi-agency approach.
- Seek advice from the Children's Advice and Support Service (CASS) formerly known as MASH Front door so that a strategic overview can be maintained and any themes or common factors can be recognised.
- Notify Children's Social Care via a referral to the Multi-Agency Safeguarding Hub (MASH).

If it is felt the child's needs fall into the RSRT categories of Universal + of Additional Need the DSL will also offer and seek advice about undertaking an early help assessment (such as the family Common Assessment Framework (fCAF)) and consider, if this does not have an impact on the situation making a referral to children's social care. The local Early Help Panel can assist us.

- 14.3 If the concerns about the pupil/student are deemed 'Complex and Significant' meeting the criteria within RSRT, they will be referred to the MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

PART TWO – THE KEY PROCEDURES
RESPONDING TO CONCERNS ABOUT A CHILD

15. Safeguarding allegations

Allegations of abuse made against other children

At Egerton Rothesay we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. Pupils have the support of various members of staff including the Chaplain, Chaplaincy Pupil Support, Girls' Chaplaincy Leader, Learning Base Leaders, medical Staff and Form Tutors, any of which can be seen as is felt most appropriate and most comfortable for the child.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation including YPSI. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation
- taunting, unacceptable banter, name-calling

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in YPSI (sexting)

Sexual Exploitation (CSE)

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts
- Bullying with regard to gender issues, and intimidation by way of YPSI (sexting)

Neglect

- Causing a child physical or emotional harm, or putting them in danger

All staff will report any behaviour observed or reported, to the DSL using the procedures outlined in this safeguarding policy.

Dealing with a Disclosure

If a child discloses that they have been abused in some way, the member of staff/ volunteer should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.
- Not promise confidentiality – it might be necessary to refer to Children's Services
- Reassure the child that what has happened is not their fault.
- Stress that it was the right thing to tell.
- Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Make a written record (see Record keeping).
- Pass information to the DSL without delay.

Support

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

Record Keeping

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

- Make brief notes as soon as possible after the conversation, including the date and time of the disclosure, recording as many key words and phrases as possible that the child has used.
- Use the Record of Concern form at the end of this policy and also found in the staff quiet room to report the concern.
- Record statements and observations rather than interpretations or assumptions.
- Under no circumstances should photos be taken or audio recordings on any device.
- Record the date, time, place and any noticeable non-verbal behaviour as well as the words used by the child.
- Draw a diagram to indicate the position of any injuries, or use a body map.
- Pass all original notes (in case they are needed by a court in the future) and the Record of Concern form to the DSL as soon as possible as a matter of urgency.
(No copies should be retained by the member of staff/volunteer.)

The software package 'My Concern' is being evaluated to provide an efficient method for disclosure and for record-keeping.

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

Following a disclosure, confidentiality and communication with parents

The DSL will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services, or the Local Children's Safeguarding Board LCSB. If it is decided to make a referral this will be discussed with the parents, unless to do so would place the child at further risk of harm. If the disclosure indicated serious harm, such as child abuse, then the police will be informed from the outset. In the event that the DSL is not available all staff are aware that any staff is able to make a referral to the LCSB.

A welfare agency may be contacted to support the child and/or family. The nature of this agency would be decided upon discussion between the DSL and LADO on referral and contact made within the following 24 hours of a disclosure or suspicion of abuse unless the lead agency (i.e. the Police) advises the DSL otherwise.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan (formerly referred to as the Child Protection Register) and a written record will be kept.

If a pupil who is or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file. In complex cases the DSL will meet with the new school's DSL in order to do a 'hand-over' of the case.

Confidentiality

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

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tells the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality. Instead, if they have received information which indicates that the child is at risk of harm, they must pass this information to other professionals in order to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. There is no legal responsibility to inform parents before this information is shared with appropriate professionals including external agencies.

Communication with Parents

Egerton Rothesay School will:

- Undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm. Referral of a child at risk does not require parental consent.
- Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

15. INVOLVING PARENTS/CARERS

- 15.1 In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 15.2 Parents/carers will be informed about our safeguarding policy through the school website, the school prospectus, letters home, newsletters and e-newsletters.

16. MULTI-AGENCY WORK

- 16.1 We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead to the Multi-Agency Safeguarding Hub (MASH) **0300 123 4043**. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

- 16.2 We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.
- 16.3 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- 16.4 Where a pupil/student is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

17. OUR ROLE IN SUPPORTING CHILDREN

- 17.1 We will offer appropriate support to individual children who have experienced abuse, who have abused others or who act as Young Carers in their home situation.
- 17.2 An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's safeguarding record.
- 17.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 17.4 We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

18. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

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

- Behaved in a way that has, or may have harmed a child.
- Possibly committed a criminal offence against/related to a child.
- Behaved towards a child/children in a way that indicates they would pose a risk of harm if they work regularly or closely with children.

This applies to any child with which the member of staff/volunteer has contact and not just those whom they would meet in their professional work.

If an allegation is made against a member of staff/volunteer, the quick resolution of that allegation will be a clear priority of the school, to the benefit of all concerned. At any stage of consideration or investigation, unnecessary delays will be avoided whenever possible

If an allegation is made by a child or parent, the person to whom it is made should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification; it is important to not make assumptions. Confidentiality should not be promised and the child/ parent should be advised that the concern will be shared on a need-to-know basis only.

The person making an allegation or the person to whom it is reported should make an immediate written record of the allegation using the informant's words when possible- including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record will be signed and dated. Failure to report it in accordance with these procedures may, in itself, become a potential disciplinary matter.

The Head Teacher must be made aware of the allegation as soon as possible, and as a matter of urgency, unless either the allegation is against the Head Teacher or if the Head Teacher is absent. In either case, the allegation should be made to the Designated Director for Child Protection or their deputy (see section 4). If the allegation is made against the Head Teacher the Designated Director for Safeguarding must be informed immediately, without the Head Teacher being informed of the allegation.

If neither the Head Teacher nor the Designated Director is contactable, a person making or reporting an allegation may do so directly to the local authority designated officer (LADO). The following telephone number can be used to do this: 0300 123 4043.

On receipt of an allegation, the Head Teacher (or the Designated Director) will not investigate the allegation itself, or take written or detailed statements, before assessing whether it is necessary to refer the concern to the LADO. If the LADO decides that the allegation does not meet the threshold for their involvement, it will then be managed through an internal school procedure.

The Head Teacher will, as soon as possible, and following briefing from the LADO, inform the subject of the allegation. No investigation will take place before the LADO is informed. In response to an allegation, suspension of the member of staff/ volunteer will not be considered as a default option. An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons.

Allegations that are found to have been malicious will be removed from personnel records and any that are unsubstantiated, unfounded or malicious will not be referred to in employer references.

Pupils that are found to have made malicious allegations may have breached the school's behaviour policy. If this is the case, the school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion and/ or referral to the police if there are grounds for believing that a criminal offence has been committed.

Further information regarding the management of an allegation made against a member of staff or volunteer can be found in the document: Hertfordshire Safeguarding Children Board, Inter-Agency Child Protection and Safeguarding Children Procedures (2010), Section 4.1 Managing Allegations against Adults who work with Children and Young People.

LADO Contact Information

Hertfordshire has two Local Authority Designated Officers:

- 01992 556979: LADO, Tony Purvis
- 01992 556372: LADO Andrea Garcia-Sangil: andrea.garcia-sangil@herts.gov.uk

Other Local Authority contact numbers:

01992 555420: LADO Support Officer, Marrie Moat

- 0300 123 4043: Customer Service Centre / Children's services Out of Hours Service

The Berkhamsted Police number is 01707 354000

The Data and Barring Service (DBS) will be informed of any staff-member who is subsequently dismissed from the school as a result of a proven allegation after investigation. As a result of professional misconduct the National College for Teaching and Leadership (NCTL) will be informed.

19. CHILDREN WITH ADDITIONAL NEEDS

- 19.1 Egerton Rothesay School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, especially ours with their disabilities or special educational needs, and those living with domestic violence or drug/alcohol abusing parents, etc.

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment will be completed prior to convening a meeting of the Governing Body

20. CHILDREN IN SPECIFIC CIRCUMSTANCES

Private Fostering

- 20.1 A person who is looking after somebody else's child may not realise that this constitutes private fostering'. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.
- 20.2 The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

20.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include –

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

20.4 There is a mandatory duty on the school to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Other Specific Circumstances

20.5 Guidance on children in specific circumstances is in the Safeguarding Children Board's procedures as listed in Appendix 1 below:

APPENDICES

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

Neglect is 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 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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

2. PHYSICAL ABUSE

Physical abuse 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. 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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;

- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation will trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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 also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

There are many other specific types of abuse that cannot always be referenced to the above 5 categories:

- **Female Genital Mutilation (FGM)**

FGM (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK, as is taking a British national or permanent resident abroad for FGM or helping someone to do this. Most of the women and girls from practising communities live in the major UK cities, including London, Manchester, Sheffield, Liverpool, Birmingham and Cardiff. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to 'heal' before they return to school. There are also worries that some girls may have FGM performed in the UK.

Schools have a legal duty to safeguard children at risk, and FGM is a child protection issue. Any indications that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures in the Safeguarding and Child Protection Policy.

The school will act on any disclosures related to FGM. The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

NOTE: from October 2015 all suspected cases of FGM must be reported to the local police

- **Abuse by peers**

Abuse (physical, sexual or emotional/harassment) by peers should be taken as seriously as abuse perpetrated by an adult – don't be dismissive or set high thresholds. Also bear in mind that there may be a risk to young children / young people other than the current victim. In cases of bullying (especially sexist, sexual and transphobic bullying due to the potential seriousness of violence), schools must always consider whether safeguarding processes need to be followed.

Harassment is offensive, objectionable, undignified, humiliating behaviour and/or can create a hostile environment. It can take the form of watching, loitering near, or preventing or hindering access for the victim, following, stopping or accosting the victim, entering or interfering with victim's property or making unwelcome contact with that person. Additionally acting in any way that would cause a reasonable pupil in those particular circumstances to fear for his or her safety. If a specific act happens within a twelve month period on at least two occasions this can be classed as harassment.

- **Abuse Online**

Bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites. The rapid development of widespread access to, technology has provided a new medium for 'virtual' bullying, which can happen at any time, with a potentially bigger audience, and more accessories as people forward on content. Clearly this can take the form of emotional abuse, and/or could lead to circumstances whereby other forms of abuse could take place. The ERS School's e-safety policy has been designed to cover this and pupils are educated on proper on-line activity during PHSE lessons as well as in tutorial time and in assemblies.

- **Radicalisation**

In addition, the Prevent Duty has identified that schools have a Prevent duty, and must recognise that there is a key role to play in identifying children who are at risk of being exposed to, or becoming radicalised by material from the internet, and staff must know what to do when such pupils are identified. Staff must treat any concerns they have about the possible radicalisation of a pupil in the same way that they would any other form of abuse.

Further information for staff can be found in [The use of social media for online radicalisation \(July 2015\)](#). This document refers to how social media is used to encourage travel to Syria and Iraq.

- **Domestic Violence**

Where there is domestic violence the implications for the vulnerable adult or young person at School and for younger children in the household must be considered. Young people from families with a history of domestic violence often have behavioural difficulties, absenteeism, ill health, bullying and drug and alcohol misuse.

- **Honour based violence**

Honour –based violence is a crime which is committed to protect or defend the perceived honour of the family and/or community. This is a fundamental abuse of someone's human rights.

- **Drug/Alcohol Abusing Parents**

There is an increased risk of violence in families where this occurs. A young person at School may have to take on responsibilities for younger children in the family.

- **Forced Marriage**

Forced marriage is an entirely separate issue from arranged marriage. Forced marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young people at risk of a forced marriage also, on occasion, experience physical, financial, sexual or emotional abuse at home. This is a fundamental abuse of someone's human rights.

- **Mental Health Issues**

Self-harming must be approached on a proportionate and case by case basis and the extent of the self-harm should be taken into account. The Designated Safeguarding Lead, together with our Mental Health lead Mr Tim Ninnis, reserves the right to consult with a School Partnership Team Leader on a case by case basis, recording the advice given. Self-harm, suicide threats and gestures by a young person or vulnerable adult must always be taken seriously and may be indicative of a potentially serious mental or emotional disturbance. The possibility that self-harm including a serious eating disorder has been caused or triggered by any form of abuse or chronic neglect should not be overlooked.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household;
- Evidence of coercion and control.
-

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment for example callipers sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Form to record child and adult protection concerns

This form should be used by staff to record child protection concerns. It should be forwarded to the ERS Designated Safeguarding Lead upon completion.

Pupil:	Form:
Date:	Time:
Summary of concern or disclosure: (Differentiate between facts and opinions, use the child's own words)	
Signed: _____ Print name: _____	
Actions taken by the Designated Safeguarding Lead:	
Signed: _____ Print name: _____	

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher.

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - **Emotional**
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls, texts, images via social media, sexual assault and rape.
 - **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher will be informed immediately. The Head Teacher will carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation himself or interview pupils.
3. The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Local Authority Designated Officer (LADO) Team (Tel: 01992 556979). The LADO Team will send a LADO Referral Form to be completed and advise about action to be taken, i.e. referral to LADO or a school internal investigation. They may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these will be addressed through the school's own internal procedures.
 - If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved will be informed of this conclusion, and the reasons for the decision will be recorded on the child safeguarding file.
4. Where an allegation has been made against the Head Teacher/Proprietor, then the Chair of the Governing Body takes on the role of liaising with the LADO Team in determining the appropriate way forward.
5. Where the allegation is against the sole proprietor the referral will be made to the LADO team directly.

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
4. The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
5. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
6. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
7. Indicators of vulnerability include:
 - Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
 - Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
8. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
9. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Family members convicted of a terrorism act or subject to a Channel intervention;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations;
 - Significant changes to appearance and/or behaviour; and experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

**PREVENTING VIOLENT EXTREMISM -
ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOC for Egerton Rothesay School is Mr. Richard Smith, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Egerton Rothesay School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students/pupils into the Channel process.
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Hertfordshire, Bedfordshire and Northampton Police Counter-Terrorism Unit, and it aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.