

EGERTON ROTHESAY SCHOOL SAFEGUARDING POLICY

*There is a continuous process of review and minor amendment
for this policy*

Last update July 2024

Child Protection & Safeguarding Policy

ERS Safeguarding Emergency & out of hours	07815 582 379 or 07955 005 114
Designated Safeguarding Lead & Key Adult (Operation Encompass).LGBTQ+ Trusted Adult Mrs S Vest	DSL@eger-roth.co.uk Sarah.vest@eger-roth.co.uk 01442 865275
Deputy Designated Safeguarding Lead & SPOC. Mrs I Holt	Ingrid.holt@eger-roth.co.uk 01442 865275
Designated Teacher for Children Looked After. Dr G Forssling	GEF@eger-roth.co.uk 01442 865275
Head Teacher Mr C Parker	Head@eger-roth.co.uk 01442 865275
Designated Governor Advisor for Safeguarding Mr J Reynolds	govadv.jr@eger-roth.co.uk
Deputy Safeguarding Director Mr S East	
Policy Owner	Head Teacher & Chair of Directors
Those responsible for review :	Head Teacher & DSL
Relevant Legislation/Guidance	Keeping Children Safe in Education (2024) Working together to safeguard Children (DfE) (2023) Prevent Duty Guidance England & Wales (2015 updated Dec 2023) Disqualification under the childcare Act 2006 – updated 2018 Children’s Act1989 updated July 2018 Children’s Act (2004) Safeguarding children & Safer Recruitment in Education (DfES 2007) updated 2012 Dealing with allegations of Abuse against teachers and other staff (DfE 2011) The Education Act 2002 Section 157 relating to Independent Schools (s175 State Schools) (2015 version) The Education (Pupil Information) (England) Regulations (2005) Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014) updated 2018 What to do if you’re worried a child is being abused March 2015 Sexual violence and sexual harassment between children in schools and colleges (May 2018) – now in KCSiE
Last Review Date:	August 2024
Next Review Date:	August 2025
Circulation:	All Staff & Directors School Website Staff Portal & CPOMS Inspection Folder
Linked Policies	Staff Whistleblowing Policy Staff Code of Conduct & Low Level Concerns Policy E Safety Policy Anti Bullying Policy Behaviour Policy Physical Intervention Policy Staff Recruitment Policy Complaints Procedure Mental Health & Wellbeing Policy Safeguarding COVID-19 addendum
Local Authorities Safeguarding Strategic Partnerships of pupils	Hertfordshire Safeguarding Children Partnership (HSCP) Buckinghamshire, Bedfordshire Borough, Oxfordshire, Milton Keynes, Luton, Windsor & Maidenhead, Suffolk Waltham Forest, Haringey, Hammersmith & Fulham, Greenwich, Brent, Barnet, Camden, Harrow, Hillingdon, Enfield

The Egerton Rothesay Safeguarding Policy


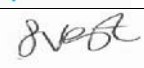
- Part 1 contains policy statements that apply to Egerton Rothesay
- Part 2 contains procedures for responding to concerns about 'Children at risk of harm' and 'Children in need' and advice for all staff at Egerton Rothesay School.

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 the reception. We have also produced a Child Protection quick reference guide for all school staff and volunteers and this is made available during staff induction and from the safeguarding team. All staff have been given a copy.

Both the ERS Staff code of Conduct and the Government Document 'Working to Safeguard Children July 2018' should be reviewed together with this document.

Policy Approved 01/08/2024		
Policy Approved By:		
Jon Reynolds	Safeguarding Governor Advisor	
Colin Parker	Head Teacher	
Sarah Vest	Designated Safeguarding Lead	
Next Review Date:	August 2025	

Safeguarding Policy

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1. INTRODUCTION

We want each child to achieve to their individual highest potential, we want each individual to be valued for who they are, and we want each member of our community to fully respect and be respected by others. ERS, therefore, aims to provide an environment where learning can flourish, enabled by excellent teaching and care.

This policy is one of a series in the school's integrated safeguarding portfolio as outlined in the linked policies above.

This policy is available on the school website, staff portal and mandatory folder and also available in hard copy upon request from the school office.

1.1 Definitions:

Safeguarding is defined 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 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.

Child Protection is defined as:

- The processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

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 and other and all agency, franchise, contract and volunteer staff working for the Egerton Rothesay School at any time.

1.2 Our Core Safeguarding Principles are:

- Safeguarding is everyone's responsibility
- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer children make more successful learners
- Safeguarding Policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

1.3 ERS is committed to our moral and statutory responsibility to safeguard and promote the welfare of all our pupils, (this policy also pertains to our young adults up to 19 years old). 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.

1.4 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 (and Annex A & C) (DfE Sept 2018) 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)
- Prevent (2015) guidance
- Hertfordshire Safeguarding Children Partnership Procedures Manual
- 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. This policy applies to all staff, volunteers and Governor Advisors/Directors and are consistent with those of the Local safeguarding Children's Strategic partnerships. ERS currently have pupils from 17 different Local Authorities.

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;
- Safeguarding children from potentially harmful and inappropriate online material, (see the ERS e-safety policy);
- 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', 'Whistleblowing', 'e-safety' and 'Behaviour' Policies

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.
- All children, regardless of age, gender, ability, culture, race, language or sexual identity have equal rights to protection.

- 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.
- The Board of Directors is corporate and decisions are collective, but individual Directors 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.
- Pupils and staff involved in child protection issues will receive appropriate support.

4. **KEY PROCESSES**

- All staff should be aware of the guidance issued by various Safeguarding Children Partnerships in [Right Help Right Time](#) and [Early Help](#)

5. **PRINCIPLES OF ERS SAFEGUARDING**

To provide all staff with the necessary information to enable them to meet their child protection responsibilities. To ensure consistent good practice.

5.1 All Staff and visitors will:

- Be familiar with this safeguarding policy;
- Understand their role in relation to safeguarding;
- All staff should also be aware that safeguarding incidents and or behaviours can be associated with factors outside the school and can occur between children outside of these environments and that extra familial harms can take a variety of different forms.
- 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) Mrs Sarah Vest (Medical Room) or Deputy Designated Safeguarding Lead (DDSL) Mrs Ingrid Holt. Staff to record concerns using CPOMS.
- 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 we receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist child protection training as agreed by the Board of Directors.

5.3 All school staff will be aware at induction training of the 'Staff Code of Conduct' and Online safety including the school's monitoring and filtering system, this will also be referred to at yearly safeguarding training.

- 5.4 **Induction training** for staff will consist of safeguarding training to level 2, review of the School's safeguarding policy, staff code of conduct, a review of KCSIE Part 1 and Annex A, the school's 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 day 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
 - Treat all pupils with respect
 - Encourage positive, respectful and safe behaviour among pupils
 - Set a good example by conducting themselves appropriately
 - Are alert to signs of abuse, neglect and exploitation
 - Keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role and responsibility
 - Reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues as requested in the mandatory folder on the staff portal.
 - Report any concerns about the behaviour of an adult towards a child to the Head teacher, Designated Safeguarding Lead, Chair of Directors 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 the way in which they talk to a pupil about safeguarding issues
 - Be a good listener
 - Reassure a child that discloses any child on child issue that they are taken seriously and will be supported and kept safe.
 - 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
 - Recognise that they are responsible for security of buildings and property and are responsible for keeping building clear of materials that can be used for arson or vandalism.
 - Support operational procedures that affect security, such as school key operational procedures and visitor monitoring.
 - Wear School ID badges in school
 - Support the Schools records of accidents that occur within the School building, grounds or off 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
 - All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

6. **THE DESIGNATED SAFEGUARDING LEADS - SUPPORTING TEAM AND RESPONSIBILITIES** – (see also KCSIE Annex C)

- 6.1 **The Designated Safeguarding Lead (DSL)** at ERS is Mrs Vest. The Deputy Safeguarding Lead is Mrs Holt. The DSL is responsible for the management and accountability for child protection in line with KCSIE 2024 Annex C and through liaison with the Head Teacher is responsible for coordinating all child protection activity. The DSL/DDSL

Mrs Sarah Vest has undertaken the 2 day Herts and Bucks County Council Designated Safeguarding Lead training, 2 day NSPCC Designated Safeguarding Lead course, Herts safeguarding and child protection Multi agency course, and is accredited to Level 3 Safeguarding Children in Education. Mrs Vest is also the Prevent Single Point of Contact (SPOC), the key adult for Operation Encompass and trusted adult for LGBT+ and a Mental Health First Aider (Adult & Youth). 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.

Mrs Ingrid Holt has undertaken the 2 day Herts County Council Designated Safeguarding Lead training and is a Mental Health First Aider (Youth). She is also a member of the Senior Management Team.

- 6.2 **Children Looked After:** The Designated Teacher for Children Looked after and Children Previously Looked After is Dr Forssling. The Designated Teacher will work closely with the Designated Safeguarding Leads and Head of SEN.

The Designated Teacher is a qualified teacher and will promote improved educational life chances for CLA or PLA

- 6.3 The following senior staff also had accredited training:

- Head Teacher, Mr Colin Parker is qualified Safeguarding Children in Education Level 2.
- Dr Gregers Forssling, SMT and Base Leader, accredited to level 2 in Safeguarding Children in Education
- Mrs Jane Wyton, SMT and Head of SEN, accredited to level 2 in Safeguarding Children in Education
- Mr Nana Osei, SMT and Base Leader, accredited to Level 2 safeguarding Children in Education
- Ms Rosie Abbott, SMT, SENCO and Base Leader, accredited to Level 2 Safeguarding Children in Education
- Mrs Emma Allum, SMT and Base Leader, accredited to Level 2 Safeguarding Children in Education.
- All safeguarding training above level 1 is renewed at least every 2 years.

- 6.4 The DSL and DDSL will undergo training and receive regular updates to maintain their knowledge and skills required to carry out the role, including Prevent awareness training. The DSL/DDSL will also consider whether children are at risk of abuse or exploitation in situations outside of their families. The DSL/DDSL are responsible for keeping detailed, accurate and secure records of all concerns and

decisions including the rationale for those decisions and ensure they are appropriately recorded.

- 6.5 The DSL/DDSL will ensure that all staff undertake appropriate training to equip themselves to carry out their responsibilities for safeguarding children effectively with level 1 or 2 training for all staff to take place annually. DSL to ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to safeguarding children and to treat such concerns sensitively and effectively in accordance with the school's whistle blowing policy in a timely manner.
- 6.6 The DSL/DDSL are expected to work together and act as source of support, advice and expertise for all staff. The DSLs are responsible for taking part in strategy discussions and other inter agency meetings and contributing to the assessment of children and act as a point of contact with the three safeguarding partners and other agencies in line with [Working Together to Safeguard Children](#) and NPCC guidance [When to call the Police](#). To liaise with the Headteacher on section 47 enquiries and be aware of the requirement for children to have an Appropriate Adult during a police investigation in line with [PACE Code C 2019](#).
- 6.7 The DSL/DDSL will lead regular case monitoring reviews of vulnerable children weekly. These reviews must be evidenced by minutes.
- 6.8 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 and Governor Advisor of Safeguarding.
- 6.9 Child Protection information will be dealt within a confidential manner. Staff will be informed of relevant details only when the DSL 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.
- 6.10 Safeguarding records will be stored securely in a central place separate from academic records and electronically on CPOMS. 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 and legislation and guidance. The DSL/DDSL are responsible for CPOMS the online safeguarding and pastoral monitoring system.
- 6.11 Access to records by staff other than by the Designated Safeguarding Leads will be restricted, and a written record will be kept of who has had access to them and when.
- 6.12 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).
- 6.13 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.

- 6.14 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 Pupils Records

- 6.15 If a pupil moves from our school, child protection records will be forwarded onto 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 within 5 days of transferring. 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.
- 6.16 When a new pupil joins our school, a safeguarding file request letter will be sent to the pupil's previous school. This will be recorded and the date a response was received.
- 6.17 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/or received. Where possible records will be sent electronically via CPOMS
- 6.18 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.
- 6.19 Where a vulnerable young person is moving to a Further Education establishment and is 18 or over, 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.

THE BOARD OF DIRECTORS

The Board of Directors is the accountable body for ensuring the safety of the school.

- 7.1 The Board of Directors will ensure:
- The school has a safeguarding policy in accordance with the procedures of Hertfordshire Local Authority Safeguarding Children Partnership and has due regard to the procedures of the Local Authorities Safeguarding Partnerships that our pupils live within;
 - 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 is able to act as a Designated Safeguarding Lead if absence dictates;
 - The Designated Safeguarding Lead attends appropriate refresher training and a child centred agency 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, including child on child and that even if there are no reports of abuse, it still may be taking place.
- Policy/Procedures reviews as necessary through regular conversations with the DSL and Headteacher
- Ensuring that the School has Policies and Procedures for Safeguarding and Child Protection, known to all staff and Directors, 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 Board of Directors 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.
- Ensuring child protection files are maintained as set out in Annex C
- Regular checking of the Single Central Register

7.2 The Board of Directors reviews its policies/procedures annually.

7.3 **The Designated Governor Advisor for safeguarding and Prevent at the school is Mr Jon Reynolds.** The Designated Governor Advisor is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding safeguarding and child protection issues. The role is both strategic and operational and is present at the weekly safeguarding meeting with the DSLs.

7.4 **The Deputy Designated Director for Safeguarding and Prevent is: Mr Stephen East** (ERS Board member).

7.5 The DSL or other person attending inter-agency meetings will report to the weekly safeguarding meeting with the Designated Governor Advisor 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.

7.6 The Designated Governor Advisor will liaise with the Head Teacher and the Designated Safeguarding Lead to produce a report at least annually for Directors.

7.7 The Designated Governor Advisor is 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 Miss Rosie Abbott, Mrs Jane Wyton and Mrs Lesley Clifton 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.
- 8.3a Where another organisation is providing activities for the pupils on site, under the school's supervision, the schools safeguarding policy will apply.

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.

Site Security

- 8.5 Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The head teacher will exercise professional judgement in determining whether any visitors should be escorted or supervised while on site. A School Visitor Safeguarding Guide leaflet is available and displayed in reception.

Contractors

- 8.6 The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

Extended School and off-site arrangements

- 8.7 All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school, we will check that they have appropriate procedures on place, including safer recruitment procedures.

When our pupils attend off-site activities, including day or residential visits we will check that effective child protection arrangements are in place.

Online Safety (see also Esafety and Data security policy)

- 8.8. As school's increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The DSL has the responsibility for online safety is school and to ensure that effective filtering and monitoring of our network systems and devices are in place and the process to detect misuse and address it. ERS have adopted a whole school approach by implementing an online safety team to help ensure the implementation of the Esafety and Data security policy and to help educate and protect pupils and staff in their use of technology and how to identify, intervene and escalate any concerns. Our monitoring, alert and filtering system is reviewed regularly.

The four risk areas are:

Content: Being exposed to illegal, inappropriate or harmful content such as radicalisation/extremism/pornography, fake news, self harm, suicide misogyny, racism

Contact: Being subjected to harmful online interaction with other users such as peer on peer pressure, adults posing as children with devious intention such as exploitation, sexual, criminal, financial or other purposes.

Conduct: Personal online behaviour that increases the likelihood of or cause harm, for example sending, making or receiving explicit images (consensual or non consensual sharing of nudes/semi nudes and other explicit images and online bullying.

Commerce: Risks such as online gambling, inappropriate advertising, phishing, financial scams. These scams can be reported to Anti-phishing Working group (<https://apwg.org/>)

The use of technology has become a significant component of many safeguarding issues and children and young people may experience several types of abuse online, such as child sexual exploitation, radicalisation and sexual predation, including bullying/cyberbullying, emotional abuse including blackmail and pressure to comply to sexual requests via technology, sexting, grooming and being revictimised (experiencing further abuse) when abusive content is recorded and uploaded or shared by others online. This can happen if the original abuse happened online or offline.

We have ensured that appropriate filters and monitoring systems are in place to manage the content available to pupils, and the personal conduct of our pupils. We also communicate advice to parents on keeping children safe on line at home and educate pupils through PHSE/RSE lessons.

Pupils at ERS do not have access to their mobile phones whilst at school and these are handed in at registration and returned at the end of the day. Only 6th form pupils are allowed access to their mobile phones during the school day if used responsibly.

Staff/pupil online relationships

- 8.9. The school provides advice in the Staff Code of Conduct Policy regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Staff should not use internet or web based communication to send personal messages to a pupil. Staff should lock down their social network sites to ensure that data and images are not freely available and should not permit current or recent pupils access to their profile. Staff should not play in an online game with a pupil and should cease playing the game if they become aware they are playing against a pupil.

Whistleblowing if you have concerns about a colleague

- 8.10 Staff who are concerned about the conduct of a colleague (including volunteers and supply staff) towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy can be found on the staff portal and outlines the school's procedures to raise concerns, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice and also possible child abuse by colleagues should be reported to the headteacher. Complaints about the head teacher should be reported to the Chair of Directors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

If staff have low level concerns such as a colleague being:

- Overfriendly with children
- Having favourites
- Taking photographs of children on their mobile phones
- Using inappropriate, offensive or intimidating language
- Being secretive or engaging with a child on a one to one basis in a secluded area

These should also be reported to the Headteacher or DSL. If staff have any concerns about a DSL, they should report direct to the Headteacher.

Allegations against staff

- 8.11 When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE 2024) in Part Two – key procedures of this Safeguarding Policy, and Part 4 Allegations of abuse against teachers and other staff.

Allegations concerning staff who no longer work at this school, or historical allegations will be reported to the police. ERS promote an open and transparent culture where any low level concerns can be shared responsibly with the Head teacher or DSL. These will be dealt with and recorded appropriately. ERS ensure staff/volunteers are clear about professional boundaries and in accordance with the school's ethos and values.

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.
- 9.2 All ERS staff are given training to help them be aware of the signs of Child Sexual Exploitation, Child Criminal Exploitation, Honour Based Abuse, Forced Marriage, Radicalisation and FGM. All staff are aware of the importance of raising any concern they have about a child to a DSL.

The Curriculum

- 9.3 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), personal privacy, mutual respect, sexual consent and its withdrawal, pornography and gender stereotypes, online safety (formally known as e-safety) and bullying. Issues concerning how pupils can report sexual abuse freely knowing these will be taken seriously by the school are also addressed.

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 \(March 2015\)](#)

A listening school including for Child on Child concerns

- 9.7 All staff are aware of the importance of listening and fostering an atmosphere of trust so that pupils can talk about any concerns they have. ERS prides itself on providing a safe space for pupils to express any safeguarding concerns and this includes concerns in relation to sexual harassment, violence, assault and abuse. The school recognises that some children may not know how or feel ready to talk about abuse and we actively promote a safe environment where children can feel confident to approach any staff member if they have a problem. We have a robust pastoral support system in place to tailor support for a child. ERS is aware of the website 'Everyone's Invited' and promote the principles of respectful and caring behaviour for all, with particular regard to the protected characteristics set out in the Equality Act 2010. We are committed to deal with discrimination in all its forms, including sexism. Staff are aware of what constitutes inappropriate behaviour and this behaviour will be reported. The school has good relations with the local PCSO team and has visits from relevant officers to discuss various issues.

NSPCC Helpline to support potential victims of sexual harassment and abuse in education settings is 0800 136 663

10. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

- 10.1 Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that our pupils receive equal protection, we will give special consideration to children who are:
- Living away from home or in temporary accommodation
 - Has returned home to their family from care
 - Is a privately fostered child
 - Living in chaotic and unsupportive home situations
 - Living transient lifestyles
 - Family circumstances presenting challenges for the child, such as parental substance misuse or parental mental health needs
 - Domestic violence, including where they see, hear or experience its effects
 - Vulnerable to being bullied or engaging in bullying
 - Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
 - Do not have English as a first language
 - At risk of sexual and criminal exploitation, modern slavery, trafficking, anti social behaviour, female genital mutilation, 'honour' based abuse, forced marriage, or being drawn into extremism.
 - Are misusing drugs or alcohol themselves
 - Disabled or have certain health conditions and has specific additional needs
 - Has a mental health need
 - Is a young carer

- Has experienced multiple suspensions, is at risk of being permanently excluded from school and in an alternative provision.
- Is frequently missing/goes missing from school or home.

This list provides examples of additionally vulnerable groups and is not exhaustive. Many of our pupils have additional special educational needs, with or without and EHCP, and therefore maybe more vulnerable to certain types of abuse and dangers. All staff are trained to be aware and know how to report concerns.

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

The school acts proactively on Children Missing Education (CME) and acts and takes notice of **Part 2 of of Keeping Children Safe in Education**. It monitors child absences rigorously contacting parents immediately an unauthorised absence occurs and where possible requests more than one emergency contact number for pupils.

- 10.3 ERS are aware that children with special educational needs, disabilities and medical conditions can face additional safeguarding challenges both on and offline. ERS have specialist and additional pastoral support in place and all staff are trained in recognising and responding to any concerns. The Designated Safeguarding Lead works in close liaison with the Head of SEN to ensure appropriate support is in place and to understand any cognitive or communication difficulties of our pupils. The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) offer information, advices and support for parents and carers of children and young people with SEND. All local Authorities have a SENDIASS service and can be found at Councilfordisabledchildren.org.uk/.

- 10.4 **Children who are lesbian, gay, bisexual or transgender (LGBTQ+)**

ERS recognises that the fact a child or young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. The School therefore encourages support for LGBTQ+ pupils not only through our pastoral systems but also by trained trusted adults in LGBTQ+ awareness. It is hoped that these structures provide LGBTQ+ pupils with a safe space for them to speak out or share their concerns with members of staff.

LGBTQ+ inclusion is taught as part of the PSHE curriculum and there is a range of support available to pastoral leaders to help them counter homophobic, biphobic and transphobic bullying and abuse. The Safeguarding team track and monitor such bullying to identify a pattern.

11. WHAT WE DO WHEN WE ARE CONCERNED

11.1 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, improve a family's resilience and outcomes and reduce the chance of a problem getting worse.

11.2 In this situation, we will utilise the Right Help Right Time (RHRT) 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).

11.3 If it is felt the child's needs fall into the RHRT 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.

11.4 If the concerns about the pupil/student are deemed 'Complex and Significant' meeting the criteria within RHRT, 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. Where a child is suffering or likely to suffer from harm, a referral to children's social care and if appropriate the police will be made immediately.

11.5 As part of the referral process, the DSL will provide as much relevant information as possible including any contextual information regarding known concerns outside of the child's home.

12. SAFEGUARDING PUPILS WHO ARE VULNERABLE TO RADICALISATION (see also Annex B KCSiE 2024)

12.1 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. *Mrs S Vest, Mrs Holt and Mr C Parker have attended Hertfordshire PREVENT training.* Other staff have completed on-line training.

12.2 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.

- 12.3 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.

- 12.4 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).

The Department of Education Extremist Advice Line for any concerns is 020 7340 7264 or e-mail counter.extremism@education.gsi.gov.uk

Children and young people from every section of society can be vulnerable to radicalisation and extremism. 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?*
- *Possess material or symbols of extreme groups.*
- *Have feelings of injustice*
- *Seeking a need for identity and belonging and having a desire for status*
- *New possessions such as 'bling', phones, jewellery*
- *Has attendance changed? Patterns of absence*
- *Change in appearance*
- *Change in behaviour*
- *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.

- 12.5 When a significant concern is raised in school about a pupil who is believed to be vulnerable to radicalisation a safeguarding referral will be raised to the pupil's relevant authority. The referral will be also forwarded to the Channel Panel prevent@herts.pnn.police.uk using the Channel referral form [channel_referral_form_v2.docx](#)

If the concerns are low level they will be discussed with the family (unless they are implicated in the issue). Regular discussion/review of the issues will be undertaken by the DSL.

Concerns that require either advice or additional support or where parents/family are indicated or no response to previous actions then concerns will be referred to the Channel Panel prevent@herts.pnn.police.uk using the Channel referral form. If we are in any doubt – we will refer.

If there is an imminent risk of harm to the child the relevant children's service will be contacted as well as the Channel Panel

- 12.6 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.
- 12.7 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.
- 12.8 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.
- 12.9 The school acts proactively on Children Missing Education (CME) and acts and takes notice of **Annex B of Keeping Children Safe in Education**. It monitors child absences rigorously contacting parents immediately an unauthorised absence occurs.

Risk Reduction

- 12.10 The School 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

- 12.11 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.
- 12.13 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.
- 12.13 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 Mrs Ingrid Holt. The responsibilities of the SPOC are described in Appendix 5.
- 12.14 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.

- 12.15 Egerton Rothesay School will monitor online activity within 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 and the DSL.
- 12.16 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.
- 12.17 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

- 12.18 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
- 12.19 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.
- 12.20 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](#).

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

- 13.1 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.
- 13.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

- 13.3 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.
- 13.4 Our school works and engages our families and communities to talk about such issues.
- 13.5 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.
- 13.6. Our Designated Safeguarding Lead knows where to seek and get advice as necessary.
- 13.7 Our school brings in experts and uses specialist material to support the work we do.
- 13.8 Safeguarding children potentially at greater risk of harm.

Children that have a social worker due to safeguarding or welfare needs involving abuse, neglect, exploitation and complex family circumstances maybe more vulnerable to further harm, mental health issues and being educationally disadvantaged.

- 13.8a The DSL will use the information known so decisions can be made in the best interest of the child's safety, welfare and educational outcomes and help tailor pastoral support inline with the statutory provision. The DSL will make informed decisions regarding safeguarding (for example responding to an unauthorised absence or unexplainable and/or persistent absences from education where there are known risks).

14. Reporting of Female Genital Mutilation

- 14.1 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
- 14.2 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

15. CHILDREN WITH UNEXPLAINABLE AND/OR PERSISTENT ABSENCES FROM EDUCATION

- 15.1 Children being absent from education is a potential indicator of abuse or neglect, including sexual exploitation, criminal exploitation, serious violence, county lines, drug taking and/or alcohol misuse, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil is absent for an extended period, or on repeat occasions, including half days.
- 15.2 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.

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

15.4 ERS have procedures in place to identify and support pupils if their attendance drops to 90% or below.

16. YOUTH-PRODUCED SEXUAL IMAGERY (SEXTING)

16.1 This refers to the creating and sharing of nude, semi nude and 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.

16.2 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

16.3 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.

16.4 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.

16.5 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.

17. Mental Health

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff 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.

Where children have suffered abuse, neglect, exploitation or other potentially traumatic adverse childhood experiences this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the Designated Safeguarding Lead.

18. Child on Child abuse

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school and can be online or in person. Staff should be able to recognise indicators and signs of child on child abuse and know how to identify, respond and report such incidences to a Designated Safeguarding Lead. ERS staff understand the importance of challenging inappropriate behaviours between peers and aim to promote a safe environment for all pupils to flourish and feel able to talk about any issues they have with their peers so that unacceptable behaviours are dealt with appropriately and as soon as possible. ERS aims to promote a culture where all pupils feel valued, safe and listened to and will reassure any pupil that their allegation will be taken seriously and they will be supported and kept safe.

To minimise risk of child on child issues, pastoral support is tailored for our pupils and there are various ways pupils can access this support- see how we respond to allegations in Part 2.

If staff have a child on child concern regarding a child they should report this to a DSL. Staff are aware that child on child abuse can happen outside the school and should raise any concerns with the DSL.

Staff should be aware that child on child abuse can sometimes be hidden abuse and may simply not be reported. We ask staff to be vigilant and report any concerns.

PART TWO – THE KEY PROCEDURES

RESPONDING TO CONCERNS ABOUT A CHILD

19. Safeguarding Issues & Allegations

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, unexplainable and/or persistent absences from education and sexting (known known as youth produced sexual imagery) put children in danger.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance can be due to a range of factors, from age, gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals, groups, males or females and children and adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and or/enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears to be consensual and it should be noted exploitation as well as being physical can be facilitated and or take place online. All children and young people, including 16 and 17 year olds can experience child sexual exploitation.

Serious Violence – All staff should be aware of the risk factors which increase likelihood of involvement in serious violence, such as being male, frequently absent or permanently excluded from school, experienced child maltreatment and been involved in offending, such as theft or robbery

Child on Child abuse - 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. ERS takes preventative rather than reactive measures to approach child on child abuse, such as tailored assemblies and PHSE lessons. ERS promotes respectful and caring behaviour for all and are committed to deal with any inappropriate behaviour.

The school fosters an open and safe space to encourage pupils to raise any safeguarding concerns, including concerns relating to sexual harassment, violence, assault or abuse and offer appropriate support.

The school takes a safeguarding approach to all individuals involved in allegations or concerns about child on child abuse, including those alleged to have been abused and those who are alleged to have abused their peers.

Child on child abuse is any form of physical, sexual, emotional and financial abuse and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

Child on Child can take various forms, including: serious bullying (including cyber bullying), relationship abuse, domestic violence, domestic abuse, child sexual exploitation, youth and

serious youth violence, sexual violence, harmful sexual behaviour and or gender-based violence.

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. The school make it clear to pupils what is expected of them in terms of respecting their peers, staff and members of the community/public and any intentional breach of this will result in disciplinary action.

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, harassment, assault and sexual exploitation including YPSI and upskirting. We recognise that any abuse is not 'a part of growing up' and is not to be considered as 'banter'. We recognise that it is more likely that girls will be victims and boys' perpetrators but that any child can be a victim or a perpetrator and we have a zero tolerance approach to any abuse.

Responding to a report of sexual violence / sexual harassment

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing and difficult to disclose. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. We recognise it is important that school promote a safe place to disclose an allegation and all victims are taken seriously and offered appropriate support and kept safe. No abuse, whether it is online or in person will be downplayed and the staff members will advise the pupil of the next steps as detailed in dealing with a disclosure. We also recognise that the alleged perpetrator will also need appropriate support.

We are aware that even if there are no reported cases of child on child abuse, that this may not be the case, and they may simply not be reported. We train staff to be aware and look for signs of child on child abuse and report any concerns.

When managing a report of sexual violence and or sexual harassment ERS will take into account the severity of the allegation, whether there is a pattern or problematic or inappropriate behaviour and whether there are wider cultural issues within the school that could be minimised by additional training or extra staff. Any allegation will be considered and dealt with as outlined in KCSiE part 5 by one or more of the following options:

- a) Managing internally
- b) Early Help Assessment
- c) Referral to Children's Social Care
- d) Reporting to the police.

Any report of sexual violence is likely to be traumatic for the victim, however, reports of rape or assault by penetration are likely to be especially difficult and close proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school establishes the facts and starts the process of liaising and reporting to Children's Social Care and the police, we will aim to remove the alleged perpetrator from any classes they share with the victim and we will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises. These actions are in the best interest of all the children involved and are not to be perceived as a judgement on the guilt of the alleged perpetrator. For other reports of sexual violence/harassment the proximity of the alleged perpetrator and victim will be considered immediately.

Where there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment the need for a risk assessment will be considered on a case by case basis. The risk and needs assessment will consider:

- The victim, especially their protection and support
- Whether there are other victims
- The alleged perpetrator
- All other children and (if appropriate adults and staff) at school, especially any actions that are appropriate to protect them from the alleged perpetrator or from future harm.

The risk assessment will be recorded and reviewed as necessary. The school's risk assessment is not intended to replace or override any detailed assessment from expert professionals and any professional assessments will be used to inform the school's approach to supporting the pupil(s).

Signposting and Support for Victim:

The school will take into account the wishes of the victim and ensure they feel as much in control of the process as is possible.

Links for support:

Rape Crisis UK <https://rapecrisis.org.uk/>

The Survivors Trust <https://www.thesurvivorstrust.org/>

Childline – provides free confidential advice for children and young people. Also has a Report Remove free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed. <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online/>

Internet Watch Foundation (can remove child sexual abuse online images and videos and offers a place for them to be reported anonymously) <https://www.iwf.org.uk/>

A more comprehensive list of available support can be found in Part 5 KCSiE 2024

Unsubstantiated, unfounded, false or malicious reports

If the report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or young person who made the allegation is in need of help or may have been abused by someone else and in such circumstances a referral to children's social care may be appropriate.

If the report is shown to be deliberately invented or malicious the school will consider whether disciplinary action is appropriate against the individual who made the allegation.

Examples of child on child are:

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 including biting, kicking, shaking, biting, hair pulling or otherwise physical harm.
- forcing others to use drugs or alcohol
- Hazing/Initiation type rituals and violence

We are aware that certain risk factors for the involvement in serious violence are:

- Being male
- Being frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Been involved in offending such as theft

Emotional Abuse

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

Sexual Abuse

- Sexual violence, serious sexual assault, indecent touching and indecent exposure
- 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)

Criminal Exploitation (CCE)

- CCE is child abuse, where children and young people are manipulated and coerced into committing crimes.
- **County Lines** a police term for gangs exploiting young people into moving drugs from a hub to other markets, such as suburban and rural areas.
- Recruited into gang activity, from peer groups, street gangs or organised crime gangs. It is not illegal to be in a gang and there are different types of gang, but gang membership linked to illegal activity can involve organised criminal gangs, trafficking, drug dealing and violent crime.
- **Cuckooing.** Where the home of a vulnerable person or drug user is taken over by a criminal gang. Children living in these properties are at risk of neglect and other types of abuse.

Sexual harassment.

- Unwanted conduct of a sexual nature that can occur online and offline
- Unwanted sexual comments or physical behaviour such as deliberately brushing against someone
- Upskirting

Neglect

- Physical, emotional or medical — not meeting a child's basic need, such as food,

shelter, adequate clothing, humiliating, ignoring or intimidating, and failure to provide dental care or ignoring medical conditions.

Mental Health

- Signs of self harm
- Suicide ideation and talking about the world being a better place without them or not wanting to be here anymore

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 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 and that they are being taken seriously and are protected
- 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.
- Record on CPOMS without delay and pass any additional information to the DSL immediately (see Record keeping).
- Safeguarding measures will be put in place to limit the contact between the victim and perpetrator

It is important for staff to know that 'anyone can make a referral to children's services'

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:

- Report the concern via the school's CPOMS online safeguarding reporting system, recording as many key words and phrases as possible that the child used. All staff are trained to use the CPOMS system and are given a secure log in at induction.
- 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.
- Use the body map to indicate the position of any injuries..

- Pass all original notes, if taken (in case they are needed by a court in the future) to the DSL as soon as possible as a matter of urgency.
(No copies should be retained by the member of staff/volunteer)

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 Partnerships LCSP. 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 member is able to make a referral to the LCSP.

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.

20. INVOLVING PARENTS/CARERS

- 20.1 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.
- 20.2 Parents/carers will be informed about our safeguarding policy through the school website, the school prospectus, letters home, newsletters and e-newsletters.

21. MULTI-AGENCY WORK

- 21.1 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 Herts Multi-Agency Safeguarding Hub (MASH) **0300 123 4043**. Or relevant multi agency Safeguarding hub. 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.
- 21.2 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.
- 21.3 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.
- 21.4 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.

22. OUR ROLE IN SUPPORTING CHILDREN

- 22.1 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.
- 22.2 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.

22.3 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.

22.4 We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

22.5 **Operation Encompass**

Our school is part of Operation Encompass. This is a Hertfordshire police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse. Operation Encompass means that the police will share information about Domestic Abuse incidents with our school prior to the start of the next school day when they have been called to a domestic incident.

The Key Adult (Sarah Vest, DSL) has attended an Operation Encompass briefing and will cascade the principles of Operation Encompass to the Safeguarding Team. The Key Adult will be notified prior to the start of the next school day that Hertfordshire police have attended an incident of domestic abuse to which a child has been exposed. This timely knowledge enables a plan for appropriate support to be made for that child so that all interactions from when the child first arrives at school are of a positive nature.

Our parents have been informed that we are an Operational Encompass School by way of the School's newsletter and a Statement on the school's website.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. The Key Adult has also led training for school staff and Directors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.

We are aware that we must not do anything that puts the child/ren or the non abusing adult at risk.

The Safeguarding Governor Advisor will report on Operation Encompass termly to the Directors. All information is anonymised for these reports. The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

23. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

An allegation is any information which indicates that a member of staff/volunteer/supply staff 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 Governor Advisor for Child Protection or their deputy (see section 4). If the allegation is made against the Head Teacher the Designated Governor Advisor for Safeguarding must be informed immediately, without the Head Teacher being informed of the allegation.

If neither the Head Teacher nor the Designated Governor Advisor is contactable, **any 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 Governor Advisor) 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 Partnership, Inter-Agency Child Protection and Safeguarding Children Procedures (2010), Section 4.1 Managing Allegations against Adults who work with Children and Young People.

Organisations or individuals using school premises:

If an allegation is received relating to an incident that happened when an individual or organisation were using the school's premises for running activities for children, ERS will follow its own safeguarding policy and procedures and this may include informing LADO.

Non Recent Allegations:

If 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.

Low Level Concerns – see also Low Level Concerns policy

All low level concerns should be reported to the Head teacher or DSL. If reported to the DSL, the Head teacher will be informed. The concern should be recorded in writing and appropriately actioned and recorded in a timely manner. Unprofessional behaviour will be addressed and support will be available to correct it at an early stage (in line with Part 4 section 2 of KCSIE)

Low level concerns may include:

- Overfriendly with children
- Having favourites
- Taking photographs of children on their mobile phones
- Using inappropriate, offensive or intimidating language
- Being secretive or engaging with a child on a one to one basis in a secluded area
- Humiliating pupils
- Is inconsistent with the staff code of conduct, including conduct outside of work
- Does not meet the harm threshold or is not serious enough to consider a referral to the LADO

Low level concerns may include suspicion, complaint or by disclosure from a child, parent or other adult within or outside the school or as a result of vetting checks undertaken.

All low level concerns will be handled sensitively and proportionately in a timely manner.

All low level concerns are recorded and reviewed to ensure there are no areas that need addressing within the school's safeguarding system.

LADO Contact Information

Hertfordshire: Lado.referral@hertfordshire.gov.uk

Telephone: 01992 555 420

- Hertfordshire Customer Service Centre / Children's services Out of Hours Service: 0300 123 4043
- Berkhamsted Police number: 01707 354000
- Hertfordshire Police Enquiry Centre: 0845 3300 222

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.

24. CHILDREN WITH ADDITIONAL NEEDS

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 Board of Directors.

25. CHILDREN IN SPECIFIC CIRCUMSTANCES

Private Fostering

- 25.1 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.
- 25.2 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.
- 25.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include –
- i. Children who need alternative care because of parental illness;
 - ii. Children whose parents cannot care for them because their work or study involves long or antisocial hours;
 - iii. Children sent from abroad to stay with another family, usually to improve their educational opportunities;
 - iv. Unaccompanied asylum seeking and refugee children;
 - v. Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
 - vi. Children staying with families while attending a school away from their home area.
- 25.4 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

- 25.5 Guidance on children in specific circumstances is in the Safeguarding Children Partnership'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 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.

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:

Criminal Exploitation

Children who are trafficked, exploited or coerced into committing crimes are victims in need of safeguarding and support.

A child maybe recruited into a gang because of where they live, who their family is, or because they are vulnerable. Some children may become involved for many other reasons including, peer pressure, and wanting to fit in, to feel respected and important, to feel protected from other gangs or bullies, to make money or gain rewards and status, and because they don't feel they have a future.

Exploiting a child into committing crimes is abuse. Children who are targeted can also be groomed, physically abused, emotionally abused, sexually exploited or trafficked. As children involved in gangs often commit crimes themselves they aren't seen as victims by adults and don't ask for help. The indicators of exploitation are often different for boys and girls.

Children are more at risk of being recruited if:

- They have been excluded from school
- They have special educational needs
- There are problems at home, like neglect, domestic abuse and sexual abuse
- They have mental health problems
- They live in an existing gang territory.

Signs of criminal exploitation include:

- Frequently absent from school and doing badly at school
- Being angry and aggressive or violent
- Being isolated or withdrawn
- Having unexplained money and buying new things
- Wearing clothes or accessories in gang colours or tattoos
- Excessive phone use and being secretive
- Taking drugs and abusing alcohol
- Self harming and feeling emotionally unwell
- Carrying weapons and having unexplained injuries and refusing to seek medical help
- Using new slang words
- In a relationship with controlling older individuals or groups

- Coming home dishevelled
- Returning home usually late or staying out all night
- Being secretive of who they are talking to and where they are going
- Having hotel cards or keys to unknown places
- Using more than one phone
- Suddenly acquiring expensive gifts such as jewellery, phones even drugs and not explaining how they came by them
- Using sexual, gang, drug related or violent language you wouldn't expect them to know
- Significant changes in emotional well being/self harm

• **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

• **Breast Ironing**

Breast Ironing is physical abuse, and is identified as gender based violence. The practice of breast ironing is seen as protection for the girls by making them seem child like for longer and reduce the risk of pregnancy, rape, sexual harassment etc. Breast ironing is mainly practiced in African countries, noticeably Cameroon. Girls aged between 9 and 15 years old have implements, such as stones or hot pestles rubbed over their developing breasts to stop them growing further. Concerns have been raised that breast ironing can be found in the UK in African communities. Staff worried about the risk of breast ironing should inform the DSL.

• **Child on Child Abuse**

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. Children can also suffer domestic abuse within their own intimate relationships (teenage relationships)

- **Upskirting**

'Upskirting', typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their body parts to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

- **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.

Children and young people from every section of society can be vulnerable to radicalisation and extremism.

Those at risk may have:

- Lost interest in their friends/activities
- Possess material or symbols of extreme groups
- Have feelings of injustice
- Seek a need for identity and belonging
- Have a desire for status
- Be vulnerable to control by a group either directly, in person or indirectly, by social media.

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 Abuse/Violence**

Where there is domestic violence/abuse the implications for the vulnerable adult or young person at School and for younger children in the household must be considered including the impact of seeing, hearing or experiencing domestic abuse. Young people from families with a history of domestic violence/abuse often have behavioural difficulties, absenteeism, ill health, bullying and drug and alcohol misuse. Domestic Abuse can be psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse 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 ability to learn, well being, mental and physical

health and development. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment or abuse of others. Some children may not know how or feel ready to talk about abuse

- **Honour based Abuse**

Honour –based abuse 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 the safeguarding team, will review Mental Health ROC’s on a case by case basis, recording advice taken from any outside agency together with records of parental conversations and suggested next steps, both in and outside school. Self-harm, suicide ideation 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.

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, DIRECTOR 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, Director, 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 the Head to be completed. This form advises about action that should be taken. This may be a referral to LADO or a school internal investigation. The LADO 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, then ERS's Chair of the Board of Directors takes on the role of liaising with the LADO Team in determining the appropriate way forward.

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 Mrs Ingrid Holt, 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.