

Safeguarding children policy & child protection procedure

Howe Green House School & Little Oaks
Nursery



September 2023 (review September 2024)

Paul Bailey

Designated Safeguarding Lead

ISI Reference	7a
Issue Number	7
This policy is endorsed by	Governing Partnership and the Head
This policy is owned by	Designated Safeguarding Lead and the Head
Review Body	Whole Governing Board

Most Recent Revision Dates	September 2023
Last Reviewed by Governors	September 2023
Period of Review	Annual
Next Review Date	September 2024
Previous Reviews	September 2022, 2021, 2020, 2019 November 2018, 2017, 2016

To be made available	YES
To be on website	YES
Internal staff only	NO

Name	Role	Telephone	email
PAUL BAILEY	DSL	01279657706	paul.b@howegreenhouse.essex.sch.uk
ANNA LIPANI	DEPUTY DSL	01279657706	anna.l@howegreenhouse.essex.sch.uk
CAROLINE MARTIN	DEPUTY DSL	01279657706	caroline.m@howegreenhouse.essex.sch.uk
JULIE SELLEARS	DEPUTY DSL (Early Years)	01279657706	julie.s@howegreenhouse.essex.sch.uk
CLAIRE HUGHES	DEPUTY DSL (Early Years)	01279657706	claire.h@howegreenhouse.essex.sch.uk
SAM BRISTOW	LEAD SAFEGUARDING GOV	01279657706	BRISTOW@howegreenhouse.essex.sch.uk
SAM BRISTOW ED FIELDING	CO-CHAIR OF GOVERNORS	01279657706 01279657706	BRISTOW@howegreenhouse.essex.sch.uk FIELDING@howegreenhouse.essex.sch.uk

Who this document applies to:

This document applies to all children under 18 at the setting. It incorporates the requirements in KCSIE 2023, Working Together to Safeguard Children, Prevent and local safeguarding board documentation.

Anyone coming into contact with our pupils or visiting our site must abide by this policy.

Everyone working at the setting as a member of staff or volunteer has a duty to safeguard and protect children. They must read this policy as well as KCSIE 2023 Part 1 and Annex B, and sign to say they understand them and agree to work to them, or complete the Safeguarding Network Knowledge Checker as evidence of understanding.

Visitors to the setting such as contractors must read our safeguarding statement:

Keeping children safe is our **top concern**.

If on your visit you have any worries at all, please raise them with a member of staff or ask to speak to the Designated Safeguarding Lead or a Co-Headteacher.

- Speak to Paul Bailey, Anna Lipani, Caroline Martin, Julie Sellears or Claire Hughes, the Designated Safeguarding Leads, on 01279 657706
- Speak to Paul Bailey or Anna Lipani the Co-Headteachers on 01279 657706

If you are still worried or do not feel able to share your concern with us, you can:

- Contact Essex Safeguarding Children's Board on **0345 603 7627** or Hertfordshire Safeguarding Children on **0300 123 4043**

Table of contents

Who this document applies to.....	3
Roles and Responsibilities.....	4
Who's Who.....	9
Complaints.....	9
Our Mission and Principles.....	10
What to do if you're worried	11
The law.....	12
Safeguarding in our area.....	12
Teaching about Safeguarding	13
Filtering and monitoring	14
Early Help	16
Identifying abuse & neglect.....	16
If children raise a concern... ..	18
How should I respond?	18
Identifying abuse or neglect?	25
Equality and Diversity	25
Information Sharing	27
Working with parents and carers	30
What to do if you are still worried... ..	31
Safer Recruitment	32
Supporting staff at the setting.....	34
Concerns about staff	35
External providers and visitors.....	37
Record Keeping	38
Staff training.....	40
Appendix A – definitions of abuse, neglect and specific situations.....	43
Appendix B – Legislation and guidance.....	55

“Safeguarding and the welfare of a child is everyone’s responsibility. Every student has the right to live free from fear of abuse and for the adults in their lives, at home, in the community and at the setting, to watch over them, listen to their views and take action if they are concerned. This safeguarding policy sets out how parents, staff and setting leaders will respond if they are worried about a child. Remember – it could happen here”

Role and Responsibility of all staff, volunteers, supply staff and contractors

All staff will be required to:

- Read and understand Part One and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.
- Howe Green House staff complete a knowledge checker through Safeguarding Network each year to test their understanding. External staff such as sport coaches and peripatetic teacher sign a document to state they have read and understand the KCSIE and this child protection policy.
- Translated versions of Part One Keeping Children Safe in Education can be found at Keeping Children Safe in Education Part 1 Translations | LGFL. This is accessible for all staff, volunteers, parents and carers whose first language may not be English, should they wish to use this.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns.

All staff will be aware of:

- Our school's safeguarding arrangements and systems are explained to staff as part of their induction and thereafter reviewed with staff at least annually. All new staff/ volunteers are directed to copies of our school's CP policy (on our website howegreenhouse.org) and given Part One KCSiE and Annex B, essentially this is the key guidance provided:
- Child Protection Policy
- Staff Code of Conduct
- The role and identity of the Designated Safeguarding Lead (DSL) and deputies
- The Behaviour Policy
- Online safety policy
- Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- KCSiE advises school staff who work directly with children should read Annex B, this contains important additional information about specific forms of abuse and safeguarding issues. Staff should follow this Child Protection Policy and speak to the DSL (or a deputy)
- It is crucial that all staff look out for children who may benefit from Early Help along with children in Specific Circumstances (Annex B KCSiE 2023), the Early Help assessment process 'Families First Assessment' and their role in it, including identifying emerging problems,

liaising with the DSL, and sharing information with other professionals to support early identification and assessment

- The process for making referrals to the Local Authority Children's Social Care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines) [See Annex B Keeping Children Safe in Education 2023](#)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online (this is referred to as extra familial harm or contextual safeguarding)
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children
- What to look for to identify children who need help or protection.

Role and Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team.

- The DSL takes lead responsibility for our school's child protection and wider safeguarding arrangements. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
- In the event that non-urgent matters arise out of school hours, our DSL can be contacted, if necessary through email at paul.b@howegreenhouse.essex.sch.uk
- When the DSL is absent, please contact school's Deputy DSL(s) anna.l@howegreenhouse.essex.sch.uk, caroline.m@howegreenhouse.essex.sch.uk, julie.s@howegreenhouse.essex.sch.uk and claire.h@howegreenhouse.essex.sch.uk
- If the school's DSL and deputies are not available or cannot be reached, please directly contact children's services on 0345 6037627 (Essex) or 0300 1234043 (Herts)

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters

- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (Local Authority Children's Social Care, Channel Programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school.

The DSL will also:

- Keep the Co-Headteacher informed of any issues
- Liaise with Local Authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with Police and Local Authority Children's Social Care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a Police investigation or search
- The full responsibilities of the DSL and deputy(s) are set out in their job description. See KCSiE, [Annex C](#)

Role and Responsibilities of the Governing Board

Our Governing board have a strategic role within our leadership and management team and must ensure that all staff comply with legislation and local guidance at all times.

The Governing Board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements

- Appoint a senior body level (or equivalent) lead (or link governor) to monitor the effectiveness of this policy in conjunction with the full governing body. This is always a different person from the DSL
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that all governors:
 - Read [Keeping Children Safe in Education in its entirety](#), and review compliance of this task at least annually.
 - Sign a declaration at the beginning of each academic year to say that they have reviewed the above guidance (bottom of this policy)
 - Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
 - Make sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Review the [DfE's filtering and monitoring standards](#), and discuss with IT staff and service providers what needs to be done to support the school in meeting these standards.

The Governing Board will make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
- That this policy reflects those children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/ activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/ procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate

- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

See [Keeping Children safe during community activities, after-school club and tuition: Non statutory guidance for providers running out of school settings](#)

- The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.
- How governors are supported to fulfil their role, can be found in Part two KCSiE 2023.

Role and Responsibilities of the Co-Headteachers

The Co-Headteachers are responsible for the implementation of this policy, including:

Ensuring that staff (including temporary staff) and volunteers:

- Are informed of our systems which support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/ carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person (this could be shared between two people)
- Overseeing the safe use of technology, mobile phones and cameras in Early Years setting

Who's Who

Paul Bailey is the Designated Safeguarding Lead. This means they have lead responsibility for the wellbeing and protection of all students at the setting, ensuring staff are recruited and trained safely, and monitoring the progress of any pupil needing additional care or protection. For more information see Error! Reference source not found.

Anna Lipani and Caroline Martin are the Deputy Safeguarding Leads, as well as **Julie Sellears and Claire Hughes** in Little Oaks Nursery. They work closely alongside Paul Bailey to be fully aware of the needs of students across the setting and are able to take any necessary action in their absence.

They can be contacted on 01279 657706

Paul Bailey and Anna Lipani are the Co-Headteachers and have overall responsibility for the setting, staff and pupils.

They can be contacted on 01279 657706.

When we review this policy

This policy is reviewed annually and updated if required. This is so we can keep up to date with safeguarding issues as they emerge and evolve, including lessons learnt and is available on our website. We have incorporated key changes to the government guidance, Keeping Children Safe in Education.

Complaints

As well as talking to or emailing the staff above, children or parents can make a complaint about something they have seen at the setting. Please see our [Complaints Procedure](#) on our website for more details.

Our Mission

At Howe Green House School and Little Oaks Nursery we strive to ensure our children spend their day learning together for a better future. We see our children as developing into responsible citizens and our school as a world of possibilities.

Our curriculum gives our children breadth of learning with experiences which embrace their physical, spiritual, and emotional development. They have time to think, play and thrive as an individual and as part of a community in a supportive, caring and challenging environment.

To achieve this, we work to clear principles that guide our work and response to any concerns.

Principles

1. We **always** act in the best interests of each pupil.
2. We **listen** to any communication from pupils, parents or carers and always take concerns seriously.
3. We acknowledge there are **risks** to the pupils in our care. Without proper care and vigilance abuse or neglect of pupils could happen at the setting. We talk about these risks with pupils, staff and parents/carers and together will plan carefully to keep them safe.
4. People **must** act if they are worried about a student and keep acting until they believe the pupil is safe.
5. We are **open** in our decisions and let parents and local authorities know about concerns.
6. We make it easy to raise a concern, and **anyone** raising concerns will be kept safe.



Howe Green House School is becoming a UNICEF Rights Respecting School.

Our vision and values support Articles 3, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

- Article 3: The best interests of a child must be a top priority in all things that affect children.
- Article 28: Every child has the right to an education.
- Article 29: Education must develop every child's personality, talents and abilities to the full.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

"Respectful citizens in a world of possibilities"

What to do if you're worried about a pupil at the setting

parents & visitors

If the child is in **imminent danger**, take action to keep them safe. Tell our staff or if necessary, call the Police on 999 or children's services on 0345 6037627 (Essex) or 0300 1234043 (Herts)



If you are concerned about **staff behaviour** contact **Paul Bailey or Anna Lipani as the Co-Headteachers** on 01279 657706



For other concerns
Speak to the class teacher



We will contact you by the next school day (sooner if required) to tell you that action has been taken



If you do not hear, or you remain concerned, please speak to the head teacher.

staff & volunteers

The DSL should be spoken to about any immediate concerns. Record on the CPOMS system which will alert the Designated Safeguarding Lead. Telephone to ensure this has been received



The DSL will assess the level of risk using the Multi-Agency Safeguarding Thresholds Guidance and may contact the Early Help Hub for advice. For Level 1 & 2 needs, talk to the parents, and provide support, including possible referral to other services.



For Level 3 & 4 needs, the DSL will contact parents (unless this would increase the risk) to talk about involving other agencies, as explained in the threshold of needs guide. The DSL may contact Children's Services for advice and clarification on level of need.



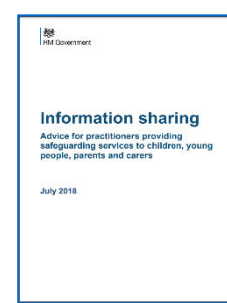
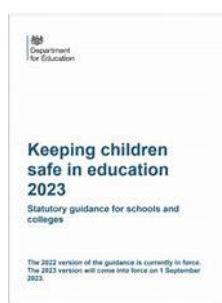
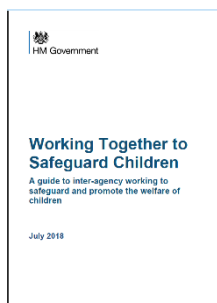
If we have consent, the DSL will refer to local authority children's social care on 0345 6037627 (Essex) or 0300 1234043 (Herts) If we do not have consent and we have a child protection concern, the DSL **must** still refer.



Monitor progress for the pupil.

Unless it will increase the risk to the child contact the referrer, parent and any staff who need to know to let them know what is happening and what to do.

All staff, volunteers & visitors have a duty to act to protect children
 If you still have a concern after following these procedures please speak
 to a Co-Headteacher, Paul Bailey/Anna Lipani or follow our
[Whistleblowing Policy](#).



The law

It's important every agency knows what to do if worried about a child. We follow the above national guidance so we are clear what to expect and can explain this to pupils and families.

Where there are specific risks we will access other specific guidance – please see a full list in Appendix B.

'Safeguarding & promoting welfare' of children is defined as:

- protecting children from maltreatment.
- preventing impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

Keeping Children Safe in Education

'Child protection' are the systems and processes all agencies follow if there is reasonable cause to suspect a child is suffering, or at risk of suffering, significant harm (s47, Children Act 1989).

Safeguarding in Essex and Hertfordshire

We work with both the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP) teams – with the home address of the children being the starting point for which organisation to contact.

Where there is a welfare or child protection concern about a child at the setting we will contact Essex ESCB by phone on **0345 6037627 (Out of hours – 0345 6061212)** or Hertfordshire HSCP on **0300 1234043 (at any time)** this will be followed up by a written referral.

The FGM mandatory reporting duty (Appendix A, specific issues (h)) is a legal duty requiring 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.**

Teaching about safeguarding

We work to facilitate a whole setting approach to safeguarding to listen to and empower pupils to keep themselves safe both on and offline. How we do this varies through the setting depending on the age and understanding of the pupil, worries and issues we come across and the views and values of the families and communities with whom we work.

The school's aim to create 'respectful citizens in a world of possibilities' embodies this vision. Citizenship is about belonging in a community, looking after one another, respecting one another's rights and understanding one's own rights. Pupils are taught formally about the United Nations Convention on the Rights of the Child – their right to an education that helps them fulfil their potential, to protection from violence, abuse or neglect and to express their opinions and be listened to. This can occur in the classroom, or through modelling effective ways to resolve issues between pupils.

Pupils are taught what to do if they are worried about something for themselves or another pupil. They are encouraged to identify safe and important people in their immediate and surrounding family and friends, in the staff team here at the setting and about ChildLine and other organisations that are there to help children & young people in trouble. There are posters and other information about this in the setting.

Relationships Education

The setting follows the [statutory guidance](#) in teaching about relationships. We talk about healthy relationships, choices, our rights over our bodies, keeping safe and what to do when you are worried – there is more information in our [relationships education policy](#). Where teaching may affect an individual pupil (such as where there has been a significant life event) there will be discussions between the parent, the Designated Safeguarding Lead and the relevant teacher to ensure the teaching is most supportive of the pupil.

Online safety, monitoring and filtering

The online world is very present in our pupils' lives and in line with [government guidance](#) we teach about the benefits (and risks) of technology and the internet. This includes how to evaluate what pupils see online, recognising techniques used for persuasion (from advertising to bullying), acceptable and unacceptable online behaviour, identifying online risks and how and when to seek support.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors

Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

Set clear guidelines for the use of mobile phones for the whole school community

Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

Our approach to online safety is based on addressing the following 4 categories of risk as identified in Keeping Children Safe in Education 2023:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as pressure from another child(ren), commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above, we will educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

We will also:

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required at least once each academic year
- Educate parents/ carers about online safety via our website, communications sent directly to them and during NSPCC online safety evenings.

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time and when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras.

All pupils are expected to follow the acceptable use of the internet in school and use of the school's ICT systems.

Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet

Make sure all staff, pupils and parents/ carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation

Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

This is achieved through RM and HFL proxy filtering lists applied to internet traffic, this also filters on SSL (Secure Sockets Layer) protocol, so all searches can be inspected, content blocked and alerted on. There are a number of layers to how this works and it enables us to choose content and for specific search information to be alerted - allowing us to investigate and protect children from internet content.

We carry out an annual review of our approach to online safety that considers and reflects on the risks faced by our school community

Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively

Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

Early help

Providing early help is more effective in promoting the welfare of children and young people than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child or young person's life, from the foundation years through to the teenage years.

Any child or young person may benefit from early help; however, staff should be particularly alert to a child or person who:

- has special educational needs, is disabled or has certain health conditions
- has a mental health need
- is a young carer
- risks being drawn into gang involvement, anti-social or criminal behaviour
- is frequently missing/goes missing from education, home or care
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in family circumstances such as drug/alcohol misuse, adult mental health issues and domestic abuse, and/or is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is privately fostered

Staff should discuss their concerns with the designated safeguarding lead or deputy who will consider the need for an Early Help Assessment and will work with the family to identify their needs and the services best placed to address those needs.

Identifying abuse & neglect

Abuse or neglect of a child can happen by someone inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults, or another child or young person or children.

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

In our local area children may be less likely to face risks of radicalisation and county lines, gangs and serious violence, violence against women and girls and female genital mutilation. However, we are always vigilant that Howe Green House children could be exposed to all types of risks that are

posed to children. Evidence shows that most types of abuse occur across the social and economic spectrum, so having a predominantly affluent community does not mean that children are not vulnerable to abuse.

To ensure that all staff are able to recognise and can respond to the warning signs of these areas of concern, a cyclical training program operates. We also focus on these areas with our pupils, where appropriate, within everyday school life and within our curriculum, we take action where we have concerns, and we work so that children over time develop skills themselves in recognising risks and keeping themselves and others safe. We also have a proactive safer recruitment policy, physical contact policy and formal annual safeguarding training for all staff that operates in accordance with the LSCB's advice, to include training on Prevent and On-line Safety, as well as informal safeguarding updates to staff. We also work with children to ensure they develop positive, enjoyable, and respectful relationships as they grow up, including relationships education, choices, and health. Where there are serious concerns, we always involve others such as parents, carers health staff, police or social workers.

There are four categories of abuse defined in Working Together statutory guidance (2018) and accompanying indicators which, if observed should trigger you to carefully consider whether what you are seeing could be as a result of abuse. That something is or is not on the list does not mean that you can instantly rule in or rule out abuse as a possibility and if there is something that is causing you concern you should act on those concerns.

Physical abuse	Sexual abuse	Emotional abuse	Neglect
-----------------------	---------------------	------------------------	----------------

Staff must be familiar with each form of abuse and what to look for. These are listed in [Appendix A](#).

Children are abused or neglected in a range of situations. There is specific guidance about the following situations, also in Appendix A:

- | | |
|--|---|
| Domestic violence and abuse | Homelessness & poverty |
| Physical intervention and restraint | Child Sexual Exploitation |
| Bullying | Substance Misuse |
| Children with sexually harmful behaviour | County Lines |
| Child on child / child on child abuse | Trafficking |
| Racist & other hate incidents | Radicalisation & Extremism |
| Forced Marriages & Honour Based Abuse | Online or internet use |
| Female Genital Mutilation | Photography & images |
| Child Criminal Exploitation | Private Fostering |
| Anti-social & gang related activity | Body Image and Confidence |
| Serious Violence & Knife crime | Young carers |
| Children in Court | Children going missing |
| Family in Prison | Modern slavery |
| | Children who previously had a social worker |

Online behaviour

The setting is clear that expectations about behaviour online are the same as expectations about behaviour offline. We provide advice and guidance around online content, contact and conduct to staff, students, and their parents, together with how to keep safe and sources of support.

We personalise our expectations and practices for our more vulnerable pupils, victims of abuse and pupils with special educational needs or disabilities.

If children raise a concern...

Always take children seriously, listen carefully and report this to the safeguarding team.

All staff are aware they should be prepared, when possible, as children can disclose spontaneously.

We consider the term 'the child's voice' to represent not only what children say directly, but rather the many ways that children communicate with us, including both verbal and non-verbal communication. The child's lived experience means seeing and understanding their experiences from their point of view, our staff understand that it is very important to always record exactly what a child has said rather than interpret this from an adult/their own perspective. Our staff give careful consideration to knowing that a child may:

- Not feel ready or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

All staff at Howe Green House must ensure that no child is ever made to feel that they are 'any trouble' if they need time and space to share their worries with staff.

The Howe Green House culture of safeguarding endorses the following principles of meaningful engagement with children to include:

Listen

- Be patient – a child may be finding it hard to find the words to express themselves. Let them tell their story in their own words
- Do not interrogate – you may 'taint' evidence by asking leading questions or suggesting what may have happened. Maintain your professional curiosity, ask open-ended prompts.

Reassure

- Reassure the child they are not in trouble and that they have done the right thing in telling you
- Do not tell the child they should have told you sooner

- Reassure the child that it is not their fault – victims can often be blamed by their abusers.
- Do not promise confidentiality – if the child asks you to keep it a secret, explain who you need to tell to keep them safe, if appropriate
- Explain to the child that you will have to share the information and explain what may happen next.

Stay Calm

- Try not to panic, be aware of your own reactions and feelings, avoid showing shock, anger, or disgust
- Do not insult the alleged abuser, however frustrated you may privately feel, children can be very protective of people they care about, even if that person is abusing them.

Report

- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. This can be by hand or scanning the document and recording on CPOMS. Alternatively, if appropriate, make a referral to Children's Social Care and/or the Police directly. Prioritise this above all other work.
- Inform the DSL of your actions as soon as possible.
- Do not disclose any information to anyone aside from those within your DSL team, unless you are told to do so by a relevant agency involved in the safeguarding process.

Reporting systems for children

Howe Green House is committed to ensuring that all children feel safe and comfortable to share and report any concerns and/or allegations about their life at home, in the community, online or regarding a member of staff or other children in the school. As outlined above, all our staff are clear on the importance of listening and supporting children when making disclosures, and the need to reassure them.

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when assessing information, considering necessary actions and any subsequent implementation of advice or support.

To achieve this, we have:

- Excellent staff and pupil relationships. Staff members that children can report abuse to, knowing they will be listened to and supported.
- A clear culture and ethos in our school that promotes taking concerns seriously, and offers children opportunities to safely express their views and any worries they may have.

Concerns that Female Genital Mutilation (FGM) has taken place or a child is at risk of FGM

Keeping Children Safe in Education (2023) explains that FGM includes 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.'

FGM is illegal in the UK and is considered as a form of child abuse that has significantly harmful and long-lasting consequences. It can also be referred to as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who either:

- is informed by a girl under 18 that an act of FGM has been carried out on her;
- or observes 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)

must immediately report this to the Police, personally on 999. This is a mandatory, statutory duty and teachers will face disciplinary sanctions for failing to meet it. In addition, staff should also discuss the concerns with the DSL to report to Children's Services, as appropriate.

The duty for teachers above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. In these circumstances, the teacher must report to the DSL and follow local safeguarding procedures to be taken.

Any other member of staff who discovers that FGM has been carried out on a child under 18 must report this to the DSL immediately to ensure local safeguarding procedures are followed.

If a member of staff who is not a teacher, suspects a child is at risk or suspects that FGM has been carried out, they should report to the DSL and follow local safeguarding procedures.

Concerns about extremism

The Prevent duty is concerned with all forms of terrorism and extremism. It also includes some forms of nonviolent extremism (far right and extreme far right groups, religious extremist groups, environmental and animal rights extremism, unclear ideology).

Unless your concerns indicate that the child is at immediate risk of harm or danger, report your concerns to the DSL. In rare circumstances where the DSL may not be available, staff should speak with a member of the senior leadership team and/or seek advice from Children's Services, if appropriate. Staff must inform the DSL of their actions as soon as possible.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This can include seeking advice from Hertfordshire County Council's Prevent Programme Manager, a referral to Children's Services 0300 123 4043 or [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which all staff and governors can call to raise concerns about extremism for a pupil. In non-emergency situations DSLs can also email counter.extremism@education.gov.uk. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321.

Concerns about mental health

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. Poor or deteriorating mental health can also be a safeguarding concern in its own right. Our staff know to be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If a staff member has a concern about a child's mental health which they consider to also be a safeguarding concern, they must consider if the child is at risk of immediate harm; and if so, should follow steps in in section 8.

If you have a mental health concern about a child that is not also a safeguarding concern, speak to the DSL and Mental Health Lead to agree a course of action.

The Single Point of Access (SPA) Mental Health phonenumber is available 24/7 on 0800 6444 101 and can be used when there is an urgent or 'crisis' concern as well as for moderate and non-urgent concerns.

Concerns about child-on-child abuse

At Howe Green House we know that children can abuse other children. No abuse at Howe Green House will ever be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We are committed to upholding a culture that prevents unacceptable behaviours and an unsafe environment for pupils. All child-on-child abuse is unacceptable and will be taken seriously.

In most circumstances, incidences of pupils hurting other pupils will be dealt with under our School's Behaviour Policy, but this Child Protection Policy will apply to any allegations that raise safeguarding concerns where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

If a pupil makes an allegation of abuse against another pupil:

- Staff must record the allegation and report to the DSL. Staff should not investigate the matter
- The DSL will assess and if consider the relevant next steps which may include, making a referral to Children’s Services as well as the Police if the allegation involves a potential criminal offence or the Child and Adolescent Mental Health Service (CAMHS), if appropriate
- The DSL will consider whether a risk assessment or a safety and support plan would be beneficial for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected, with a named person they can talk to if needed. This should include consideration of all aspects and areas of the school environment and beyond for example off-site activities and school transport
- The DSL will be committed to engaging the child and their parents/ carers to gain their views and contributions and liaise with other agencies to assess any identified risks, unmet needs and relevant measures or support required.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the Police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator.

Please see [Part Five of Keeping Children Safe in Education, 2023](#).

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we expect all staff to:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders, for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent

- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A child’s friend may report this directly to a staff member or make comments (if they do, staff should be professionally curious)
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation. That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy. The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it. That they should speak to the DSL if they have any concerns. That social media is likely to play a role in the fall-out from any incident or alleged incident, including the potential contact between the victim, alleged perpetrator(s) and friends from either side.

The DSL will take the lead role in managing any proposed risk by the alleged perpetrator(s) and will provide support at the same time, it is not our intention to villainise children, but it is everyone’s responsibility to uphold the Behaviour Policy and standards within the school to maintain a safe environment. Such assessments or plans will be robust but sensitive to the individual needs of the children to ensure any identified risk is

managed as effectively as possible whilst also supporting them to continue accessing a satisfactory level of education.

Risk management strategies can be put in place while other investigations are going on, e.g. by the Police. Although another agency such as the Police or Children's Services is or has investigated an incident, it is our duty here at Howe Green House to ensure we identify and implement our own assessment and management of the concerns, informed by the needs of our school and the children we care for and the advice and outcomes of those agency's actions. This is to ensure that all children and staff are supported and always protected. We will consider these matters on a case-by-case basis, considering whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the Police and/or Children's Services to determine this
- There are circumstances that make it unreasonable or inappropriate for us to reach our own view about what happened while an independent investigation is ongoing.

How should I respond?

Parents & children:

If you have a concern about your pupil or another pupil at the setting, please contact our Designated Safeguarding Lead. We will listen to your concerns, take these seriously and ensure you receive a response. You can contact Paul Bailey, Anna Lipani or Caroline Martin on 01279 657706. In Little Oaks you can also contact Julie Sellears or Claire Hughes. If you are still not satisfied you can contact a Co-Headteacher, Paul Bailey or Anna Lipani on 01279 657706, Sam Bristow or Ed Fielding (Co-Chair of Governors), Hertfordshire local children's services duty team (0300 123 4043), Essex local children's services duty team (0345 603 7627) or if necessary, Ofsted (0300 123 4666).

Setting staff & volunteers

Every member of staff has a duty to act to keep children safe. Failure to act on a concern could lead to disciplinary action.

Concerns about and/or disclosures by students should be taken to Paul Bailey, Anna Lipani or Caroline Martin. In Little Oaks you can also contact Julie Sellears or Claire Hughes. Designated Safeguarding Leads. They will ensure the concern is explored and must let you know what happens as far as is possible.

Concerns about the behaviour of staff must be taken directly to a Co-Headteacher. If the concern is about a Co-Headteacher the Chair of Governors should be contacted, or the Local Authority Designated Officer (LADO).

If you are still concerned after taking a concern to the DSL/Co-Headteacher, you must follow the escalation process until you are not worried anymore. This may include reporting directly to local authority children's social care yourself.

How do I tell if a young person is at risk of abuse or neglect?

It's difficult to be certain, but if you have a reason to worry then that's enough to talk more with the safeguarding team about the risk or to involve other agencies. Use the definitions of abuse or neglect in this document and the Essex and Hertfordshire threshold of need guides. Some of the key issues affecting our children are set out in [Appendix A](#). More detailed guidance on specific issues is available in the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP) teams' Child Protection Procedures.

Where there are concerns for the wellbeing of a child that do not meet the threshold for abuse or neglect, the setting will use the Early Help Assessment form to record and track such concerns.

Diversity, Equality and children with protected characteristics

Valuing diversity

Difference is central to our strength as a people. We promote inclusive behaviours that empower pupils to make choices right for them. Discrimination can also be a safeguarding issue, and we will work with other agencies to consider how hurtful behaviour or comments affect pupils and act accordingly. If staff or volunteers behave in a way that discriminates against particular groups, we will take action to rectify things and consider whether this is a breach of our Code of Conduct.

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At Howe Green House we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics they may have. As stated in the Equality Act, 2010, we recognise the protected characteristics that may be applicable to our pupils:

- Age
- Disability
- Gender
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

All staff and volunteers understand the importance of recognising that a child may benefit from Early Help intervention, and it is integral to our whole school approach to look and listen out particularly for children:

- Who have a special educational need and/or disabilities (SEND) or health conditions
- Are a young carer
- Who could experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/ carer has expressed an intention to remove them from school to be provided with elective home education (EHE).

Children with Special Educational Needs and Disabilities (SEND)

We know who our pupils are with special educational needs, disabilities, or additional health needs and recognise that they may face additional barriers, that can include:

- Assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's impairment without further exploration
- Assumptions that children with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/ participation
- Isolation.

Our setting's Behaviour policy provides detail around the '**use of reasonable force**' and how this is only used as a last resort for managing incidents of very challenging behaviour. This is in line with national guidelines and takes in to account individual pupil needs and risk management /care plans and in particular with regard to SEND.

Children Looked After (CLA)

The most common reason for a child to become looked after is as a result of abuse and/or neglect. We therefore ensure that the appropriate arrangements are in place to support these children and keep them safe from further harm. This includes:

- Appointment of a Designated Teacher (DT) for CLA
- Appropriate staff made aware of a child's looked after status
- Ensure that necessary staff have the skills, knowledge and understanding of the child's needs
- Ensure the child's record contains a clear understanding of their legal status and care arrangements, including the levels of authority delegated to their carer and contact arrangements with birth parents or those with parental responsibility
- Keep contact details of the child's social worker, carer(s) and name and contact details of the virtual school head for DT to liaise with.

Remember, every piece of information shared may be important:



Information Sharing

Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Information sharing advice for practitioners

Confidentiality and Sharing information

The Data Protection Act (DPA) 2018 does not prevent or limit the sharing of information for the purposes of keeping children safe. Howe Green House recognises that timely information sharing

is essential for effective safeguarding. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. Staff should never promise a child that they will not tell anyone about a safeguarding disclosure, as this may not be in the child's best interests.

The following principles apply to Howe Green House confidentiality agreement:

- . Timely information sharing is essential to effective safeguarding.
- . The Data Protection Act (DPA) 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- . If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
- . Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- . If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - Even if a victim doesn't consent to sharing information, staff may still lawfully share it if there is another legal basis under the Data Protection Act that applies.
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
 - The DSL should consider the following points:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk).
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to Local Authority Children's Social Care where the child resides.
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the Police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the Police remains.

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.

- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

We follow the 7 Golden Rules from [Information sharing advice for practitioners](#):

1. The General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. We will be open and honest with individuals (and/or family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. We will seek advice from other practitioners (e.g. MASH), or our information governance lead, if in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. We share information with informed consent where appropriate and, if possible, respect the wishes of those who do not consent to share confidential information. We still share information without consent if, in our judgement, there is a lawful basis to do so, e.g. where safety may be at risk. We base judgements on the facts of the case. We are clear why we share or request personal information from someone. We remain mindful that individuals might not expect information to be shared, even with consent.
5. We consider safety and well-being and base our information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: We ensure information we share is necessary for the purpose for which we are sharing it, is shared only with individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. We keep records of our decision to share (or not to share) and the reasons for it. We record what we have shared, with whom and for what purpose.

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

Legally, we must share information within the setting on a 'need to know basis', so that everyone who needs to know information to keep children safe and help them develop does know.

When we are worried about a child it is essential we record the concern and inform the designated safeguarding lead promptly.

Some information within the setting will be further restricted, for example:

- Where there is an allegation about a member of staff the head teacher will decide who will lead on the concern and contact other agencies.
- Where the detail of information is particularly sensitive this can be restricted further, for example the details of sexual abuse or a young person sharing worries about their mental health or sexuality. Staff involved in their direct care may need to know in general terms the nature of the concern.

Working with parents and carers

At Howe Green House where appropriate, we will discuss concerns about a child with their parents or carers. We know parents and carers know their child best and we will always value that often, when concerns emerge, these can easily be resolved with the support of school and parents/ carers working together. To retain confidentiality within the school community other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

Although we will always want to be open and transparent with our parents and carers, there may be circumstances where the safety of a child overrides their liberty and rights for this to happen immediately as consent may not be appropriate/ required. For a small number of children, seeking parental consent would not be appropriate if:

- The child would be placed at increased risk of significant harm through the action of gaining this consent
- There would be an impact on a criminal investigation
- A delay in making the referral would impact on the immediate safety of the child.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the Local Authority Children's Social Care team to seek advice when it would be the right time to share information, so that we do not interrupt planned inquiries by Children's Services or the Police.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about other children involved, and when. We will work with the Police and/or Local Authority Children's Social Care to make sure our approach to information sharing is consistent.

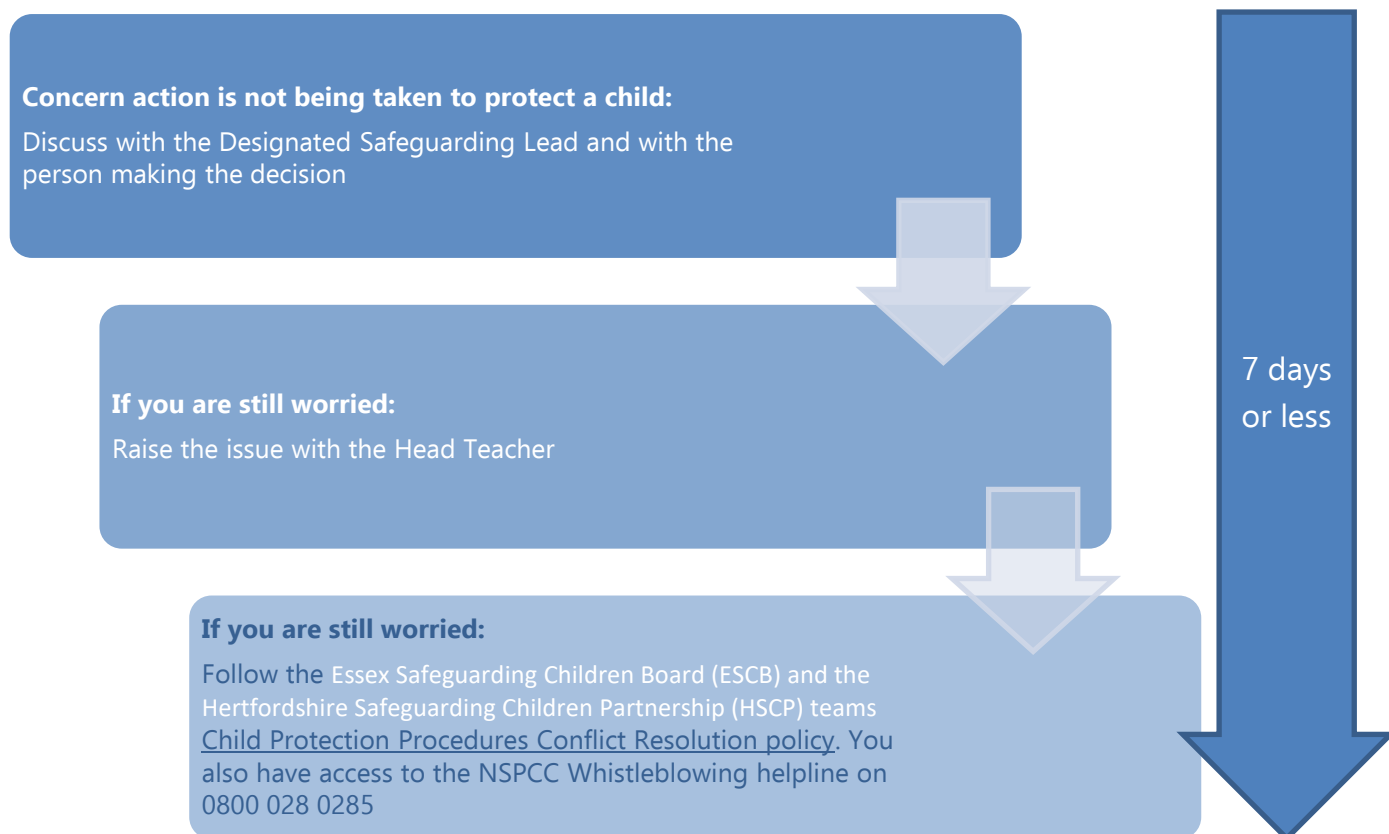
The DSL will, along with other agencies if there is third party involvement (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what is being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what is being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) for any decision(s).

What to do if you are still worried...

The setting has an internal escalation process, and links with the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP) teams' Child Protection Procedures professional conflict resolution policy.

Anyone worried about a child must continue to raise the concern until they have a reason not to be worried about the child anymore.



Every member of staff must follow this process. There will be no reprisals for honestly raising a concern. Where an immediate decision is needed, and a particular person is unavailable you may move to the next stage. The timescale for the process relates to the urgency of the decision, but in any event should not extend beyond one week.

We **always** listen to concerns raised by children, families, staff, visitors, or other organisations. The whistleblowing process should only be used if there are no clear safeguarding procedures, you are concerned your concern won't be dealt with properly or will be covered up, your concern has not been acted upon or you are worried about being treated unfairly. The prescribed organisation for safeguarding children whistleblowing is the NSPCC: **0800 028 0285** or help@nspcc.org.uk.

Safer Recruitment

We do our best to ensure we employ 'safe staff' by following the guidance given by the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP) teams' [Child Protection Procedure on Safer Recruitment](#) and our individual procedures. Those involved in recruitment and employment of staff have received safer recruitment training in line with DfE guidance, [Keeping Children Safe in Education](#).

Safer recruitment means that all applicants will:

- a) understand their duties to safeguard children from the outset through the advertisement and in their job description
- b) complete and sign an application form which includes a full education, qualification and employment history (with explanations for any gaps)
- c) provide business contact details for two verified, formal referee statements following our own format, including at least one who can comment on the applicant's suitability to work with children (the last childcare employer if they have one) and one who is a senior person with appropriate authority in their current employment.
- d) provide evidence of identity and qualifications (including birth certificate, where available).
- e) be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role, including s128 checks
- f) Have an online pre-recruitment check for shortlisted candidates: candidates must be informed of this prior to the check being completed.
- g) have their mental and physical fitness to carry out their work responsibilities verified
- h) provide evidence of their right to work in the UK
- i) be interviewed by a panel of at least two people testing skills and abilities with value-based questions against the job description. Members of the panel will have completed safer recruitment training.

We also ensure that recruitment documentation will state our commitment to safeguard children.

All new members of staff will undergo face to face induction training within 2 weeks which includes:

- Familiarisation with our safeguarding policies and procedures and support to identify child protection training needs
- The roles and identities of the DSL & Deputies and how to refer concerns to them (and / or directly to the relevant agencies if required)
- Reading and agreeing to abide by KCSIE part one and Annex B
- Pupil behaviour policy & Antibullying Policy
- CME (Children Missing in Education) response protocol
- Online safety information - expectations on staff conduct / acceptable use of IT and communications and social media – including staff / pupil relationships
- Staff code of conduct – including whistleblowing policy

All staff will complete a knowledge checker through the Safeguarding Network which will confirm that they have read and **understood** the safeguarding policies and procedures and they will attend all necessary and relevant training.

Agency

If ever used, we would obtain written confirmation from supply agencies that agency staff have been appropriately checked, and their suitability to work with children at the setting will be assessed based on the children's needs.

We maintain records of recruitment checks undertaken and the appointing manager signs to evidence they have checked this documentation and the overall record is signed by the Designated Safeguarding Lead and Lead Safeguarding Governor termly.

Supporting staff at the setting

Code of conduct

We have published a code of conduct which sets out expectations of staff around appropriate boundaries and staff keeping themselves safe – staff sign to say they have read and understood this document.

Emotional support

Having to deal with a situation where a young person has experienced harm can be stressful and upsetting. We will support staff in a variety of ways, including a debrief with their line manager and/or the Designated Safeguarding Lead as appropriate. Where necessary confidential counselling services and additional resources will be sought. The school provides staff members with access to the 'Health Assured' employee assistance programme.

Supervision

Staff involved in working within child protection and safeguarding, either directly with children, or supervising staff who do, will receive regular supervision. This supervision will be half-termly and will provide a space for the staff member to

- reflect on any safeguarding issues that the staff member has been involved in (directly or indirectly) and allow for agreement on any further action required;
- talk about issues which they are facing in the work environment, including thoughts that they have in terms of developing the service that is provided to the children; and
- discuss the emotional impact of the role as well as any other issues that they consider relevant.

Concerns and allegations about staff

Staff should take care not to place themselves in a vulnerable position with a child. While staff are friendly with children, they do not become friends. No staff member will share their personal details with children, have on-going contact or relationships with children outside of the setting (including social networking) and accept or give significant gifts. Staff must adhere to the risk assessment for lone working policy. Any member of staff who is unsure should seek advice from their line manager. All staff understand that a young person may make an allegation against a member of staff. Any such concern will be reported directly to a Co-Headteacher, unless it is about a Co-Headteacher, in which case it will be reported directly to a Co-Chair of the governing body.

Members of staff must advise a Co-Headteacher **immediately** if it is alleged current staff (including volunteers) may have:

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

If the allegation concerns a Co-Headteacher staff will immediately inform a Co-Chair of Governors without notifying the Co-Headteacher first. The Co-Headteacher (or a designate) will follow the [Managing Allegations & Safeguarding Concerns policy](#) and where appropriate discuss the content of the allegation with Hertfordshire's or Essex's LADO (designated officer for the management and oversight of allegations) and follow their procedures for managing allegations and safeguarding concerns about staff. We will [make a barring referral to the DBS](#) should an allegation made against a member of staff be upheld. Allegations about prior members of staff or historic allegations will be referred to the police.

Low level concerns

Staff, including volunteers and agency staff, will report to a Co-Headteacher any concern about other adults working with children, no matter how small they seem. The term low level concern does not mean it is insignificant, it means that the behaviour towards a child does not meet the allegations threshold of harm or is not serious enough to consider a referral to the LADO. It could amount to inappropriate behaviour such as being over friendly with children, having favourites, taking photographs of children on their mobile phone, engaging with a child on a one-to-one basis behind a closed door or secluded area or using sexualised, intimidating or offensive language. Staff are clear about what appropriate behaviour looks like and are trained to help to identify any weakness in the setting's safeguarding system.

A Co-Headteacher will consider whether a low-level concern is in fact an allegation. If there is doubt the LADO should be advised **immediately**.

Whistleblowing

We promote good practice and professional conduct through the organisation. Staff must be committed to providing a high standard of service and understand that children cannot be

expected to raise concerns in an environment where staff fail to do so. All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Staff will follow our [whistle-blowing policy](#). As necessary, they should speak to the Designated Safeguarding Lead, Senior Leadership Team or the Hertfordshire or Essex local authority designated officer.

If a member of staff notices anything that gives them cause for concern it is vital that this is raised. Acting upon staff concerns is fundamental in order to ensure good practice and support for staff. Resolving issues must be viewed by all staff as a positive action and not a breach of trust between colleagues or an attack on the organisation. We value an atmosphere of openness and honesty and welcome suggestions, complaints and criticisms. Whistleblowing includes raising and passing on concerns about any of the following:

- a) Poor standards of service
- b) Issues of bad practice
- c) The conduct of colleagues or managers
- d) Anything which is not in the best interest of the young person or the organisation
- e) Anything which is illegal or unacceptable behaviour.

If you think that your concern won't be dealt with properly or will be covered up, your concern has not been acted upon or you are worried about being treated unfairly, then the prescribed organisation for safeguarding children whistleblowing is the NSPCC: **0800 028 0285** or help@nspcc.org.uk.

Keeping children safe during community activities, after-school clubs, private hire and tuition

As a provider Howe Green House have a legal duty of care to try to ensure our environment is safe for children who visit in addition to those who already attend our setting.

We may receive an allegation or concern relating to an incident that happened when an individual or organisation were using our school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, Howe Green House will follow our safeguarding policies and procedures, including informing the LADO where appropriate.

The governing body will ensure any organisation that hires the school premises is compliant with guidance set out in [Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition). They will [therefore seek assurance that the provider concerned has the appropriate safeguarding and child protection policies and procedures in place \(including inspecting these as needed\)](https://www.gov.uk/guidance/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition) and will ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these activities are children on the school roll or not.

Visitors and Visiting Staff

Visitors must report to the Reception Office located in the Bayford Hall immediately upon arrival. They will be asked to sign the visitors book and issued with a visitors pass. This includes visiting staff - for example sports coaches or peripatetic music teachers. If a visiting staff member has been DBS checked, they will receive a green lanyard and badge. If a person has not been DBS checked, they will receive a red lanyard and badge and will be accompanied around school, unless stated otherwise following a risk assessment (for example Year 6 children taking prospective parents on a tour of the school). Any person, (other than an employee, parent or pupil) on the school site and not wearing a visitors pass will be challenged and, if necessary, asked to leave.

Visitors and visiting staff must sign out before leaving the premises.

Record Keeping

Howe Green House will hold records confidentially, safely, securely and in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached, and the outcome.

Concerns and referrals will be kept in a separate child protection file for each child (either paper recorded or electronically).

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to know/ access them.

Safeguarding records relating to an individual child will be retained for the student until they reach their 25th birthday or 31st birthday if there is an EHCP in place (Information Records Management Society 2022). [IRMS Schools Toolkit - Information and Records Management Society](#)

Safeguarding records which contain information about allegations of sexual abuse were being retained for the Independent Inquiry into Child Sexual Abuse (IICSA). This has now concluded and the Home Office sent a letter to schools advising that files no longer needed to be kept indefinitely. However, the recommendations from the inquiry have stated:

Recommendation 17: Access to records The UK government should direct the Information Commissioner's Office to introduce a code of practice on keeping and accessing records which relate to child sexual abuse. The code should require records about child sexual abuse and allegations of child sexual abuse to be kept for 75 years, with appropriate review periods.

The school will follow the recommendation 17.

Receiving in and transferring pupil records to other education provision

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding information file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/ college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or
- **the first 5 days** of the start of a new term.

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the wellbeing and safety of the child.

Retention, archiving and destruction of records

For records that are not transferred to another school, for example the child leaves the country or is going to be home educated, we have:

- A clear retention policy
- Secure and appropriate system to archive with restricted access
- We have a written assurance from our providers of our electronic recording systems that all records are maintained securely which includes any archived records.

Storage, retention, and destruction of our child protection files is also made clear in our data management policy.

Safeguarding Training and Development

To fulfil our aim of continuous improvement in order to safeguard our pupils, we ensure that learning and development starts at induction. All staff, supply contractors, leadership and management, and governing body/ trustee board, undertake the minimum safeguarding training. We want reassurance for our children and families that all staff are aware of systems within our school, and have the skills and knowledge to follow our schools procedures.

Induction

- Child Protection Policy - which should amongst other things include the policy and procedures to deal with child-on-child abuse
- Behaviour Policy - which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Staff Behaviour Policy (sometimes called a code of conduct) - which should amongst other things include low-level concerns, allegations against staff and whistleblowing
- Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods and
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)
- Copies of/ given links to Part One KCSiE (What school and college staff should know and do) or Annex A, (condensed version for volunteers and non-teaching staff if appropriate).

Safeguarding children training for all staff and senior leadership

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with the quality and standards expected from our safeguarding partners
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards (and TA regulations) and code of conduct to support the expectation that all teachers and those that work with children in regulated activity can confidently:
 - Manage our pupils' behaviour effectively to ensure a positive and safe environment
 - Have a clear understanding of the needs of all pupils, especially pupils with protected characters and those that are on any type of plan to support their needs.

In addition, all staff will have training that raises awareness of children susceptible to harm such as radicalisation which our school adopts the government's anti-radicalisation strategy, and Prevent duty to enable us to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

New staff

The **Bursar** will send the appointment letter to new staff with links to Part 1 and Annex B of the current [Keeping Children Safe in Education](#) with a requirement this is read and understood before they start work. During their first week at work the **designated safeguarding lead** will:

- talk with them about Keeping Children Safe in Education with opportunity for questions,
- introduce them to the setting's Safeguarding and Child Protection Policy and pathways for raising concern and
- ensure they know what to do if worried about a child.

At the probationary review new staff will be explicitly asked about any concerns they have for children at the setting and any other safeguarding issues they have identified.

Agency staff

Agency staff working at the setting for a month or more will be required to meet the same standards as permanent staff.

Agency staff working for less than one month must read Part 1 and Annex B (as appropriate) of the current [Keeping Children Safe in Education](#). Their agency must provide written assurance the member of staff has safeguarding children training to the appropriate level for the role in the relevant time period.

Our school's current safeguarding training schedule is as follows:

All staff, including DSL/deputies and whole school staff must attend safeguarding children training every 2 years

- Our school's DSL will also provide an annual update to all staff, which includes online safety
- Throughout a given academic year, our school's DSL provides for all staff relevant **updates** as changes occur to keep abreast of our whole school approach and thus supporting staff to fulfil their role as set out in Part One of KCSiE (for example, through **emails** and **staff meetings**).
- **Contractors** will also receive safeguarding training and understand who to contact should they have concerns, and if not undertaken at our school we will ensure through their employer that they have the skills and knowledge to blend in with our school's policies and procedures.
- We value our school's **volunteer's** cohort; they play a very important part in our school to work alongside staff to support and protect our pupils. We anticipate that all volunteers share our whole school approach and are willing to receive appropriate training and support from our staff.

DSL and Deputy(s)

- The DSL and deputies will undertake child protection and safeguarding training at least every 2 years The DSL and their deputies receive regular DSL training and refresher courses every 2 years, including 2 yearly inter-agency working training. As the school works with children who live in

both Hertfordshire and Essex, the DSL's alternate their LSCB training between these authorities to ensure both LSCB protocols are understood.

- In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- They will also undertake Prevent awareness
- It is desired that our DSL and deputies when capacity permits, undertakes multi-agency training, this provides opportunities to develop further their knowledge and skills to work with a wide range of safeguarding themes that our children and families can be affected by locally.

Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding
- As a Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in **Managing Concerns and Allegations** for this purpose.

Headteachers

As the Headteachers are ultimately responsible for safeguarding children from adults who work or volunteer with children and are either unsuitable or pose a risk to children, therefore it is highly recommended that **Managing Concerns and Allegations** training is undertaken in order to maintain an ongoing vigilance of safe practice and culture within the school.

Appendix A – definitions of abuse, neglect and specific situations

Physical abuse

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

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on students. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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 of a child, though it may occur alone.

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 students in looking at, or in the production of, sexual images, watching sexual activities, encouraging students to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff will follow these child protection procedures.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's mental and physical health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

Physical signs define some type of abuse, for example, bruising, bleeding, or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The definition of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the behavioural indicators of abuse and report any concerns to the Safeguarding Team.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who has been abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms or legs covered, even in warm weather
- Be concerned about changing for PE, swimming or in the residential areas for bathing/ bed

- Look unkempt and uncared for – present as smelly
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or others safety
- Self-harm
- Frequently absent or arrive late
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy go lucky to withdrawn
- Challenge authority
- Become disinterested in lessons
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse.

They should be viewed as part of a jigsaw, and each small piece of information will help the Safeguarding Team and other agencies to decide how to proceed.

Specific issues

Staff must respond if they identify any of the following:

a) **Domestic Violence and Abuse**

We recognise that Domestic Abuse has a significant impact on a child's development and emotional wellbeing and should always lead to a child protection referral. Domestic abuse is very widespread and where staff have concerns for other staff members they should talk to their supervisor. The Domestic Abuse Act 2021 recognises children as victims in their own right if they see, hear or experience the effects of abuse.

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

We work with the Essex and Hertfordshire Police Services.

The setting will talk to parents, children and other agencies about such issues where required.

b) **Physical Intervention and restraint**

Staff must read the behaviour policy and code of conduct and understand how to work with children in a person-centred way and learn to analyse the child's behaviour and respond in a proactive and caring way to reduce the stress displayed.

Our procedure on physical intervention and restraint is set out separately and acknowledges that staff must only ever use

physical restraint as a last resort when a pupil is endangering themselves or others, and that at all times it must be the minimum force necessary to prevent injury and applied for the shortest possible time.

All staff understand that physical intervention or restraint of a nature which causes injury or distress to a pupil and is unreasonable under the circumstances may be considered a disciplinary matter.

Where there is a predictable need for staff to intervene physically, i.e. should a child have a condition that increases the likelihood of inappropriate physical behaviours, specific 'positive handling' training will be given to staff.

c) **Bullying**

Bullying between children is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a pupil's wellbeing and in very rare cases has been a feature in the suicide of some children.

All incidences of bullying including cyber bullying and prejudice-based and discriminatory bullying should be reported and will be managed through our [Anti-Bullying Policy](#) and in some circumstances could lead to a child protection referral. Staff will work with individual children who have been bullied and those who have bullied others to assist them to understand their actions. If the bullying is particularly serious or if the procedures taken are ineffective the Safeguarding Team will consider implementing child protection procedures.

Staff allowing or condoning bullying may face disciplinary proceedings. This includes cyber, racist, homophobic & gender related bullying. (See also: e) child on child/child on child abuse)

d) **Child on child sexual violence and sexual harassment and other harmful sexual behaviour.**

This is a form of child-on-child abuse. Children may be sexually harmed by other children inside or outside of education settings and online. The setting has a zero-tolerance approach to sexual violence & sexual harassment and all reports will be taken seriously.

Staff have been trained to recognise abusive behaviours, grading these using a recognised framework. Where there is concern a young person may have been sexually abused by another young person the local authority and parents will be contacted and we will plan together how best to respond.

We regularly review our actions and decisions with locally agreed multi-safeguarding arrangements put in place by the safeguarding partners to ensure that our learners feel confident to make reports and disclosures to the setting. We provide support to both alleged victims and perpetrators.

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence and may constitute sexual harassment. We recognise sexual violence (rape, penetration and sexual assault) and sexual harassment (unwanted conduct of a sexual nature) are crimes and will always follow the DfE [guidance](#) when allegations are received.

e) **Child on child abuse**

This covers any kind of physical abuse (such as hitting, kicking, shaking, biting and hair pulling), sexual abuse (such as rape, assault by penetration and sexual assault, making someone strip or engage in sexual activity with another), emotional or financial abuse or coercive control exercised between children.

It may occur within or out of education settings and can sometimes be linked to [gang involvement](#). It includes bullying, prejudice-based bullying, discriminatory bullying, cyberbullying, [consensual and non-consensual sharing of nude and semi-nude images and/or videos](#), abuse in intimate personal relationships between peers, [sexual violence, harassment](#) (sexual comments, remarks, jokes and online sexual harassment which can be standalone or part of a broader pattern of abuse).

A whole setting preventative approach is taken to enable pupils to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express views and feedback. Even if there are no reported cases of child-on-child abuse, this setting is aware that such abuse may still be taking place but is not being reported. We will continue to work with our learners to make our procedures more accessible. It should be recognised that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim. Behaviour may be intimate or non-intimate.

Although both the perpetrator and victim of child on child abuse are under 18, understanding the power dynamic between children and young people is very important in helping to identify and respond to child on child abuse – there will be a power imbalance and this may be due to age or status – social or economic – and the perpetrator in one situation may be the powerless victim in another so it is essential to try to understand the perpetrator and what is driving their behaviour before taking sanctions. We will also deal supportively and effectively with reports/disclosures that turn out to be unsubstantiated, unfounded, false or malicious.

A thorough investigation of the concerns should take place to include any wider contexts

which may be known. However, the victim should always be made to feel safe, and actions will need to be taken to separate victim and perpetrator and ensure that the abuse is not allowed to continue. Staff will remain vigilant and will not downplay the scale or scope of abuse. The issues of the interplay between power, choice and consent should be explored with children. How a setting responds is seen to influence the confidence of others to report what is happening to them. Harmful sexual behaviour must be addressed to help prevent problematic, abusive and/or violent behaviour in the future. How a setting responds to a disclosure or incident will impact future victims of sexual violence or sexual harassment. Pupils may not directly inform staff about their abuse. It may be that staff overhear a conversation or changes in the pupil's behaviour indicate abuse or harm. Sexual assault can result in a range of health needs so the safeguarding team will signpost to sources of support.

All staff are trained to respond to all child on child – or sexual harassment allegations, by referring to the DSL immediately.

f) **Racist and other Hate Incidents**

We value each member of the setting's community as an individual. We are therefore committed to equality of opportunity for all staff, students and visitors, and to meeting the requirements of the [Equality Act 2010](#). Equality does not mean treating everyone the same; it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes, this might mean giving people extra help so that they have the same chances. We follow our Equality policy and acknowledge repeated racist, disablist, homophobic, transphobic or other hate incidents or a single serious incident may lead to consideration as a

disciplinary matter and under Child Protection procedures. All hate incidents, including for example jokes, name-calling or excluding someone on the basis of race, disability, religion, sexual orientation, gender fluidity etc. will be taken seriously and must be reported to the head teacher.

g) **Forced Marriages & 'Honour' Based Abuse**

Forced marriage is when a person faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if you're made to feel like you're bringing shame on your family).

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

If staff become aware of either possibility it must be reported immediately to the Safeguarding Team or the Police.

h) **Female Genital Mutilation**

Female Genital Mutilation is a form of violence against women and young girls and considered as child abuse in the UK wherever it has occurred. It is a grave violation of the human rights of girls and women to life and their right to mental and physical health. The UK Government has signed international human rights laws against FGM, including the Convention on the Rights of the Child, and enacted the FGM Act 2003 which includes [mandatory reporting](#) by teachers who become aware that this may be planned or has happened for any child (U18). Access e-learning on FGM [here](#). Further advice on local services is [available here](#).

i) **Child Criminal Exploitation (CCE)**

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

It can include being threatened, forced or manipulated into:

- Child sexual exploitation
- Working in cannabis factories
- Shoplifting
- Pickpocketing
- Vehicle crime
- County lines
- Modern slavery
- Serious violence

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. Both boys and girls being criminally exploited may be at higher risk of sexual exploitation. More information is available [here](#).

j) **Criminality, anti-social or gang related behaviour**

Education settings often identify children involved in these kinds of behaviours. We will be particularly aware of the risks of our more vulnerable children being drawn into challenges and difficulties and respond with sensitivity rather than judgement.

We recognise the particular issues in our local community and respond with awareness and sensitivity to the pressures on children, while holding firm boundaries around the setting to ensure it is a safe place for our pupils. We achieve this through the promotion of equality

and choice throughout the curriculum and setting values. We also build relationships with pupils, understand who they admire and relate to, and create an environment where it is safe to talk about even the most difficult of things.

Where we become aware of the [signs of gang activity](#) we will talk with the pupil and their family, link with preventative services in our area and where necessary [involve the Police](#).

k) **Serious violence & Knife Crime**

Knife crime occurs very rarely in our local community. The PSHE curriculum and the relationships pupils have with staff create an environment where the raising of concerns in this area can occur openly and with confidence. The setting will report the carrying of knives, but more importantly will explore with pupils who are concerned safe ways to manage their fears and enable them to build safe relationships with adults so they can talk to us when worried about themselves, their family, their friends or others in the community.

l) **Children at court**

Where courts are involved in children's lives the setting will take additional steps to support them and their family. This includes facilitating access to an age appropriate [guide for young witnesses](#), or supporting families going through separation with [help on child arrangements](#).

m) **Family in prison**

We recognise the additional risks for pupils with family members in prison. The setting will adapt to support the different arrangements required and take action to support the pupil in the setting following the guidance of the [National Information Centre on Children of Offenders](#).

n) **Homelessness & Poverty**

Children's life chances are dependent upon a complex combination of household income, equality of opportunities and social inclusion/exclusion. While some children who grow up in low-income households will go on to achieve their full potential, many others will not. Poverty places strains on family life and excludes children from the everyday activities of their peers.

Coupled with poverty the setting has a heightened awareness of homelessness. The definition of homelessness means not having a home of your own. You are homeless if you have nowhere to stay and are living on the streets, but you can be homeless even if you have a roof over your head.

Poverty and homelessness may have an impact in terms of tiredness, appearance, mental and physical health, stress, anxiety, attainment, self-esteem and vulnerability to the other safeguarding issues identified.

Howe Green House will pay particular attention to any children impacted by poverty or homelessness, providing support for engagement wherever possible and talking to parents about their worries. Where these issues are causing the pupil significant harm, the child protection process is followed.

o) **Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and / or coercion of children under the age of 18 into penetrative or nonpenetrative sexual activity in exchange for things such as money, gifts, accommodation, affection, or status. The victims can be male or female. The manipulation or 'grooming' process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, or making them look at sexual images or watch sexual activities, encouraging children to

behave in sexually inappropriate ways or grooming a child over the internet, as a one-off occurrence or over a long period of time, before the abuse begins. It may also happen without the child's immediate knowledge by for example, others sharing videos or images of them on social media. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. While children may believe they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. CSE is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff must be aware of the indicators of sexual exploitation and all concerns reported immediately to the Safeguarding Team. Further advice on local services is available here: the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP).

p) **Substance misuse**

The setting takes a serious view of substance misuse while recognising that children may get caught up in misusing substances through vulnerability or exploitation. All cases of substance misuse should be brought to the attention of the head teacher and Designated Safeguarding Lead who will consider both the student behaviour policy and any factors that may indicate a young person is in need of help or protection.

q) **County Lines**

County lines are a network between an urban centre and county location where drugs are sold often over a mobile phone. Children and vulnerable people are used to transport drugs,

cash or even weapons. It can involve intimidation, blackmail and serious violence.

We recognise the potential for these issues and are particularly aware of the risks to children who are, or previously have, been subject to safeguarding concerns, where there are unstable home conditions, social isolation, significant money issues or homelessness, gang activity or where children have been excluded from education.

We will be vigilant for the for the [signs of exploitation](#) and take prompt action to involve [the Police](#) and Children's Services where concerned.

r) **Trafficking**

The two most common terms for the illegal movement of people – 'trafficking' and 'smuggling', are very different. In human smuggling, immigrants and asylum seekers pay people to help them enter a country illegally; after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their relocation. On arrival at their destination the trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered.

- Children are a special case: any child transported between or within countries or cities/towns for exploitative reasons is considered to be a trafficking victim, whether or not they have been deceived. This is partly because it is not considered possible for children to give informed consent under these circumstances.
- Even when a child understands what has happened, they may still appear to submit willingly. Any concerns about trafficking and exploitation must be reported to the Safeguarding Team immediately.

s) **Radicalisation and Extremism**

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

Extremism includes, for example, far right views, animal rights activism and religious fundamentalism.

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.

Children 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 our staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis** – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the child 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 young person'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 child 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 or disability** – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all children experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- 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; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Preventing Radicalisation

In order to reduce the risks of children being radicalised we have:

- Ensured the Designated Safeguarding lead, deputies and a substantial portion of the staff group completed Prevent training;
- maintained and applied a good understanding of the relevant guidance in relation to preventing children from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- raised awareness about our role and responsibilities in relation to protecting children from radicalisation and involvement in terrorism;
- raised awareness about the safeguarding processes relating to protecting children from radicalisation and involvement in terrorism;
- identified the Designated Safeguarding Lead as the first point of contact for case discussions relating to children who may be at risk of radicalisation or involved in terrorism;
- collated relevant information from referrals of vulnerable children into the Channel process (where applicable);
- ensured the Designated Safeguarding Lead (or designate) could attend Channel meetings as necessary and carry out any actions as agreed;
- ensured that progress on actions would be reported to the Channel Co-ordinator; and
- shared any relevant additional information in a timely manner.

Further advice and local services can be found here: the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP) teams

t) **Online or internet use**

For many adults, there is a separation in their minds between 'real life' and the 'online world'.

The connected world embraces both online and offline and is the norm for most children, having grown up with the use of mobiles phones, tablets and computers on a daily basis. While mobile devices are a source of fun, entertainment, communication and education we know that some adults and children will use these technologies to harm children. Our policy states they may not be used in school time. The harm might range from hurtful and abusive texts and e-mails, to enticing children to engage in sexually harmful conversations, webcam photography or face-face meetings. In many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online via abusive, harassing, and or misogynistic messages, the non-consensual sharing of indecent/sexual images, especially around chat groups and the sharing of abusive images and pornography to those who do not wish to receive such content. Our online safety policy explains how we try to keep children safe in the home. The setting follows [UK Council for Internet Safety and Department for Education Guidance](#) around 'sharing nudes and semi-nudes' – staff will immediately report concerns to the Designated Safeguarding Lead.

Social networking sites are the more obvious sources of inappropriate and harmful behaviour and children cannot access these on our IT system. We will work with children on how to maintain their own safety and how to summon help if they are concerned about what they see online. Some children will undoubtedly be chatting on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe.

The staff Code of Conduct provides further advice and guidance regarding the use of social networking and electronic communication with children in our care. In our setting, online safety

is considered whilst planning the curriculum, any teacher training, when planning the role and responsibilities of the designated safeguarding lead and any parental engagement.

[Further information can be found in our setting's online-safety policy.](#)

u) **Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. We know some people abuse children through taking or using images, so we must ensure that the following safeguards are in place.

While parents are permitted to bring in a camera to events, no staff member should use their personal equipment to take photographs of children. The setting provides equipment for this purpose.

Where a staff member has concerns someone is taking photographs in breach of this policy, they should contact the head teacher.

To protect children we need to:

- a) seek parental consent for photographs to be taken or published (for example, on our website or in the newspapers or other publications).
- b) ensure that the child is appropriately dressed.
- c) encourage children to tell us if they are worried about any photographs that are taken of them.

Consensual sharing of indecent and/or sexual images between children may require a different response. It might not be abusive but children need to know it is illegal, whilst non-consensual is illegal and abusive. Staff should be aware that many indecent images in current circulation were taken by the child themselves or peers. Sex, sexuality and relationships should be an age-appropriate topic in the home and include what

to do if children are worried about an image they see.

v) **Private Fostering**

Private fostering is when a child or young person under 16 years old (or 18 if they have a disability) is to be looked after for a period of 28 days or more by someone who is not a close relative, guardian or person with parental responsibility. Close relatives include parents, step-parents, aunts, uncles, brothers, sisters and grandparents.

By law, [the local authority](#) must be told about all private fostering situations. The child's parents, private foster carer and anyone else (including the setting) involved in/aware of the arrangement are legally required to inform the local authority.

It is then the local authority's legal duty to make sure all private fostering arrangements are safe for the child or young person. Once informed of the arrangement the local authority will check the suitability of private foster carers, make regular visits to the child or young person and ensure advice, help and support is available when needed.

w) **Body Image and confidence**

Children come under increasing pressure to conform to so-called ideals by peers, adults, sometimes parents, the mass media, [through social media](#) and through their own view of themselves. [Research](#) shows more than half of children worry about the way they look, and this can lead to withdrawal, isolation, emotional and at its extremes serious physical harm. We work assertively to tackle these values, support individuality and teach body confidence at the setting and encourage children to work together to present a positive and healthy view of body shape.

x) **Young carers**

A young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem.

Most young carers look after one of their parents and/or care for siblings. They do extra jobs in and around the home, such as cooking, cleaning, helping with medication or helping someone to get dressed and move around. Some children give a lot of physical help to a parent or sibling who is disabled or ill. Along with doing things to help, they may also be giving emotional support to family members.

Children and young people are not supposed to undertake inappropriate or excessive caring roles that may have an impact on their development. The [Care and Support Statutory Guidance 2016](#) (First contact & identifying needs, s6.68-6.73) lists some duties which would be considered inappropriate, but you should also consider the impact of the following caring responsibilities on children:

- personal care such as bathing and toileting
- strenuous physical activity such as lifting
- administering medication
- maintaining the family budget
- emotional support to the adult

y) **Children going missing**

All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware of the setting's unauthorised absence and children missing from education procedures.

z) **Modern slavery**

Modern slavery is the illegal exploitation of people for personal or commercial gain. Victims are trapped in servitude, which they are deceived and coerced into, and feel they cannot leave. It can include:

- human trafficking
- sexual exploitation
- criminal exploitation
- forced labour
- domestic servitude

We work within the remit of the local [Modern Slavery procedures](#). Concerns will be referred to the [Essex Safeguarding Children Board](#) (ESCB) and the [Hertfordshire Safeguarding Children Partnership](#) (HSCP) teams or [the police](#) for them to then follow the [National Referral Mechanism](#).

aa) **Children who have previously had a social worker**

Children who have previously been 'looked after' by a local authority or had a social worker may require additional support. This includes children who have returned home from care, who have been adopted, or who are care leavers.

The setting will assess the need for additional support to all children who have previously had a social worker.

Appendix B - Links to relevant legislation and guidance

[Working together to safeguard children](#): A guide to inter-agency working to safeguard and promote the welfare of children DfE 2018 (updated December 2020)

[Misuse of Drugs Act 1971](#)

[Keeping Children Safe in Education](#), DfE 2022

[Teaching online safety in school](#): Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects, DfE June 2019

[SEND Code of Practice](#): 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities DfE, 2015 (updated April 2020)

[Children missing education](#): Statutory guidance for local authorities, DfE 2016

[Framework for the Assessment of Children in Need and their Families](#) 2000 (archived 2013)

[What to do if you're worried a child is being abused](#): Advice for practitioners, DfE, 2015

[The Equality Act 2010](#): guidance. Information and guidance on the Equality Act 2010, including age discrimination and public sector Equality Duty

[Safeguarding children who may have been trafficked: practice guidance](#), HMG, 2011

[Revised Prevent duty guidance: for England and Wales](#), HO 2021

[Protecting children from radicalisation: the prevent duty](#), DfE 2015 [Children Act 1989](#)

[Human Rights Act 1998](#)

[UN Convention on the Rights of the Child](#)

[Data Protection Act 2018](#)

[Data protection: toolkit for schools](#), DfE 2018

[Guide to the UK General Data Protection Regulation \(UK GDPR\)](#), ICO

[Sexual Offences Act 2003](#)

[Children Act 2004](#)

[Education Act 2002](#)

[Protection of Freedom Act 2012](#)

[Counter-Terrorism and Security Act 2015](#)

[Female Genital Mutilation Act 2003](#)

[Serious Crime Act 2015](#)

[Mandatory reporting of female genital mutilation: procedural information](#), HO 2016

[The Anti-social Behaviour, Crime and Policing Act 2014](#)

[Forced Marriage guidance](#), FCO & FCDO 2013 (updated 2021)[Malicious Communications Act 1988](#)

[Communications Act 2003](#)

[Public Order Act 1986](#)

[Essex SET Safeguarding Procedures](#)

[Hertfordshire Safeguarding Procedures](#)

[The Modern Slavery Act 2015](#)

[Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#), HMG 2018

[Mental health and behaviour in schools](#), DfE 2018

[The Domestic Abuse Act 2021](#)

Date of Policy Update: September 2023 (this policy may have additional updates between Governor reviews)

Next Review: September 2024

Reviewed by: Whole Board

Signed by: Samantha Bristow – Chair of Governors

Signed by: Anna Lipani & Paul Bailey– Co-Headteachers

Howe Green House - Declaration for Governing Body to verify they have read the school's Child Protection Policy and KCSiE 2023

Academic Year: September 2023/ 2024

Return declaration to: *Mrs Sam Bristow* by: Date Click or tap to enter a date.

Statutory Guidance and School's Child Protection Policy	Date and Verification
1. Read and understand the school's Child Protection Policy (arrangements for safeguarding and promoting the welfare of children in your school)	Click or tap to enter a date.
2. Read and understand the entirety of KCSiE 2023	Click or tap to enter a date.
3. Having read the above guidance, I understand my strategic leadership role and responsibilities to work with my corporate GB to ensure that all staff and volunteers comply with such guidance and safeguarding arrangements at all times	I agree or I do not agree and require further support from DSL
4. I am aware of who within my school leadership and management are the DSL and Deputy(s) for safeguarding	Click or tap to enter a date.
5. If I need support or am worried about the wellbeing and safety of a child(ren), or I suspect a child is at risk of being harmed, I know how to report this and discuss my concerns with the DSL/ DDSL team in my school	I agree or I do not agree and require further support from DSL
6. I know that further guidance, together with copies of the policies mentioned above, are available on the school's website.	Click or tap to enter a date.

Declaration:

I have read my school's Child Protection Policy and the associated guidance as above and agree that I understand my role and responsibilities as a Governor in relation to safeguarding children and promoting their welfare at Howe Green House School and Nursery.

Signed and returned to Mrs Sam Bristow on
Click or tap to enter a date.