



St Hilary's School

Safeguarding Children/Child Protection Policy Including EYFS and After School Care

St Hilary's fully recognises the contribution it needs to make when protecting and supporting children at the school. All staff, including volunteers, believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral developments of the individual child. This policy is designed to provide a comprehensive coverage of the key issues involved: definition, explanation and identification, procedure and support. This policy applies equally to EYFS, Key Stage 1 and Key Stage 2 as taught at St. Hilary's, as well as the After School Care provisions.

We actively promote democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Moto 'Not for oneself but for all.'

St Hilary's is committed to the safeguarding and promotion of children's welfare. Our policy and procedures comply with the DFE guidance:

- Keeping Children Safe in Education (September 2016)
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (June 2016)
- KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015)
- Working Together to safeguard Children (March 2015)
- Revised Statutory Guidance 2 - Framework for the Assessment of Children in Need and their Families (2000)
- Prevent Duty Guidance: for England and Wales (July 2015)
- Surrey Safeguarding Children Board SSCB Child Protection Procedures (September 2017) <http://surreyscb.procedures.org.uk/>

They are in accordance with locally (Surrey) purpose, specific information agreements which documents the sharing of information within the Surrey Multi Agency Safeguarding Hub (MASH) and coordination of the Early offer of Help (EH). (See Surrey Safeguarding Partnership MASH and EH Information Sharing Agreement - Guidance document and IWA August 2016)

DESIGNATED SAFEGUARDING LEAD: EYFS, KS1 and KS2, Mrs Gemma Mitchell
(Head of Pastoral and member of the Senior Leadership Team)

DEPUTY SAFEGUARDING LEADS: Mrs Jane Whittingham (Headmistress) and EYFS, Mrs Louise Thornton

DESIGNATED SAFEGUARD GOVERNOR: Mr Simon Allen

These named members of staff, in collaboration with the Headmistress, ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of the KCSIE guidance including Annex A. (September 2016)



This policy is continually under review by the Designated Safeguarding Lead (DSL) and the Chair of Governors is responsible for an annual review of this policy. It is made available to parents. The DSL liaises with the Deputy DSL's and Designated Safeguard Governor.

1. Aims of the policy are:

- To enable staff and volunteers to support the child's development in ways that will foster security, confidence and resilience;
- To enable staff and volunteers to provide an environment in which children and young people feel safe, secure, valued, respected and confident and know how to approach adults if they are in difficulties;
- To raise the awareness of both teaching and non-teaching staff (including volunteers/governors) of the need to safeguard children and of their responsibilities in identifying and reporting concerns about the safety and welfare of children.
- To provide a systematic means of monitoring children for whom concerns have been raised or who are thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children;
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils;
- To provide a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse;
- To ensure effective working relationships with other agencies;
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

All children have the right to be treated as an individual, to have his/her needs met, and to be shown respect for all aspects of his/her identity, including gender, nationality, ethnic origin, religion, sexuality and culture. At St Hilary's we are sensitive to the fact that parenting and child rearing styles can vary according to class, age, race, ethnicity, culture and/or religion. We recognise that all parents have the right to raise their children according to their family traditions and we are aware of not passing judgement on or discriminating on the basis of difference. However, we are also aware that all children living in England are protected by the laws of this country.

Please see DfE Prevent guidance for further information.

<https://www.gov.uk/government/publications/prevent-duty-guidance> (2015)

All members of staff, volunteers and governors have a responsibility to identify and report concerns or suspected abuse (including suspected, actual or reported abuse by other members of staff) and to ensure the safety and well-being of the pupils. This means that they should consider, at all times, what is in the best interests of the child. All staff should be aware of the early help process as well as the process for making referrals to children's social care. Staff should be aware of the signs of the various types of child abuse and the procedures they should follow if they have concerns about a child.



2. Definitions

a) Safeguarding and Promoting Welfare

“Safeguarding and promoting the welfare of children is defined ... as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.”

b) Child Protection

The process of protecting individual children identified as either suffering, or at risk of suffering significant harm as a result of abuse or neglect.

c) Child Abuse

At St Hilary’s, child abuse is taken to refer to any child who through the action, or inaction, of parents, other carers or other child/children, has suffered, or is likely to suffer neglect, or serious physical, sexual or emotional harm. At St. Hilary’s staff are made aware that, ‘abuse, neglect and safeguarding issues are rarely standalone events that can be covered by anyone definition or label. In most cases multiple issues will overlap with one another.’ (KCSIE 2016)

3. Categories of Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or 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 children. (KCSIE 2016)

Physical abuse (see Appendix 1- please note that the School and all Staff recognise that they should only view parts of the child’s body which are normally visible): 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: (including Domestic Violence) the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying - including cyberbullying (**see anti-bullying policy**), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse and Child Sexual Exploitation: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact,



including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

In certain circumstances e.g. parent mental illness, family alcohol or drug abuse, foreign exchange visits, domestic violence or religious and racial harassment, child abuse may commence.

Specific safeguarding issues may include:

- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Fabricated or induced illness
- Faith abuse/radicalisation
- Female genital mutilation (FGM)
- Drugs
- Children missing education
<https://www.gov.uk/government/publications/children-missing-education>
https://www.surreycc.gov.uk/data/assets/pdf_file/0005/109589/Children-Missing-Education-Policy-CME.pdf
- Child missing from home or care
- Forced marriages
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults strategy
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Peer on peer abuse
- Youth produced sexual imagery
- Trafficking
- Honour-based violence (HBV)
- Attendance *

Guidance on these and other specific safeguarding issues can be found in 'Keeping Children Safe in Education' (2016).



*In the case of attendance St. Hilary's will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority. The School will notify the Local Authority if a child has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education

For further information on specific safeguarding issues see Appendix 5

4. If Staff are Concerned about a Child's Welfare

If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on an Expression of Concern Form (Appendix 4) and pass it to the DSL. They may also discuss their concerns in person with the DSL but the details of the concern should also be recorded in writing on the aforementioned form. There will be occasions when staff may suspect that a pupil may be at risk, have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed. St. Hilary's School recognises that the signs may be due to a variety of factors for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding. In these circumstances, staff will try to give the child the opportunity to talk. It is fine to ask the pupil if they are OK or if they can help in any way. Staff should use the 'Expression of Concern Form' to record these early concerns and give the completed form to the DSL. At St. Hilary's, where appropriate, these will be attached as a document on the Pastoral area of the Management Information System. Staff may continue to monitor and keep notes here.

5. Procedure to be Followed when Harm is Suspected or a Child Makes a Disclosure (see Appendix 2)

If a staff member has any **concerns** about a child they will need to decide what action to take. Where possible they should have a conversation with the DSL to agree a course of action, although any staff member can make a referral to children's social care. If anyone other than the DSL makes the referral they should inform the DSL as soon as possible.

If a child is in **immediate danger** or is at risk of harm a referral should be made to children's social care and/or the police immediately. Should an allegation involving a child arise, where it may harm the child, communication with the parents will not happen until first seeking advice for the LADO. Parental consent is NOT required for referrals to children's social care.

- Talk with and listen to the child. The child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Where abuse is alleged, the initial response should be limited to listening carefully to what the child says so as to clarify the concerns and to offer re-assurance about how she/he will be kept safe. Brief the DSL immediately and follow up with a summary in writing.
- Make notes as soon as possible, writing down **exactly** what the child said and when she/he said it. Keep all hand-written notes, even if subsequently typed. All notes and typed text must be signed and dated, as well as countersigned and dated by the



Designated Safeguarding Lead. All the DSL's notes will be similarly treated. The safeguarding lead will usually decide whether to make a referral to children's social care.

- The DSL will take any measure to ensure the immediate safety of the child. In some cases the DSL may conduct an interview with the child to establish whether there are grounds for referral. The law empowers anyone who has actual care of a child to do all that is reasonable in the circumstances to safeguard that child's welfare. For example, a teacher should take all reasonable steps to offer a child immediate protection from an aggressive parent.
- If the DSL feels there is substance in the concerns, where appropriate, she will discuss the matter immediately with the Headmistress. The Headmistress will use her discretion with the help of the DSL to decide the best course of action. Contact with Children's Social Care must be made as soon as possible within 24 hours of a disclosure or suspicion of abuse.
- If the child is suffering from a serious injury, medical attention must be sought immediately from A & E, the Social Services Department (SSD) and the duty consultant paediatrician must be informed of any concerns.
- Where practicable and appropriate, concerns will be discussed with the child's parents and if required, agreement sought for a referral to SSCB, unless this may put the child at further risk.
- Parents will be asked for explanations of an injury, behaviour or a child's allegation. These conversations will be open and honest, and the parents will be provided with reasons for concerns and asked to give explanations. Where appropriate a referral for an Early Help Assessment will be completed. However, if there is a concern that a conversation may cause harm to the child, communication will not take place without the DSL seeking advice from the LADO. Parental consent is not required for referrals to Children's Social Services.
- The Designated Safeguarding Lead will inform the member of staff who has raised the concern of the outcome.

Referrals will be made to:

In school hours 8.00-6.00pm

Surrey County Council Contact Centre Children's Services: 0300 200 1006

Out of Hours Emergency No: 01483 517898

The NSPCC might also be consulted. If a crime has been committed the police **will be** contacted immediately.

Early Years Staff with concerns may also contact Ofsted.



Ofsted

www.ofsted.gov.uk.
0300 123 1231
The National Business Unit
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

If the member of staff is concerned with the outcome, they have the right to contact Children's Services directly.

Other contact details include: The dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 0207340 and counter-extremism@education.gsi.gov.uk

Early Help Co-ordination Hubs is available to take calls if your matter is not child protection and you would like to discuss a case as it may be that identified support could be provided via the Early help teams. (This should go through the DSL in the first instance)

The Early Help Co-ordination Hub numbers are:

South West Hub (Guildford and Waverley) – 01483 519722

6. Staff Responsibility and Training

The school have one designated, trained Designated Safeguarding Lead and two Deputise to whom incidents are reported and whom are responsible for ensuring that the processes are followed. The Head of Pastoral Care and member of the Senior Leadership Team, Mrs Mitchell, is responsible for Safeguarding across the school. Mrs Thornton and Mrs Whittingham are also trained and may deputise. The school also has a designated Governor, Mr Simon Allen. The DSLs undertake training within a period of a minimum of every two years and the Head of Pastoral completed Modules 1 in June and in September 2015 Modules 2 and 3. Mrs Thornton completed Modules 1 and 2 in July 2011, a refresher in May 2013 and another refresher in September 2015. Mrs Whittingham, the Headmistress, has completed Module 1 in November 2015, Module 2 in March 2016 and 3 in July 2016. In September 2016, Mrs Whittingham completed 'New to Safeguard Role.'

As part of their Induction Training, new staff are inducted in the school's safeguarding policy, the staff code of conduct as referred to in the Staff Handbook, Part 1 of Keeping Children Safe in Education (including Annex A), whistleblowing, the acceptable use of information technology including social media and the identity of the DSLs. All members of staff develop their understanding of the signs and indications of abuse and access training on a regular basis (a minimum of every three years). In addition, all staff are required to read and ensure they understand Part 1 of 'Keeping Children Safe in Education' (and Annex A). Staff have undertaken online courses in Child Protection, the Prevent Duty and Child Exploitation and Online safety. All staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members receive safeguarding and child protection



updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. (KCSIE 2016)

All parents/carers are made aware of the responsibilities of staff, volunteers and governors with regard to child protection procedures through publication of the school's Safeguarding/Child Protection Policy on our website and reference to it in our introductory school pack (Parent Handbook).

7. How can individual staff prepare themselves for dealing with safeguarding concerns?

- Staff are encouraged to take the issue of harm or abuse seriously. They should raise any concerns about the School's Safeguarding regime to the School's Senior Leadership Team or Safeguarding Governor, Mr Simon Allen or Staff Liaison Governor, Mrs Sue Sim.
- Staff should be reminded that teachers are in a special position to talk to the child, to help and to provide a safe haven.
- Staff should consider the possibility of abuse within the school.
- Staff should know that they will be helped to deal with their own feelings.
- Staff should be reminded not to try to handle issues on their own. They must report them to the Designated Safeguarding Lead even if they are unsure. 'In exceptional circumstances such as in an emergency, or a genuine concern that appropriate action has not been taken staff members can speak directly to Children's Social Care.' (KCSIE 2016)
- Staff are reminded that confidentiality cannot be promised to a pupil making a disclosure.
- Staff do not contact parents themselves.
- Staff should be aware of the school's procedures relating to peer abuse, the different forms that this can take and that abuse should never be tolerated or passed off as 'banter' or just 'growing up.' (KCSIE 2016) Advice about sexting is available from the UK Council for Child Internet Safety (UKCCIS).
- Staff are made aware that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff understand that additional barriers can exist when recognising abuse and neglect in this group of children.

Actions where there are concerns about a child: Appendix 2

For helpful things to say: see Appendix 3

8. Supporting Children

We recognise that a child who is neglected, harmed or abused, who witnesses abuse or violence or who lives in an abusive or violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Our school will support pupils by:

- Ensuring children are taught about safeguarding, including online through the curriculum and PSCH. (see PSCH and SMSC policies)
- Encouraging the development of self-esteem and assertiveness;



- Ensuring that anti-bullying strategies are in place and responses to incidents are dealt with promptly and effectively (See anti-bullying policy)
- In relation to 'peer on peer abuse' arrangements will be made to support the victim.
- Promoting a caring, safe and positive environment within the school;
- Liaising and working together with other agencies involved in the safeguarding of children;
- Notifying Children's Social Care as soon as there is a significant concern;
- Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all LAC in the school;
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the pupil's new school.
- Using the 'Expression of Concerns Form,' 'Bullying Log' and recording information onto the Management Information System as appropriate.

Our school values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning the values of our society. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. St. Hilary's seeks to protect children against the messages of all violent extremism. The school governors, the Headmistress and the DSL will assess the level of risk within the school and put actions in place to reduce the risk.

Attention is paid to school practices to help children to adjust to their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Resources promoted by the DfE which are used include:

The use of social media for on-line radicalisation

The UK Safer Internet Centre (www.saferinternet.org.uk)

CEOP's Thinking website (www.thinkuknow.co.uk)

Childnet International: <http://www.childnet.com/>

In accordance with Prevent guidance children are safe from terrorist and extremist material when accessing the internet through the school system. The school has a Barracuda Web Filter 210 and filtering applies to all internet activity regardless of user id. The school includes PREVENT key words in its filtering process.

Our pupils increasingly use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites. Unfortunately, some adults, and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to-face meeting. Pupils may also be distressed or harmed by accessing inappropriate material, such as pornographic websites, or by those who promote extremist behaviour, criminal activity, suicide or eating disorders. St Hilary's School uses the flow chart 'what to do if you have an online safety concern.' (appendix 6) Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is



regularly updated. The School's online safety coordinators are Mark Strickland and Ross Fairbairn.

At St. Hilary's we distinguish between safeguarding children who have suffered or are likely to suffer significant harm and those who may be in need of additional support from one or more agencies. Subject to local procedure and reporting thresholds, the former should be reported to Children's Social Care immediately; the latter should lead to early help using local processes. SSCB has produced guidance for professionals on early help and use of thresholds entitled, 'Levels of need when working with children, young people and their families in Surrey.' (2016)

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

9. Allegations Against Staff/Volunteers/Governors

All staff and volunteers at St Hilary's have undertaken an Enhanced Disclosure via the Disclosure and Barring Service (DBS). (See Safer Recruitment Policy and also <https://www.gov.uk/government/collections/dbs-checking-service-guidance--2>). All Governors are asked to obtain an Enhanced Disclosure from the DBS, confirmation of identity and if they have lived outside the UK an alternative relevant form of check.

Teachers and other members of school staff (including volunteers) who have day-to-day contact with children in a variety of situations may be vulnerable to accusations of abuse. Their relationships with pupils may in rare instances lead to allegations against them being made by pupils or parents/carers.

It is the school's responsibility to react promptly and carefully to cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff has:

- 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.



The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

If a member of staff is informed of an allegation of abuse by another member of staff or volunteer or, if they witness harm or abuse by a member of staff or volunteer, they must report the matter immediately to the Headmistress or the Chair of Governors in the Headmistress' absence (see separate Whistleblowing Policy). If the Headmistress and/or Chair of Governors are unavailable, the member of staff should consult with the Deputy Head DSL. If the allegation concerns the Headmistress the person receiving the allegation should immediately inform the Chair of Governors without notifying the Headmistress.

In the first instance, the Headmistress or Chair of Governors should immediately discuss the allegation with the appropriate Designated Officer at the Local Authority, whether or not there is sufficient substance in the allegation to warrant an investigation. 'The purpose of an initial discussion is for the Designated Officer(s), the Headmistress and/or Chair of Governors to consider the nature, content and context of the allegation and agree a course of action. The Designated Officer(s) may ask the Headmistress/Chair of Governors to provide or obtain relevant additional information such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children.' (KCSIE 2016) Contact details for the Surrey duty Designated Officer at the Local Authority are: Contact number 0300 200 1006 or e-mail Designated Officer at the Local Authority@surreycc.gov.uk

The purpose of an initial discussion is to consider the nature, content and context of the allegation and agree a course of action. The Designated Officer at the Local Authority may ask the school to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the Headmistress or Chair of Governors will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the school should discuss the allegations with the Designated Officer at the Local Authority in order to help determine whether police involvement is necessary. The school will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children or whether alternative arrangements can be put in place until the allegation or concern is resolved.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the Headmistress or Chair of Governors and the Designated Officer at the Local Authority, and agreement reached on what information should be put in writing to the individual concerned and by whom. The school should then consider with the Designated Officer at the Local Authority what action should follow both in respect of the individual and those who made the initial allegation. This will be in accordance with the guidance in Keeping Children Safe in Education (2016).

Parents will be told about the allegation as soon as possible, if they do already not know of it. Parents will then be kept informed about the progress of the case and told the outcome.



Support for the individual is vital to fulfilling our duty of care towards our staff. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The school should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the staff member concerned. When an allegation is made, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Parents should be made aware of the requirement to maintain confidentiality about any allegations made against staff whilst investigations are on-going.

The school will inform Ofsted of any serious allegations of harm or abuse related to children in the EYFS by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. The school will inform Ofsted of the above as soon as is reasonably practicable but at the latest within 14 days.

In addition, if anyone who is employed, contracted, a volunteer or a member of staff working in the school is deemed unsuitable to work with children, and thus their services are no longer required, the school will report to the DBS within one month of a person leaving the school. Any such report will include evidence about the circumstances as far as possible. If the accused person resigns as a consequence of the allegation it will not be appropriate to reach a settlement or compromise agreement.

Guidance is given to all staff on appropriate behaviour, including physical restraint (Behaviour Policy) and boundaries to professional conduct. (Staff Handbook/ Safe Working Practice in Education)

The school is committed to reporting promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is they have caused harm or posed a risk of harm to a child. The school also acknowledges its duty to consider making a referral to the NCTL where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. Further guidance is published on the NCTL website.

10. Responsibility of the Designated Safeguarding Lead

The DSL is responsible for:

- Ensuring staff prioritise the welfare and safety of all children at St Hilary's School from the EYFS to age 11. Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Arranging training, formal and informal including on-line training where relevant, for all staff. The DSL links with the local LSCB to make sure staff are aware of the latest local training opportunities.
- Undertaking training in inter-agency child protection by refresher training at two yearly intervals and 'have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.' (KCSIE 2016)
- Keeping all staff updated with current procedures, ensuring that new staff are familiar with protection responsibilities.



- Adhering to national guidance, acting as a source of support, advice and expertise as well as offering guidance with Surrey Safeguarding Board procedures and school procedures if there are concerns about possible abuse when deciding whether to make a referral by liaising with relevant agencies.
- Providing advice and support to staff.
- Ensuring that all-relevant information about a child is disseminated to appropriate staff, including the Headmistress especially with on-going enquiries under section 47 of the Children Act 1989 and police investigations, bearing in mind confidentiality restrictions.
- Ensuring that complete records are sent to receiving schools of any concerns or past referrals. These files should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Maintaining accurate and secure child protection records in a locked cabinet.
- Understand the assessment process for providing early help and intervention.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral. This needs to be kept separate from pupil records.
- Ensuring that any pupil currently subject to a Child Protection Plan who is absent without explanation for two days is referred to Children's Social Care and Education Welfare Service in the Borough.
- Undertaking an annual review of the school's policy and procedures relating to safeguarding children including Safer Recruitment, Anti-bullying, ICT Usage and Whistleblowing and work with the appropriate governing body and proprietors.
- Notifying Ofsted of any significant event in line with Ofsted's notification requirements. The communication will happen as soon as reasonably practicable, but at the latest within 14 days.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- When managing referrals the DSL ensures cases of suspected abuse are reported to the local authority children's social care and the Designated Officer (s), the DBS and or/police.
- The DSL has a separate job description, is a member of the Senior Leadership Team, and the appropriate amount of time is allocated.

11. Safe Working Practice

Alongside the information set out in this policy, St Hilary's has a number of other processes and systems in place to safeguard and promote the welfare of children. These include policies on:

- Whistle Blowing
- Safer Recruitment
- Anti-bullying
- ICT Usage Policy
- Behaviour, Discipline and Exclusions Policy
- Health and Safety
- Staff Handbook/parent handbook
- Intimate Care Policy
- Supervision of Pupils/Missing pupils Policy and procedures/uncollected Child policy

All staff in our school are required to notify the school immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration, including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence. Please see a list of the relevant offences set out here:



https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf). The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The school takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the Headmistress immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the school immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the [Head/Bursar] for more details.

Specific guidance for staff is also provided in the Staff Handbook.

12. Volunteers, students and parent/carer helpers

All visitors to the school including volunteers, students and parent/carer helpers are met at the front door and asked to sign in. They are given a visitor's badge, asked to read the safeguarding information on the back of the visitors' badge and escorted to the area they require. No visitor is ever left unattended and we ensure that they cannot walk directly into any area occupied by children unsupervised. At the end of their visit, they are required to sign out and return their badge, before being escorted out of the school. The visitor's book and badges are kept in the front hall. A record of all visitors is kept, including exact arrival and departure time and the date. For visitors, the purpose of the meeting, job title and/or company is included.

We ensure that checks are carried out on volunteers, parent/carer helpers (i.e. DBS, references, interview procedures etc) and we have supervision of unvetted staff waiting for DBS checks to take place. Should DBS clearance not have arrived prior to the first day of employment the school will carry out a list 99 check and complete a risk assessment which will be reviewed weekly until DBS clearance is established. (see Safe Recruitment Policy)

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; the Education Act in 2002, and in line with the following:

- "Working together to Safeguard Children" 2015
- Keeping Children Safe in Education: September 2016

The guidance reflects:

- Safeguarding Children and Safer Recruitment in Education DFES Sept. 2007
- Surrey Safeguarding Children Board SSCB Child Protection Procedures – <http://sscb.proceduresonline.com/chapters/contents.html>.



13. Contractors & Other Agency Staff

Children are not allowed in areas where builders are working, for health and safety reasons, so those workers should have no contact with children. If required, any contractors that come into contact with children will undergo appropriate checks.

All catering staff or cleaners are Enhanced DBS checked.

Individuals such as educational psychologists and therapists will have been checked by their employing organisation e.g. local authority or Primary Care Trust.

14. Staff use of mobile phones, cameras and photographs of children

Staff signing the ICT usage contract and have all read our 'ICT Usage including Photograph and Mobile Phone Policy for all Staff.' This states that:

“All photos taken in school or on school activities must be relevant and appropriate and taken on school owned equipment. This is for the protection of staff and children. Staff must not use their own cameras, video equipment or mobile phones to take images of children. Photos must be stored on school computers and removed from the camera as soon as possible. Photos and videos must only ever be displayed in accordance with the permissions of the parents and full names must never be attributed. Any photographs of children used in electronic communications (e.g. Twitter, the school website) must only include first names and first letter of surname. Any misuse of photographs will be reported to the Designated Safeguarding Lead. Any external photographers or video recordists invited by the school will have a clear brief and not be left alone with any children. All parents will be informed.”

The school does allow staff to bring in personal mobile phones for their own use. However, to minimise any risks, all personal mobiles are not used where children are present, are switched off or left on silent and are kept securely stored away. At St. Hilary's staff protect children from harm by ensuring the appropriate management and use of mobile phones and safeguard children by promoting the acceptable use of photographic equipment and resources for storing and printing images. Only School technology is used for taking images including those children in the Early Years setting. Personal and school devices with a camera or video function are not taken into areas where children are changing.

15. Ombrosa Pupils Visit to St. Hilary's – Host Families

The Head of Language oversees the programme of study for Ombrosa pupils. The school recognises their general safeguarding duties and as such will request an enhanced DBS check (with barring information) for families that host Ombrosa pupils. (Safeguarding Vulnerable Groups Act 2006) The HOD alongside the Bursar will ensure that such checks are made within 3 months of the pupils arrivals.



AUTHOR: DSL, Gemma Mitchell.

READ & APPROVED BY: The Headmistress, Governors and St Hilary's Senior Leadership Team.

READ & SHARED: with all staff at St Hilary's School.

RATIFIED BY: The Safeguarding Governor.

UPDATED: October 2017

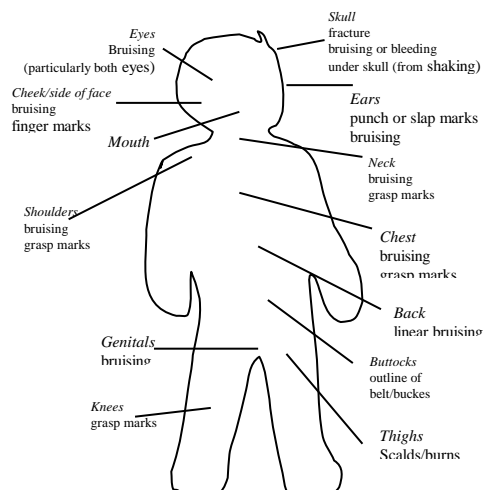
REVIEW DATE: June 2018 or earlier as required.

Appendix 1: Recognising Abuse

Staff should only view parts of the child's body which are usually visible.

Parental attitude is important in assessing all the points below – when a child is suffering severe and painful injury most would seek medical help.

Common sites for non-accidental injury



Non-accidental injuries

Bruises are likely to be:

- frequent
- patterned e.g. finger and thumb marks
- old and new in same place (note colour)
- in unusual position (see chart)

consider:

development level of the child and their activities

may be more difficult to see on darker skins

Burns and scalds are likely to have:

- clear outline
- splash marks around burn area
- unusual position e.g. back of hand
- indicative shapes e.g. cigarette burns, bar of electric fire

Injuries suspicious if:

- bite marks
- fingernail marks
- large and deep scratches
- incisions e.g. from razor blade

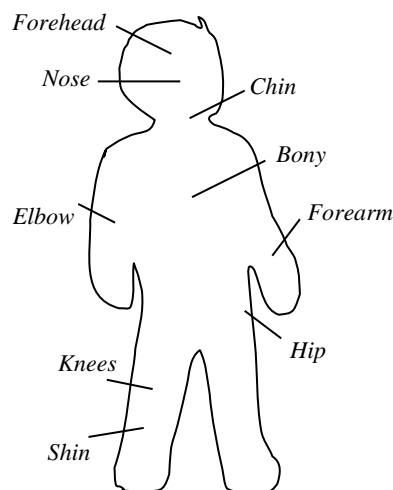
Fractures likely to be:

- numerous – healed at different times

consider:

age of child, always suspicious in babies under

Common sites for accidental injury



Accidental injuries

Bruises are likely to be:

- few but scattered
- no pattern
- same colour and age

consider:

age and activity of child e.g. learning to walk
may be confused with birthmarks or other skin conditions

Burns and scalds likely to be:

- treated
- easily explained
- may be confused with other conditions e.g. impetigo, nappy rash

Injuries likely to be:

- minor and superficial
- treated
- easily explained

Fractures likely to be:

- of arms and legs
- seldom on ribs except for road traffic accidents
- rare in very young children
- may rarely be due to "brittle bone syndrome"



two years old
delay in seeking treatment

Sexual abuse may result in:

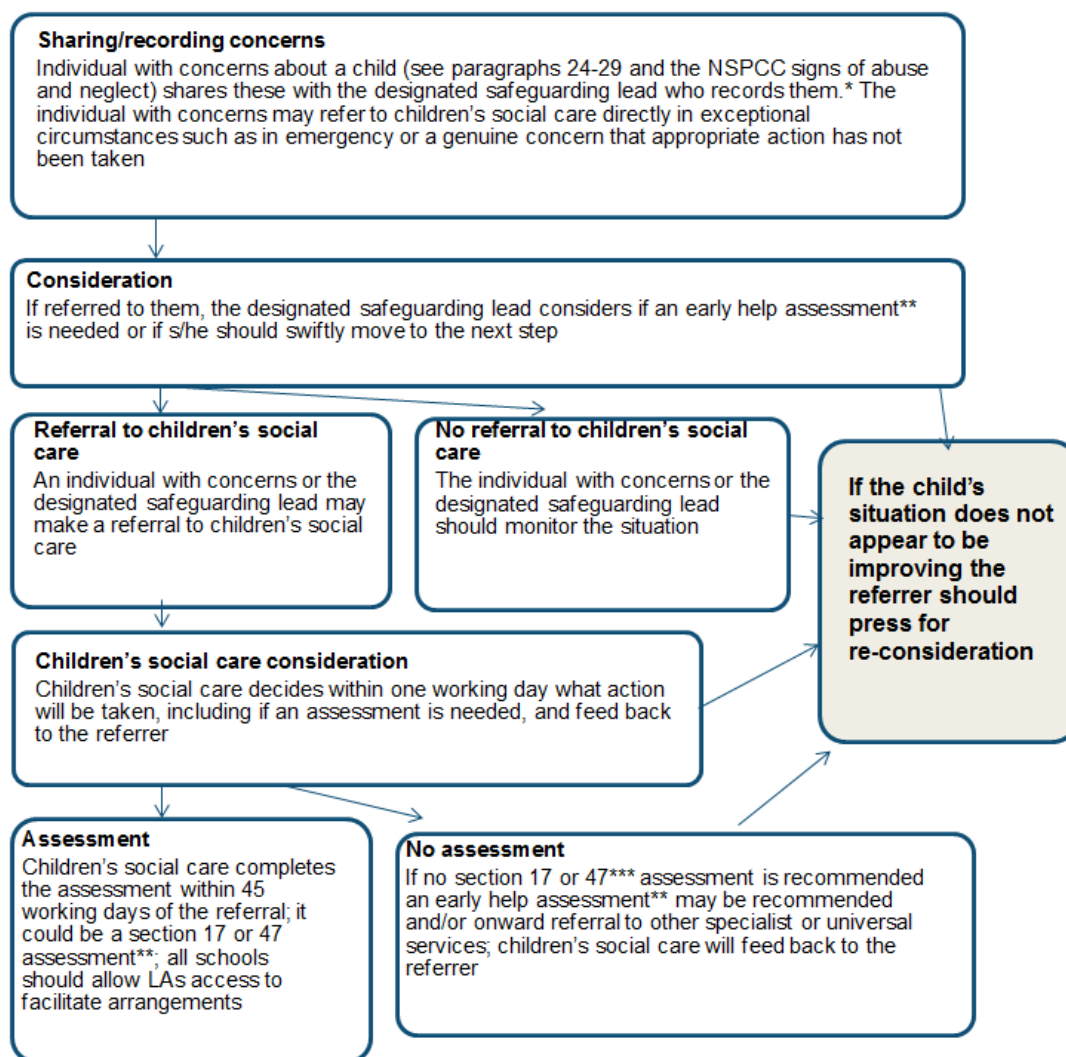
unexplained soreness, bleeding or injury in
genital or anal area
sexually transmitted diseases e.g. warts,
gonorrhoea

Genital area:

injury may be accidental (seek expert opinion)
soreness may be nappy rash or irritation
e.g. from bubble bath
anal sores may be due to constipation
threadworm infestation

Appendix 2:

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Social care immediately. **Anybody can make a referral.**

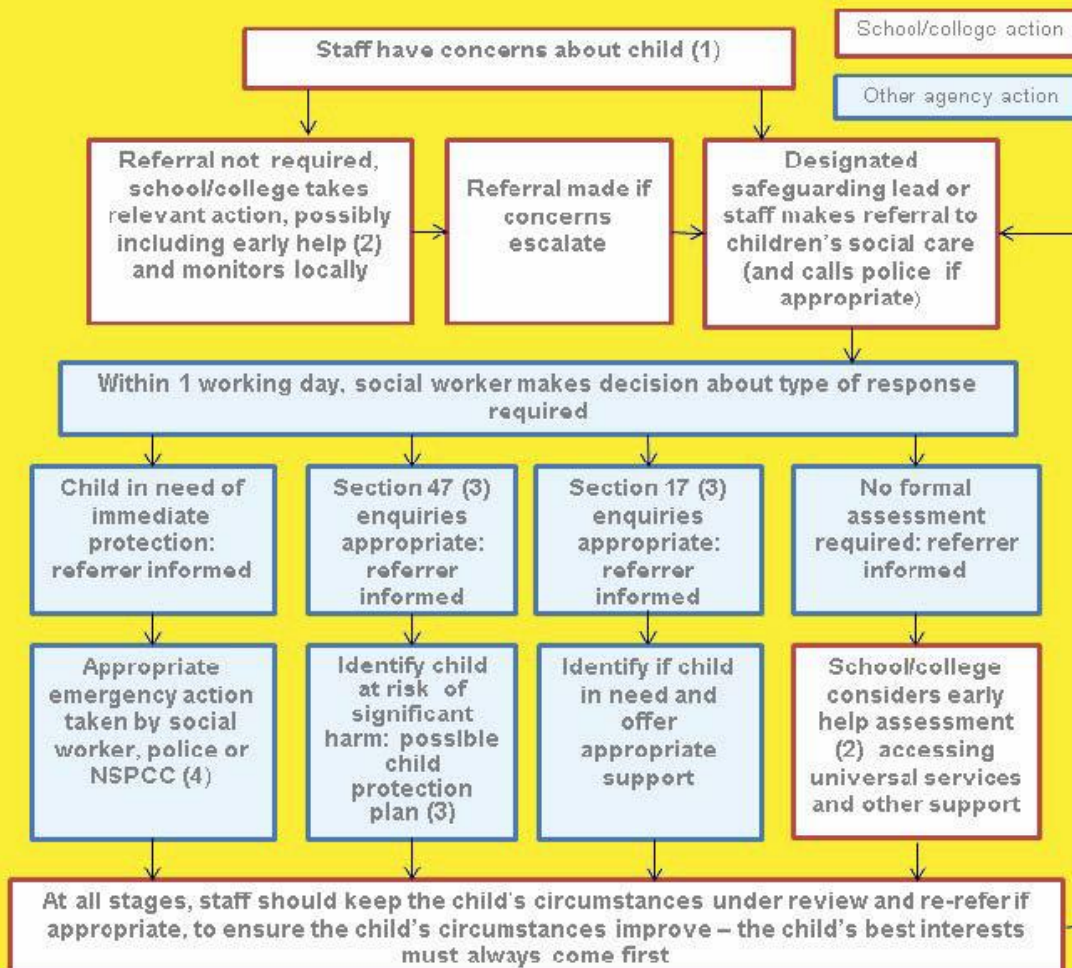


*In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of Working Together to Safeguard Children 2015 for more information.

Actions where there are concerns about a child





Appendix 3:

Helpful things to say:

- Tell me what has happened
- I'm glad you've told me that
- It's not your fault
- I'll help you
- Is there anyone else you'd like to talk to about this?

Avoid saying:

- Why didn't you tell anyone before?
- Did they do X to you?
- I can't believe it
- Are you sure this is true?
- Why? How? When? Who? Where?
- Things like: 'I'm shocked; don't tell anyone else'

At the conclusion of the talk:

- Reassure the child again that she/he was right to tell you.
- Let the child know what you are going to do next and that you will let him/her know what happens
- It is not your job to decide whether or not abuse has occurred, but you will need to ensure that you pass the information on to the Designated Safeguarding Lead.



Appendix 4 – Expression of Concern Form

Child Protection Expression of Concern Form

PUPIL'S NAME: Yr/Date of Birth:	DATE & TIME	
REPORTED BY:		
Disclosure between: _____ and _____		
Cause for concern raised by: _____		
Persons present:		
Circumstances:		
REPORT:		
PRINT NAME:	SIGN:	DATE:

Skin maps attached: yes/no



Appendix 5: Further Information on Specific Safeguarding Issues

Child missing from education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect. St. Hilary's has an admission register and an attendance register. All pupils are placed on both registers. (Please also refer to the Admission Policy)

Child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

So-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of [the Multi agency statutory guidance on FGM](#) (pages 59-61 and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#)). If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**



along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at- [Mandatory reporting of female genital mutilation procedural information](#)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the designated safeguarding lead and involve children’s social care as appropriate.

Domestic Abuse

St. Hilary’s School is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey County Council, Surrey Domestic Abuse Service and Surrey Schools. Every school day morning our key adult/deputy key adult is notified of all domestic abuse incidents that have occurred in the previous 24 hours which involved a pupil at this school (72 hours on a Monday morning). This allows us to provide the right support at the right time for our pupils who are experiencing domestic abuse.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.

Preventing radicalisation

Protecting children from the risk of radicalisation is part of everyone’s wider safeguarding duties, Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.



Prevent

All staff are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Department for Education has also published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched [educate against hate](#), a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101 and ask to speak to the Surrey Police Prevent Coordinator. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

St. Hilary’s acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Channel

Staff understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel guidance](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

Appendix 6 – What to do if you have an online safety concern

