



Safeguarding and Child Protection Policy

St Hugh's School is committed to the welfare, protection and overall safeguarding of its children and staff. Where safeguarding is concerned staff always have the best interest of the child at the forefront of everything they do.

The following policy relates to all children at St. Hugh's School, including boarders and those in the EYFS (Early Years Foundation Stage) and is updated at least annually.

This policy should be read in conjunction with the Lincolnshire Safeguarding Children Board (Children's Services) Policies and Procedures Manual, updated in May 2017 (<http://lincolnshirescb.proceduresonline.com/index.htm>) St Hugh's school operates within locally agreed inter-agency procedures. Furthermore this policy refers to Keeping Children Safe in Education September 2016.

Safeguarding and promoting the welfare of children is **everyone's responsibility**.

Referral process: (Paragraphs 21-27 KCSIE 2016)

If you suspect or believe a child is suffering, or is likely to suffer, significant harm (including any form of mistreatment or abuse) you should **ALWAYS** report your concerns.

In an emergency always dial 999, and if a crime has been committed, the matter should be reported to the police within 24 hours.

If there is no immediate danger to the child please contact your Designated Safeguarding Lead in school:

Designated Safeguarding Lead (DSL): Mrs. Natalie Wallis (Head of Pre-Prep including EYFS)
- Contact information: nursery@st-hughs.lincs.sch.uk 01526 352169

Deputy Designated Safeguarding Lead – Mr. Richard Goodhand (Head of Pastoral Care) -
Contact information rgoodhand@st-hughs.lincs.sch.uk 01526 352169

School Governor with responsibility for Child Protection: Mr. Sam Dewhurst – Contact information sgd@uppingham.co.uk

Normally concerns are referred to and managed by the DSL.

HOWEVER anyone can make a referral.

In Lincolnshire all referrals go to Children Services Customer Service Centre (CSC) call 01522 782111. If it is outside normal office hours you can contact the Emergency Duty Team (EDT) on 01522 782333. They will take details of the referral and assist you. Please see below for a referrals flow chart.

A child in need will be referred to children's social care. These cases are often multi agency and the Customer Service Centre (CSC) will be able to determine which ones need to be involved. However a child at risk will be referred to children's social care **immediately**, please see below for a definition of these if you are unsure.

- If there is an allegation against anyone working at school then it **MUST** be referred to the LADO (Local Authority Designated Officer) within one working day Tel. (01522) 554674. A LADO referral form (coming out Autumn 2017) should be completed for each contact with LADO & emailed to LADO@lincolnshire.gcsx.gov.uk. If there is an allegation against a member of Staff, the DSL or a volunteer then this must be passed to the Headmaster who must then make a referral to LADO. If the allegation is against the Headmaster then this must be passed on to the Chair of Governors who will then make a referral to LADO, without informing the Headmaster. If a member of staff is dismissed, or would have been dismissed if they hadn't left, then the school must inform the DBS service. If there is a case for professional misconduct the school must inform the NCTL.

What is LADO?

The LADO (or designated council officer(s)) provides advice and presides over the investigation of any allegation or suspicion of abuse directed at anyone working in the school. Please see the section 'Allegations against a member of staff' below for details of the procedures to be followed.

Local Authorities have a designated officer or team of officers, either as part of multi-agency arrangements or otherwise, to deal the management and oversight of allegations against people that work with children. The acronym "LADO" was removed from KCSIE and WT from March 2015 in favour of "designated officer, or team of officers", or sometimes "designated officer(s)", to indicate that LAs now have some discretion over their approach. This does not prevent LAs, schools and others continuing to use it as appropriate. ISI continues to use the acronym LADO for brevity.

Definitions:

Safeguarding is the broader preventative and precautionary approach to planning and procedures that need to be in place to protect children and young people from any potential harm or damage. It is more than child protection, although child protection is one important aspect of safeguarding.

Child protection involves recognising signs of physical, sexual or emotional abuse or neglect and taking immediate and appropriate action in response.

Child in need:

Under Section 17 (10) of the Children Act 1989, a child is a Child in Need if:

- He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;
- His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services;
- or He/she is disabled.

Child at risk:

- A child is at risk if there is even the remotest possibility that they have been abused in any way in the past or that there is any possibility of them being abused now or at a future date.

When contacting CSC or EDT on the numbers above please state if you are calling concerning a child in need or a child at risk.

Remember to inform you DSL as soon as possible if you have made a referral. Parental consent is not needed if a child is deemed at immediate risk.

All staff in school are asked to read KCSIE part 1. All staff in our school are also expected to read Annex A of KCSIE as they work directly with children. Staff are asked to sign that they have read and understood the guidance given to them.

EARLY HELP

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. Working Together to Safeguard Children (2015) identifies the critical features of effective Early Help as:

A multi-disciplinary approach that brings a range of:

- Practice that empowers families and helps them to develop the capacity to resolve their own professional skills and expertise through a "Team around the Child" approach.
- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process
- Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. ESCO is similar to the TAC process but specifically supports the care coordination of Children with Disabilities (CWD) Further information can be seen at www.lincolnshire.gov.uk/ESCO All forms and guidance for Early Help including Signs of Safety, TAC Handbook, TAC Consultants contact details etc. are available at www.lincolnshirechildren.net

- What is Team Around the Child (TAC)?

TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them. TAC can be used to support children and young people between 0–19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability. There are four main stages in setting up a TAC;

- Early identification of needs
 - Assessing strengths and needs in a consistent and methodical framework
 - Developing and delivering an integrated services
 - Reviewing and refining the support arrangements
- Support and Guidance Available; Please refer also to the LSCB Website and publications (Particularly 'Meeting the Needs of Children in Lincolnshire') at www.lincolnshire.gov.uk/lscb. In addition the following staff are available to support professionals;

Early Help Advisors are available to support professionals. These advisors are based within Customer Service Centre (01522 782111). They offer consultations to professionals for new cases where practitioners need some advice or guidance. The Advisors are qualified social workers who will advise on all levels of safeguarding and thresholds.

Early Help Consultants provide support, advice and guidance to lead professionals on existing TAC Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact via your local TAC Co-ordinator in your locality or email earlyhelpconsultants@lincolnshire.gcsx.gov.uk

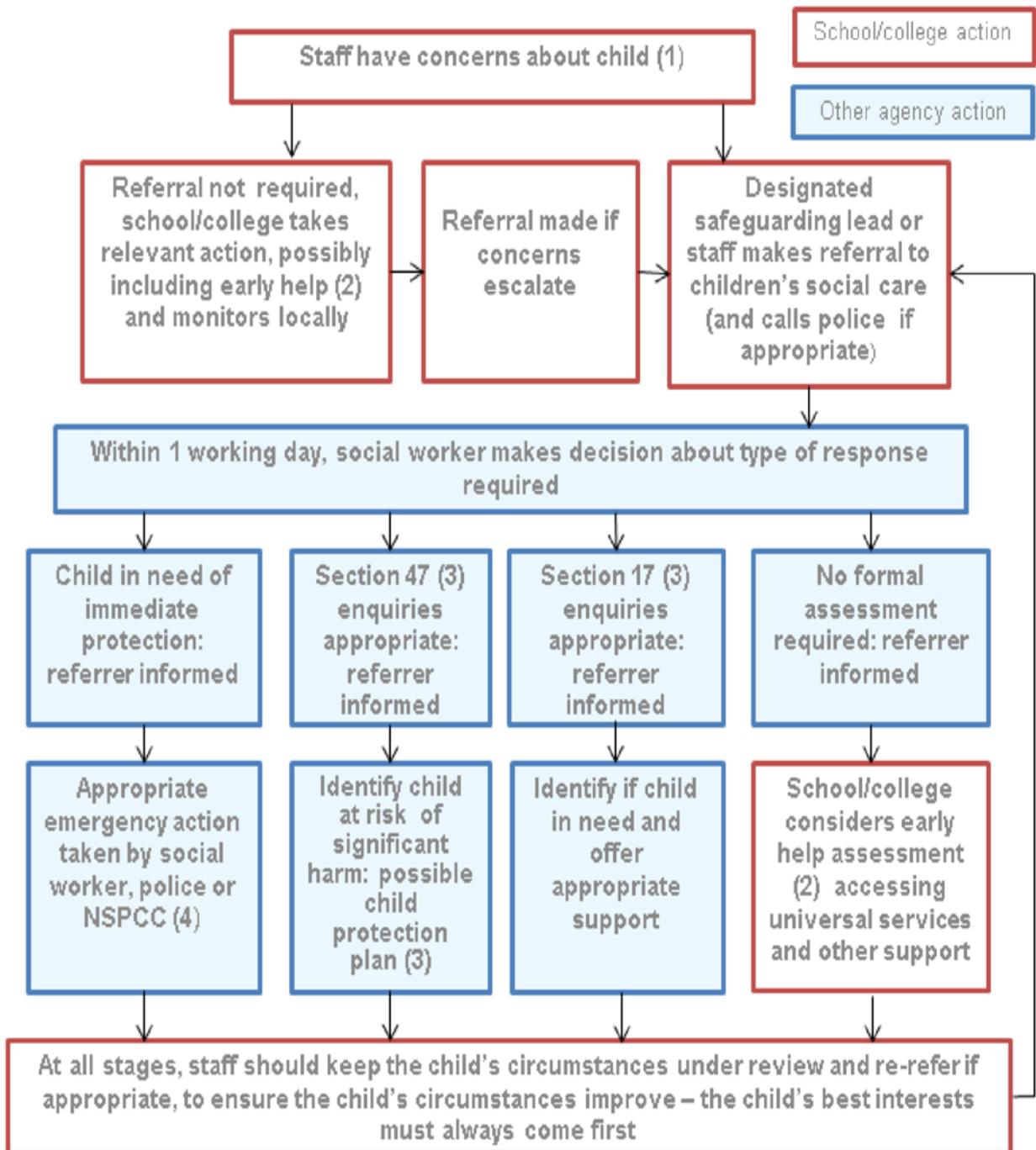
TAC Administrators provide administrative support, maintain records, monitor processes, and can signpost professionals to local services. Contact tacadmin@lincolnshire.gcsx.gov.uk

- The designated safeguarding lead acts as the focal point for all matters concerning child protection and safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the designated safeguarding lead immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.
- Any professional at an early help level who has contact with children, young people and their families can have a consultation with an Early Help Advisor. The child/young person must live in Lincolnshire for the consultation to take place.
- Practitioners will ring the same central Customer Service Centre number 01522 782111. Practitioners will speak to the call advisors who will briefly establish the nature of any concerns and

will be asked whether the call is requesting a consultation with an Early Help Advisor or whether they want to make a safeguarding referral to the Children's Social Care.

- If the caller would like a consultation with an Early Help Advisor they will receive a call back within one working day.
- If the caller opts to make a safeguarding referral the call advisor will continue to take the referral through the normal process.

Actions where there are concerns about a child



OVERARCHING AIMS OF THE SAFEGUARDING AND CHILD PROTECTION POLICY

- To ensure the protection of all pupils at St. Hugh's from all forms of abuse.
- To raise the awareness of teaching and non-teaching staff of the need to safeguard children and of everyone's responsibilities in identifying and reporting possible cases of abuse.
- To ensure that staff are not complacent and place the best interest of the child at the forefront of everything they do.
- To reiterate the guidance that staff can never be complacent and must always think that "it could happen here".
- To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure that the school contributes to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To encourage good listening by staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse?
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To complete a Safeguarding Referral Form for any child at risk of significant harm and in need of protection within 24 hours of a concern being raised.
- To initiate and coordinate, where necessary, Early Help Assessment and Inter Agency Procedures through children's services and the Team Around the Child (TAC)
- To ensure that all adults within the School who have substantial access to children have been checked as to their suitability.
- To adhere to Lincolnshire Safeguarding Board Procedures (May 2016).
- All complaints arising from the operation of this policy will be considered under the School's complaints procedure, with reference to the Lincolnshire Safeguarding Children Board Lead Officer (LADO) as necessary. Furthermore reference can be made to the Whistleblowing policy. Staff are also directed to the new NSPCC whistle-blowing helpline (0800 028 0285);
- Whether or not the School decides to refer a particular complaint to social services or the police, the complainant will be informed in writing of their right to make their own complaint or referral to social services or the police and will be provided with contact names, addresses and telephone numbers, as appropriate.

RATIONALE

Parents and guardians have a right to expect that schools have taken steps to develop such a policy. They should feel that the staff understand child protection procedures and will apply them as necessary. They should be confident that the school has procedures in place to ensure the effective operation of safer recruitment.

Agencies which offer consultation and advice about child protection matters, and/or who may become involved in issues over individual children, have a right to expect that the staff will act appropriately and within agreed guidelines.

It is vital that staff feel confident and able to raise any concerns they may have. The school must ensure that relevant channels of communication are open so that they can bring forward any concerns they may have about the operation of safeguarding procedures or any poor practice or regulatory failings. It is also important that staff share a common language about child abuse matters. Including an understanding of the latest information and updates regarding CSE and FGM, as well as PREVENT. They need to have confidence that the Designated Safeguarding Lead, their Deputy or the Headmaster will implement the appropriate procedures and will support their concerns over individual children.

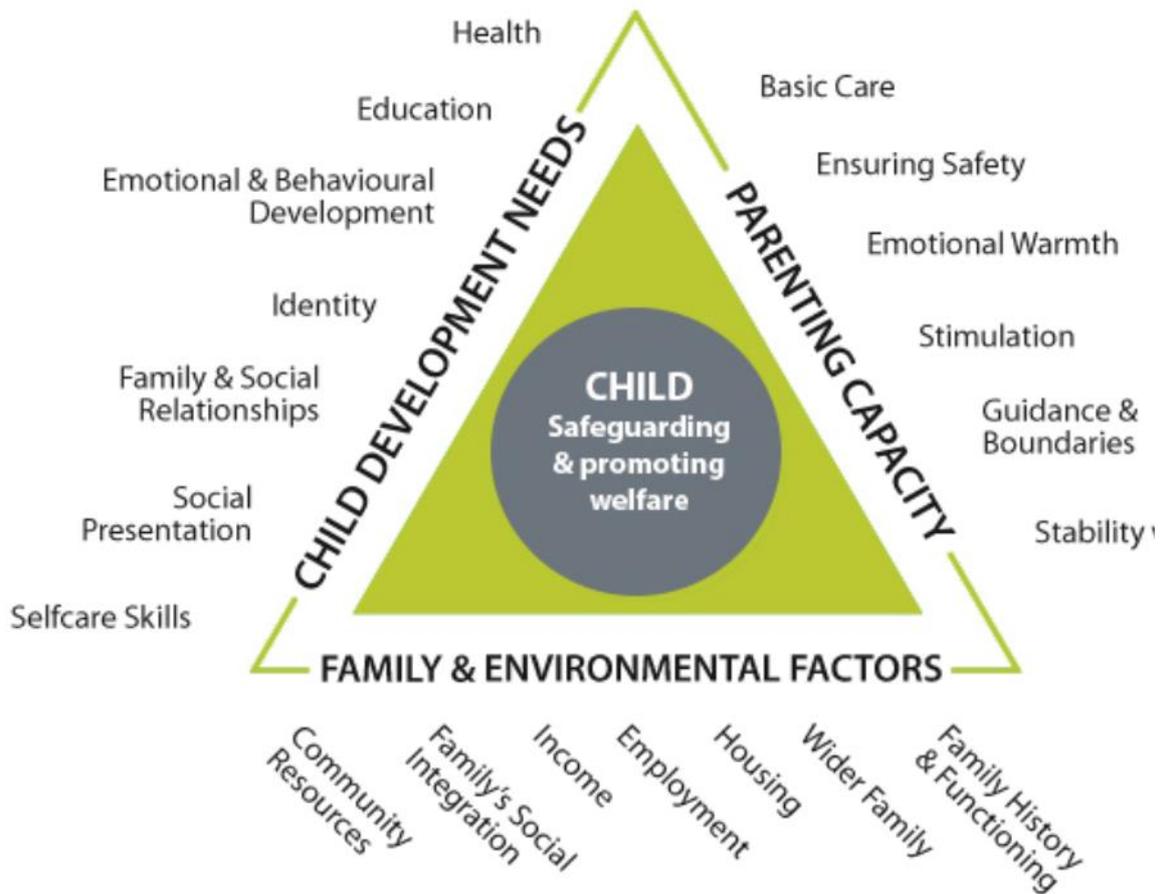
PRINCIPLES

- St. Hugh's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.
- The school aims to provide an environment in which children and young people feel safe, secure, valued and respected, and that they feel confident and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- The school recognises that all adults have a full and active part to play in protecting our pupils from harm, and that the child's welfare and best interests are our paramount concern.
- The school will work with other agencies to ensure adequate arrangements to identify assess and support those children who are suffering harm.
- Where staff from another organisation are working with pupils on another site, the School will have received assurances that appropriate child protection checks and procedures apply to those staff.

METHODS FOR ENSURING THE PROTECTION OF CHILDREN AT ST. HUGH'S SCHOOL

1. The Board of Governors takes seriously its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. The Disclosure and Barring Service checks all members of the Board of Governors. A Governor is nominated by the Board of Governors to have oversight of child protection matters. The nominated Governor also instigates the annual review of this policy.
2. The reporting of safeguarding practice at St Hugh's enables the Board of Governors to ensure compliance with current legislation and to identify areas for improvement. Close liaison with the local authority is vital in order that appropriate support and training can be given. There is an annual review by the governing body of the school's safeguarding policy and procedures and of the efficiency with which the related duties have been discharged.
3. Once a year a report on Child Protection matters will be presented to the Board of Governors. The Designated Safeguarding Lead will liaise with the Governor responsible for safeguarding once each year and on additional occasions, as appropriate.
4. The Headmaster is accountable to the Board of Governors for the provision of an ethos, curriculum and procedures which will support every child's development in line with the published aims of the School. The Headmaster is also responsible for ensuring that the procedures contained in this policy are followed, and for ensuring that relevant legislation is incorporated as necessary.
5. The Designated Safeguarding Lead is responsible for raising awareness of Safeguarding and will provide opportunities for discussion of Safeguarding and remind staff of whistleblowing procedures and of the named Governor for Safeguarding at each whole staff meeting.
6. All staff, including temporary staff and volunteers, will have a written copy of the policy to be followed when there is suspicion of abuse, and to whom they should communicate concerns, as outlined in this policy, a copy of the staff code of conduct and a copy of Part 1 of KCSIE and Annex A, which they are required to read.
7. Written procedures for all staff will provide guidance on the keeping of notes and records. It is essential that a clear, factual record is kept to assist in discussing a case with appropriate agencies.
8. Staff who report suspected abuse will be supported by the Senior Management Team.
9. The Headmaster will ensure that part of the induction procedure for new staff will involve them being given a written copy of the Safeguarding and Child Protection Policy and a copy of Part 1 and Annex A of KCSIE. The Designated Safeguarding Lead will also ensure that they have access to and read the School's acceptable use of ICT policy.
10. The Headmaster will require all staff to confirm that they are not living in the same household as a person who has been barred from working with children.
11. The Headmaster will ensure that all volunteers who help with clubs, societies, trips or similar projects have had their suitability to work with children confirmed by police checks and they know to communicate any child protection concerns they may have with the Designated Safeguarding Lead and will give them a copy of Section 1 and Annex A of KCSIE.
12. Concerns about the Headmaster or his wife should be made to the Chair of Governors who will act as the Designated Safeguarding Lead. The Headmaster or his wife should not be informed that concerns have been raised with the Chair of Governors.

13. Whenever concerns are raised or worrying changes are observed in a child's behaviour, physical condition or appearance, a specific record will be set up. All concerns will remain confidential and shared on a need to know basis and the guidance set by the Lincolnshire Safeguarding Children's Board will be followed.
14. Staff have an understanding of the Framework of Assessment of Need (see below) and make decisions based on a child's development needs, parenting capacity and family & environmental factors.



SAFEGUARDING TRAINING

The designated safeguarding lead and any deputies undergo training to provide them with the knowledge and skills required to carry out the role. The training is updated every two years. St Hugh's School follows the 5 year pathway for training provided by LSCB. Both the DSL and DDSL have had Child Protection training and Inter Agency Training as part of the pathway.

In addition to their formal training, as set out above, their knowledge and skills are updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

This level of training also ensures that they

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of 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;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

All staff, including the Headmaster and volunteers in regulated activity have regular child protection training, including Prevent awareness and how to identify children and young people at risk, and on-line safety, this follows the LSCB 5 year pathway.

These staff also receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All new staff, including temporary staff and volunteers, are provided with induction training that includes: 1. the school's safeguarding and child protection policy; 2. the staff code of conduct/behaviour policy including the whistleblowing procedure; 3. the identity of the designated person 4. a copy of Part 1 of KCSIE and Annex A. Staff are also encouraged to read the School's acceptable use of ICT policy in order for them to be able to use the school's ICT network.

St Hugh's school also ensures that sufficient staff have safer recruitment training to ensure that the recruitment policy is followed.

SAFER RECRUITMENT PROCEDURES - please refer to our recruitment policy.

St Hugh's School pays full regard to DfE guidance Keeping Children Safe in Education – September 2016 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by:

- Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history (including any additional checks thought appropriate for staff who have lived or worked outside the UK) and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and the existence of any teacher prohibition orders (checked via the 'Teacher Services' system) and the right to work in England checks in accordance with DBS and Department for Education procedures.
- In February 2015 the DfE issued additional guidance about disqualification by association 'Disqualification Under the Childcare Act 2006' which applies to those staff employed and/or provide childcare in either the early years (birth until end of reception age – all day) or later years (children under the age of 8 if attending childcare clubs before or after school). Schools will need to ask those staff in scope to complete a disqualification declaration. Upon return schools should contact their HR adviser and LADO where a positive declaration has been made.
- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct.

- Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education – September 2016 and LSCB, LADO and HR Policy, procedures and guidance.
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.
- Supporting staff confidence to report misconduct.
- At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years.

VISITORS

Schools and colleges do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day). Head Teachers and principals should use their professional judgment about the need to escort or supervise visitors.

Visiting speakers

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers who might fall within the scope of the Prevent duty, whether invited by staff or pupils, are suitable and appropriately supervised. This means that even in cases where specific vetting checks are not prescribed by Part 4, for example, if speakers will not be left alone with pupils, schools must take action to ensure that they are suitable. The precise action is not prescribed. An internet search, for example, may sometimes be more instructive than formal vetting checks.

The interaction between the Prevent requirement to check speakers and the KCSIE is likely to mean in practice that checks on visiting speakers will be recordable on the SCR either as checks on staff or un-prescribed checks on volunteers. Failure to ensure the suitability of relevant visiting speakers is to be reported under paragraph 7(a) and (b).

HEALTH AND SAFETY AND EDUCATION VISITS

The School's Health & Safety and Educational visits procedures are set out in separate documents, and reflect the consideration given to the protection of our children, both physically within the School environment and away from the School when undertaking School trips and visits.

RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD

The Governing body at St Hugh's School will appoint an appropriate senior member of staff, from the school leadership team, to the role of Designated Safeguarding Lead (DSL). Their contact details are listed on the front page of this policy. The DSL will take lead responsibility for safeguarding and child protection. This person has the appropriate status and authority within the school to carry out the duties of the post. They are given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Whilst the activities of the designated safeguarding lead can be delegated to the appropriately trained deputy (DDSL), the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

The DSL will manage any referrals:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases where a crime may have been committed to the Police as required.

The DSL will work with the whole school team as well as external agencies:

- Liaise with the Headmaster to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" and the designated officer(s) (LADO) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Furthermore the DSL will act as a source of support, advice and expertise for staff.

The DSL has undertaken Prevent awareness training.

The DSL will raise awareness of safeguarding and child protection issues:

- The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

The DSL will manage the child protection files:

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the designated safeguarding lead (or a deputy) is always be available (during school or college hours) for staff to discuss any safeguarding concerns.

SUPPORTING CHILDREN

All Staff at St. Hugh's should understand that certain children may be particularly vulnerable, and so extra vigilance is required. These categories include: disabled children; children with SEND; children who are looked after by a local authority; children who have spiritual or religious beliefs; migrant children; child victims of trafficking; children who have experienced or witnessed domestic abuse; children who have been or are being bullied; unaccompanied asylum-seeking children or children who have witnessed other traumatic events or suffered bereavement.

- It is recognised that a child who is abused or witnesses abuse or violence may feel helpless and humiliated, may blame themselves, and may find it difficult to develop and maintain a sense of self-worth.
- The School recognises that it may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- The School accepts that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- The School will support **all** pupils by:
 1. Encouraging self-esteem through the curriculum and by not condoning aggression, persistent banter or bullying.

2. Regular reminders to pupils of key adults in whom they can confide, such as Form Tutors, Matrons or the Head of Pastoral Care, and the importance of sharing their concerns.
3. Prominent display of 'Childline' posters
4. Promoting a caring, safe and positive environment within the School.
5. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
6. Notifying the Children's Services CSC as soon as there is a significant concern.
7. Providing continuing support to a pupil about whom there have been concerns, who leaves the School, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the School medical records are forwarded as a matter of priority.
8. Consulting relevant agencies such as CAFCASS or CAMHS for advice with specific cases, as necessary.

The School independent Listener (Mrs Wendy Trotter) is available for pupils to talk to on any matter. She is introduced to the pupils on a regular basis, with contact information published around the School.

Children's views are valued and specifically canvassed in regular School Council meetings and Boarding House meetings. Pupils also complete a termly questionnaire, which allows them to summarise how a term has gone, highlighting concerns with particular reference to bullying. There is a section in this for pupils' suggestions.

CHILDREN MISSING EDUCATION:

For the purpose of this document a child missing education is defined as:

Any child of compulsory school age (5-16) who is not on a school roll being educated otherwise (e.g. at home, privately, or in alternative provision) and who had been out of any education provision for a substantial period of time (practice nationally is four weeks or more). Department for Education

Children and young people with poor school attendance are often the most vulnerable and are more likely to become children missing from education.

The monitoring of children at risk of missing education at St Hugh's School is carried out in partnership with the Local Council.

Why children go missing from education:

Children and young people can go missing from school or agreed education provision, for a wide variety of reasons. Their personal circumstances or those of their families may contribute to the withdrawal process. Children can go missing when there is no systematic process in place to identify them and ensure they reengage with appropriate provision. The most common reasons why children miss education include:

- Failing to register at school at age 5;
- Failing to make successful transition from infant to junior and primary to secondary;

- Ease to attend due to exclusion (formal/illegal withdrawal);
- Mid-year transfer of school;
- Unable to find a school place after moving into local authority;
- Victims of bullying;
- Frequent moves of house including periods of homelessness or periods in a refuge;
- Transience/family mobility;
- Family breakdown;
- Frequent absence leading to low attendance (especially Yr10 and Yr11);
- Disaffection resulting in parents withdrawing the pupil or 'being asked to leave';
- Involvement in youth offending.

A significant number of children referred as missing education are either found in education following initial investigations or found but not in education and subsequently supported to return. There are a number of children who are not found in education as the family cannot be located following the normal investigations.

A child who is not found in education following CME investigations does not infer that the child is at risk. However, it is appropriate to escalate the concerns to consider potential risks to the child. A process is in place to facilitate this.

Registration:

St Hugh's School has an admission register and an attendance register, both on the ISAMS system.

St Hugh's School has informed the Local Council of any pupil who has been removed from the admission register where the pupil:

- 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;
 - has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
 - has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- or,

- have been permanently excluded.

St Hugh's School also informs the Local Council 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.

PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION AND BULLYING, INCLUDING CYBER-BULLYING

(see also separate anti-bullying policy)

- The School promotes the welfare of children through the Personal Health & Social and Economic Education (PSHEE) curriculum, the ICT curriculum and contact with parents (including the Parent Forum).
- Sex education is provided in a sensitive manner via the Science and PSHE curriculum (see also separate Sex Education and Relationships policy).
- Pupils are given the information to understand and avoid situations and persons, including over the internet and mobile technology, which could lead them into harm. They are taught to understand the importance of not putting personal information or contact details online, including potential risks with social media and mobile phones. This includes Sexting and the need to report any texts they receive of this nature. Children understand **the acceptable use of ICT**.
- Pupils understand what to do if they encounter cyber-bullying or how to report sites where they encounter upsetting material or unsolicited contacts.

OPPORTUNITIES TO TEACH SAFEGUARDING

- The children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through personal, social, health and economic education (PSHEE), and through sex and relationship education (SRE). During topics such as British Values the children learn about radicalisation and extremism. These are also covered in RE.
- Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- The School is determined that no kind of bullying will be tolerated. The School's Anti-bullying policy can be found in the Staff Handbook and on the School website.
- Staff are aware that children are capable of abusing their peers. The children at St Hugh's have the opportunity to learn about and discuss all aspects of Peer on Peer abuse through the PSHEE materials in Jigsaw and discussion in Years 7 and 8 of Sexual Education. This policy refers to the different forms peer on peer abuse can take, making clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". The section on Allegations against a pupil makes clear how a child will be supported.
- Peer on peer abuse can manifest itself in many ways. We have made specific mention of YOUTH PRODUCED SEXUAL IMAGERY (SEXTING) in this policy, and our Head of ICT is a CEOP member and keeps up to date with the latest information from them.

- In lessons the children are taught about respect for the opposite sex. This also means that inappropriate behaviour such as girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence are mentioned as abuse and it is explained to the children that it is handled as such.
- The School acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes racial, homophobic and gender related bullying.

PHOTOGRAPHS AND USE OF ICT

It is custom and practice of most Independent schools and of this school to include some photographs or images of pupils in the School's promotional material and on the School website. Parents' consent is requested for such images to be used. We would not disclose details such as full name or home address of the child. Parents' wish that their child's name, photograph or image should not appear in any of the School's promotional material or on the website is respected. Any devices such as camera phones, digital cameras or camcorders that are used to take photos should either be the property of the school, or should be registered with the school, for safeguarding and inspection purposes. (IAPS Guidance) Staff that wish to register their phone with the school in order to take photographs will be required to clear their school pictures from the device as soon as possible and allow a check of their phone camera content in the case of any safeguarding concerns or inspection.

Pupils and staff are expected to read and agree to the School's acceptable use of ICT policy before being permitted to use the School ICT network.

Children in the Early Years:

Children in the Early Years have their photographs taken to provide evidence of their achievements for developmental records (The Early Years Foundation Stage, EYFS 2014). Staff, visitors, volunteers and students are not permitted to use their own mobile phones, tablets or cameras to take or record any images of children for their own records during session times but instead must use the school cameras or tablets purchased or provided for the purpose. Staff may take photographs of children in the EYFS setting using a school camera or tablet for the following purposes: in order to provide evidence of any practical educational activities or outdoor learning that has taken place during the day, or on school trips to document their outing for newsletters and for their learning journey. Staff must regularly delete all photos and videos from such devices.

CONFIDENTIALITY

- i. The School recognises that all matters relating to child protection are confidential.
- ii. The Headmaster or Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only.
- iii. All staff are made aware that they have a professional responsibility to share all concerns with the Designated Safeguarding Lead.
- iv. All staff are made aware that they cannot promise a child to keep secrets or to keep information confidential which might compromise the child's safety or welfare.

- v. The School will always undertake to share their intention to refer a child to Children's Services with their parents or carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, the School will consult with the LADO.

SUPPORTING STAFF

- Staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- Support will be given to such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

WHISTLE BLOWING

- The School's Whistle Blowing policy is provided to all staff in the Staff Handbook and highlighted in every whole staff meetings.
- Children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff and Volunteers are required to report to the Headmaster, as appropriate, or the Chairman of Governors in his absence, any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of serious harm. In exceptional cases, such reports should be made directly to the LADO. Please refer to the section in this policy. The member of staff will be considered to have acted in a private capacity and will not be held accountable for undermining a School decision.
- No action would be taken against the member of staff, Volunteer or pupil if their concern was raised in good faith. Malicious allegations may be considered as a disciplinary offence.
- Please see the full Whistleblowing policy for full details.
- Staff are also informed about the new NSPCC whistle-blowing helpline (0800 028 0285);

BOARDING (Please refer to the full Boarding policy and standards)

We will have regard to the National Minimum Standards for boarding schools (especially standard 11). Please refer to the full Boarding policies and procedures.

These include:

- i. Briefing for senior pupils given positions of responsibility over other pupils, on appropriate action to take should they receive any allegations of abuse;
- ii. Child Protection briefing for School Captains to outline the roles and responsibilities of the adults they can turn to in school;
- iii. A policy, known to staff and used in practice, for searching for and, if necessary, reporting any boarder missing from School;
- iv. The possibility of reporting concerns or allegations to the Lincolnshire CSC team on 01522 782111 or the out of hours Emergency Duty Team (EDT) on 01522 782333
- v. Immunity from "whistle blowing" applies to pupils and staff who report a concern in good faith;
- vi. Arrangements for alternative accommodation to be available should a serious allegation (with possible suspension) be made against a resident member of the Boarding House staff.

FIRST AID AND MEDICAL NEEDS (Please refer to the full medical policy)

Except in cases of emergency, first aid will only be administered by qualified First Aiders. All teaching staff have undertaken basic first aid training.

First aid treatment will be recorded and where significant will be shared with parents/carers at the earliest opportunity.

Specific arrangements will be made by the Matron for children requiring regular medication or therapies for long-term medical conditions, in consultation with the parents.

MISSING CHILD

As soon as it becomes apparent that a child is missing, the School Office should be informed to check that the child is not off-site for a legitimate reason. As soon as possible the Headmaster (and in his absence the School Business Manager, the Deputy Head or Director of Studies) should be informed and an immediate search of the school undertaken.

Where the School contacts the Police during the day or night, the following information should be provided:

- i. the pupil's name
- ii. the pupil's age
- iii. an up to date photograph if possible
- iv. the pupil's height, physical description and any distinctive physical features
- v. any disability, learning difficulty or special educational needs that the pupil may have
- vi. the pupil's home address and telephone number
- vii. a description of the clothing the pupil is thought to be wearing
- viii. any relevant comments made by the pupil such as "I'm going to run away to Skegness".

The information will then be passed to the various police stations through police channels and no further notifications from the School should be necessary.

A written record will be kept of any boarder or day pupil who goes missing from School, including:

- the pupil's name
- relevant dates and times
- the action taken to find the pupil
- whether the police or social services were informed
- outcome or resolution of the incident
- any reason given by the pupil for going missing
- any concerns or complaints about the handling of the incident
- a record of the staff involved.

Once the child is found it is important to make contact again to call off any search.

SECURE PREMISES

School premises: The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

Visitors book: The School keeps a visitors book at Reception. All visitors should be expected by a member of School staff and must sign in on arrival and sign out on departure. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.

Boarding Houses: All visitors to the Boarding Houses must report to a House Parent immediately on arrival, and must observe the necessity to be kept under sufficient staff supervision during their visit.

EXCEPTIONAL CIRCUMSTANCES

The school will maintain records of significant events such as admission to hospital, a death in the family or entry on the Child Protection Register.

Where required, advice or assistance from external agencies will be sought and acted upon to support any child affected by a significant event.

Children may also be carers, and if so have a right to additional external support.

CHILD PROTECTION PLAN

Whenever a protection plan is in place, the School will ensure that the content of such a plan is known to the staff who need to know such content.

An action plan will be drawn up to ensure that the education elements of the protection plan are met.

DEALING WITH SPECIFIC ALLEGATIONS

A) ALLEGATIONS AGAINST STAFF (Please refer to our Code of Conduct for advice on protecting yourself from allegations of abuse)

(see also Part 4 of KCSIE)

A concern will be raised in all cases in which it is alleged that a teacher or member of staff (including volunteers) at St Hugh's School 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 to children. "(KCSIE 2016 Part 4)

The School will cooperate fully with any enquiry.

- Please see the section: GUIDELINES TO STAFF AND VOLUNTEERS TO PREVENT RISK OF HARM TO CHILDREN OR ALLEGATIONS OF HARM, below.
- An allegation against a member of staff or volunteer may be made by a pupil, a parent or guardian, another member of staff or a third party unconnected to the School.
- The allegation, including any allegation about the DSL, should be reported to the Headmaster, who will then contact LADO, or if it is about the Headmaster then the report must go to the Chair of Governors who will then report it to LADO.
- The School has a duty to report significant concerns to LADO without delay and within a maximum time frame of 24 hours. Any allegation of abuse made against a teacher or other member of staff or volunteer will be dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- All allegations will be taken seriously and the Headmaster must be informed immediately (unless the allegation is against the Headmaster, in which case the Chairman of Governors should be informed). Where appropriate, the Headmaster will consult with the Designated Safeguarding Lead and all allegations will be discussed with the LADO (contact details on page 1) before further action is taken.
- The School will not undertake its own investigation of allegations without consultation with the LADO.
- Borderline cases may be discussed informally with the LADO, without names.
- The School's disciplinary procedure will be followed where necessary.
- In cases of serious harm, the police will be involved from the outset.
- If the allegation is made against a supply teacher, contractor or other person not directly employed by the School, the organisation or agency of employment must be informed.
- There are restrictions on the reporting or publishing of allegations against teachers and so the School will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.
- The school will make arrangements for alternative accommodation away from St. Hugh's pupils, for any residential member of staff who is suspended with relation to child protection issues.

- If any employee leaves because the school dispenses with a person's services because of unsuitability to work with children, or would have done so had the person not resigned the school is obliged to report the employee to the **DBS at PO Box 181, Darlington, DL1 9FA (Tel 03000 200190), within one month of their departure**. The report should include as much evidence about the circumstances of the case as possible. Failure to make such a report constitutes an offence and could lead to the School being removed from the Register of Independent Schools.
- St. Hugh's acknowledges the importance of ensuring that 'Compromise Agreements' never apply in this connection.
- As an independent school St. Hugh's is also under a duty to consider making a referral to the **National College for Teaching and Leadership (NCTL)** where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Further guidance is published on the NCTL website.

If the school was given information that suggested that a member of staff was abusing a child who is not a pupil at the school, they would immediately pass such information to the LADO at the Lincolnshire Safeguarding Children Board (LSCB).

RECORD KEEPING :

A clear and comprehensive summary of any allegations made against a member of staff, and all details leading to and including a resolution, will be kept on the confidential personnel file and will be retained for a period of 10 years after the allegation has been made. The School will provide information regarding a substantiated allegation for the purposes of future references and DBS disclosures in accordance with the School's safer recruitment procedures. In cases where there has been a finding of malicious, unsubstantiated or unfounded accusation, records will not be kept.

SUPPORTING FAMILIES:

- We acknowledge that parents will be the first point of contact and they will be informed of any suspicions unless this is deemed likely to put a child at risk.
- We will follow the guidelines laid down by the Lincolnshire Safeguarding Children Board.
- The School, through the Safeguarding Children policy will inform parents of their role and responsibility regarding safeguarding children.
- The school will continue to welcome children and work with parents throughout any investigation.

B) ALLEGATIONS AGAINST PUPILS (incl. PEER ON PEER ABUSE)

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. At St Hugh's School we remind staff that children are capable of abusing their peers. We also make it clear to staff and pupils that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive;

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, banter, homophobic etc.)
- Cyber bullying
- Youth Produced Sexual Imagery (Sexting)
- Initiation/Hazing
- Prejudiced Behaviour

At St Hugh's School we constantly develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage issues in a reactive way. We recognise that peer on peer abuse can and will occur in any setting even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting our pupils to talk about any issues and through sharing information with all staff. We support this by ensuring that our school has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PHSE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, we follow simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; we do not use the word perpetrator, as this can quickly create a 'blame' culture and leave a child labelled. Staff are not prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

All incidents are recorded and shared with the designated safeguarding lead. Information is shared appropriately with parents/carers.

The process for handling allegations against pupils:

- The School has a duty to report significant concerns within 24 hours.
- If there is a reasonable cause for concern that a pupil or pupils may suffer significant harm, any such abuse will be referred to the Lincolnshire Safeguarding Children Board as a child protection issue.
- The School will take advice from the CSC on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.
- A pupil or pupils against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply.
- If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.
- In the case of pupils whose parents are abroad, the pupil's guardian will be requested to provide support to the pupil and to accommodate him or her if it is necessary to suspend him or her during the investigation.
- In the event of a disclosure about peer on peer abuse, it is clearly understood that all children involved, whether perpetrator or victim, should be treated as being "at risk".

YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)

At St Hugh's School we have a duty of care towards our pupils and an obligation to support them in being safe in the online world as well as the physical world. They are taught the acceptable use of ICT. There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as:

Images or videos generated

- by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or websites with people they may not even know. Sexting or youth produced sexual imagery does not refer to one single activity: it can have multiple facets and activities, be connected to sexual pleasure and be linked to a 'normal' part of sexual development; however, something that transpires online can quickly spiral out of control as it becomes freely available in the public domain. It can then be transferred, forwarded, downloaded, uploaded and shared.

Any situations involving our pupils and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent.

We follow the guidance and principles in the document, 'Sexting in Schools & Colleges: Responding to incidents and safeguarding young people.'

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection procedures;

When an incident involving youth produced sexual imagery comes to the attention of the school community:

- The incident is referred to the DSL as soon as possible and recorded using the usual safeguarding recording system.
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Securing and handing over devices to the police

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it.

C) REVIEW

A review of procedures will take place after any allegations made.

Changes have been made to the 'front door' of Children's Social Care with the development of a new role, the Early Help Advisors.

A member of staff with any safeguarding concern will now be offered the opportunity to have a consultation with an Early Help Advisor as well as making a safeguarding referral.

These consultations are available regarding children and young people who are not currently open to Children's Services or have a Team Around the Child (TAC) plan in place.

Should you require support regarding a child or young people who has a TAC plan in place, then you will be directed to discuss your concerns directly with the Lead Professional within the TAC.

Again should the child or young person be an open case to Children's Social Care and have an allocated worker, then you will be directed to discuss your concerns to with the allocated worker.

The Early Help Advisors will also be responsible for screening all safeguarding referrals.

GUIDELINES TO STAFF WHEN A PUPIL DISCLOSES ABUSE

(see also Flow Chart below)

Procedures to be followed in cases of disclosure of child abuse.

If :

- you suspect a pupil of any age may have been abused physically, emotionally or sexually, or
- a pupil discloses abuse by a parent, other adult, teacher, fellow pupil(s) or others, or
- third party expresses concerns to you;

In an emergency, dial 999

YOU SHOULD OBSERVE, RECORD AND REPORT BUT REMAIN IMPARTIAL

- Listen with concentration and an open mind to everything the child is saying.
- Reassure the child that you know it is not her/his fault and say you are sorry about what has happened.
- Respond without showing signs of disquiet, anxiety or shock.
Ask non-leading questions (**TED**) to clarify if necessary:
 - Tell me more...
 - Explain that to me...
 - Describe what happened...
- Enquire casually about how an injury was sustained or why a child appears upset.
- Confidentiality must not be promised to children or to adults. Observe carefully the behaviour or demeanour of the child or the person expressing concern.
- Record in detail what you have seen and heard.
- Indicate clearly what is supposition rather than corroborated fact.
- Make use of the 'body maps' if appropriate.
- Do not interrogate or enter into detailed investigation; rather encourage the child to say what he or she wants using open ended questions (see examples below).
- Report on the same day to the Headmaster or the Designated Safeguarding Lead.
- If appropriate, consider what action might be necessary to protect individual children from further abuse.

Do not prompt or suggest to obtain the answer you think you want to hear;

Keep notes of initial disclosure on the same working day.

On the same day: Report to the Headmaster or DSL (Mrs Wallis) or if the allegation is about the Headmaster, to the Chair of Governors immediately you have any concerns or a disclosure is made.

RECORDING ANY DISCLOSURE

Record should be made immediately or as soon as practical and should include:

- The child's name, full address, date of birth.
- Date and time of the disclosure/observation.
- Exact record of disclosure (in child's own words).
- Name of person to whom disclosure was made.
- Name of any third party present.
- Records will be kept separately and securely from the child's main records with limited access.
- CAF form, completed (as far as possible with all information) signed and sent to the relevant Officer (Children's Services will advise on this) within 24 hours of the telephone referral.

NB: Failure by the Staff and Management team to follow agreed procedures will be taken very seriously and deemed as gross misconduct.

All staff will be aware of their responsibility to share any concerns they have about a child with the Designated Safeguarding Lead or the Headmaster.

If a staff member feels that their concern is not being taken seriously they have every right to share their concerns directly with the Lincolnshire Safeguarding Children Board Customer Services unit or the Police, without affecting their terms of employment (See Whistle Blowing policy in Staff Handbook).

Staff members also have the right to share concerns directly with the Lincolnshire Safeguarding Children Board Customer Services Centre <http://www.lincolnshirescb.org.uk/> (Tel. 01522 782111 or Out of Hours Emergency Duty Team Tel. 01522 782333) or the police if they feel this is appropriate.

All staff will be aware of possible indicators of child abuse and procedures for recording and reporting through staff training, both internal and external.

All parent/carers will be provided with a copy of the School's Safeguarding policy and procedure and will be made aware of the fact that St Hugh's has a legal obligation to safeguard and promote the welfare of the children in their care, and that the child's needs will be our first concern.

WHAT TO BE AWARE OF:

Types of abuse and neglect:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Child abuse refers to actual or likely significant harm to a young person under the age of 18 years.

Abuse is generally divided into four categories (more than one of these may apply in a particular case):-

- i. Physical abuse**
- ii. Emotional abuse**
- iii. Sexual abuse**
- iv. Neglect.**

1. 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.

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

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

4. 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

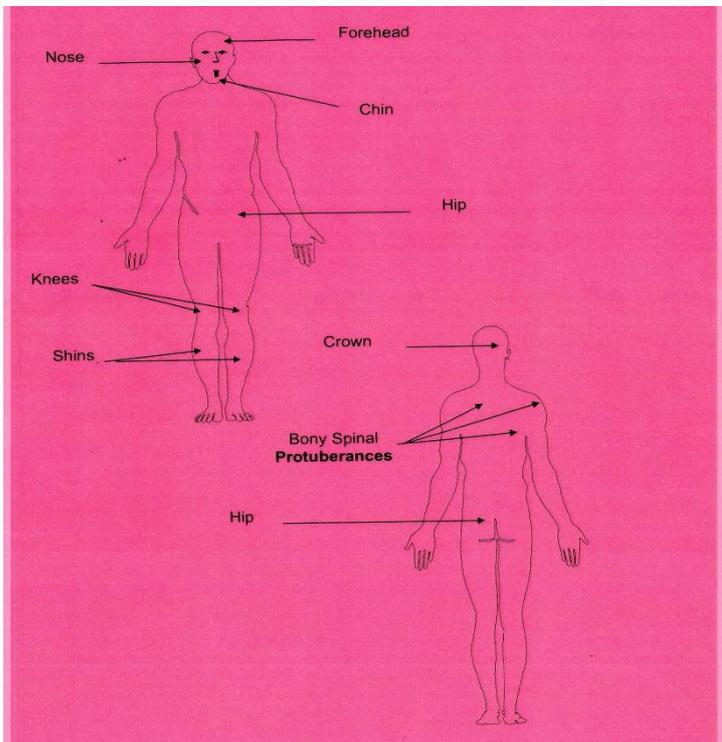
pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (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.

See the following page for signs or behaviour to look out for.

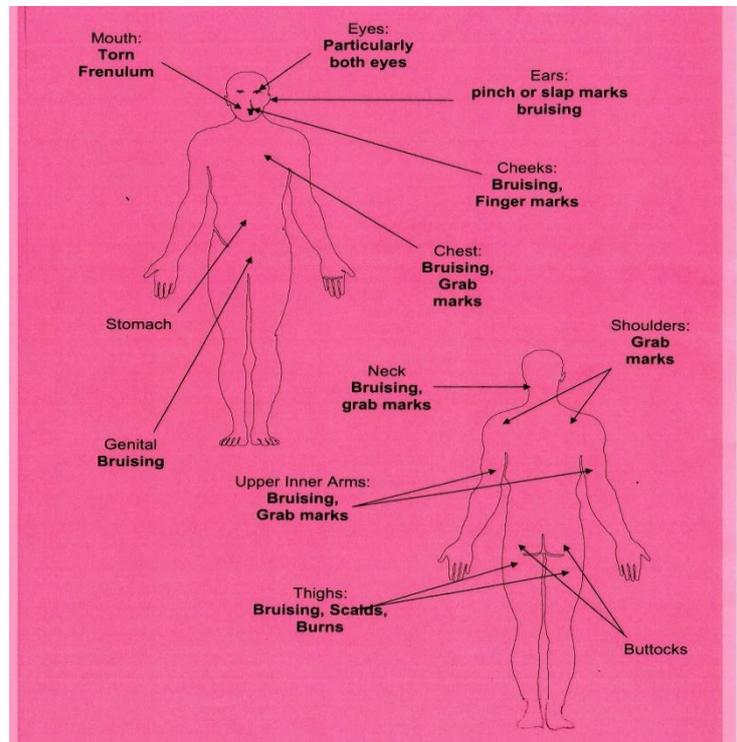
<p>Indicators of PHYSICAL ABUSE</p> <ul style="list-style-type: none"> ● Unexplained injuries or burns, particularly if they are recurrent injuries of varying ages and types ● Improbable reasons given to explain injuries ● Refusal or reluctance to discuss injuries ● Untreated injuries, delay or fear in seeking treatment ● Admission of punishment which appears excessive ● Withdrawal from physical contact ● Arms and legs kept covered in hot weather ● Child shows fear of returning home ● Self-destructive tendencies in children ● Aggressive towards others ● Running away from home ● Bruising on very young babies 	<p>Indicators of EMOTIONAL ABUSE</p> <ul style="list-style-type: none"> ● Cold, bluey red hands and feet ● Physical, mental and emotional development delay ● Over-reaction to mistakes ● Low self-esteem, e.g. self-deprecation ● Sudden speech disorders ● Excessive fear of new situations ● Inappropriate emotional responses to painful solutions ● Neurotic behaviour (e.g. rocking; hair twisting; thumb sucking) ● Self-mutilation ● Extremes of passivity or aggression ● Drug/solvent abuse ● Running away ● Eating disorders ● School refusal
<p>Indicators of NEGLECT</p> <ul style="list-style-type: none"> ● Constant hunger and/or excessive tiredness. ● Poor personal hygiene. ● Poor state of clothing/inadequate clothing ● Frequent accidental injuries ● Untreated medical problems ● Delay in seeking treatment ● Low self-esteem ● Lack of social relationships ● Eating disorders ● Children persistently left without adequate supervision 	<p>Indicators of SEXUAL ABUSE</p> <ul style="list-style-type: none"> ● Sudden changes of behaviour or school performance ● Displays of affection in a sexual way inappropriate to age ● Regression to younger behaviour such as thumb sucking, play with discarded toys, acting like a baby ● Complaints of genital itching or pain ● Unexplained abdominal pain ● Distrust of a familiar adult or anxiety about being left with a particular person, relative or babysitter or lodger ● Unexplained gifts or money ● Apparent secrecy ● Wetting day or night ● Sleep disturbances or nightmares ● Chronic illness, especially throat infections ● Venereal disease or other transmitted

	<p>disease</p> <ul style="list-style-type: none"> • Eating disorders • Unexplained pregnancy • Fear of undressing for PE or Games • Phobias or panic attacks • Self-mutilation or attempted suicide • Physical, mental or emotional development delay • However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. • There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges. KCSIE 2016
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(This is not an exhaustive list, and such signs may be caused by other factors)



Common sites for **accidental** injuries



Common sites for **non-accidental** injuries

Please be advised that this diagram is used as an example only. You should, at no time and for no reason view parts of the body that are not normally visible.

At St Hugh's we make staff aware of and discuss the fact that any single issue can make a child vulnerable. It is for this reason that we include and highlight all of the following forms of abuse in training and staff discussions.

- bullying including cyberbullying
- children missing education – see above
- child missing from home or care
- child sexual exploitation (CSE) – see below
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see below
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- Honour base violence (HBV)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation – see below
- relationship abuse
- Youth Produced Sexual Imagery (sexting) – see below
- trafficking

Here is some further information about particular forms of abuse as highlighted in KCSIE September 2016.

EXTREMISM AND RADICALISATION

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

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Prevention work and reductions of risks are included in the RE curriculum, PSHE (Jigsaw) materials and the use of school premises by external agencies. This balanced curriculum also promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

This school adheres to the Prevent Duty Guidance for England and Wales July 2015

At St Hugh's School we are clear that this exploitation and radicalisation should be viewed as a safeguarding concern and as such we advise that all staff report any concerns they have about extremism or radicalisation in the same way they would raise any other concern about a child.

These concerns may be about, but are not limited to, a passing comment made by a child about extremist issues in the news, a website visited by a child, a comment about family views and connections. Anything at all should be duly noted and reported as per the process laid out in this policy.

Risk assessment

We assess the risk, with the help of local partners (LSCB), of our children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology.

Police in all regions are expected to produce a Counter-Terrorism local profile (CTLPs) which is to assess the risk of individuals being drawn into terrorism and is the risk assessment that settings need to refer to. The Lincolnshire profile is currently being amended and further support can be provided by contacting prevent@lincs.pnn.police.uk

The key aim of the PREVENT strategy in Lincolnshire is:

To help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that the people of Lincolnshire can go about their business freely and with confidence.

Staff training:

Staff at St Hugh's school are given PREVENT training through EDUCARE. This prevent training ensures that our staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas.

Referral Process

As part of the duty to protect young people from the messages of extremism, we will refer any young person we are concerned about to the local Prevent team through the Channel process. The Channel referral form can be found through the LSCB website link above and should be returned to the email provided channel@lincs.pnn.police.uk. Before doing this the school should contact prevent@lincs.pnn.police.uk or PREVENT@lincolnshire.gov.uk to seek advice and support to see if a Channel referral is appropriate.

The school may also email prevent@lincs.pnn.police.uk to seek advice and support. Should a school use the child protection referral process through Customer Service Centre 01522 782111, the CSC will ask the school to complete a channel form if there are any concerns related to extremism and radicalisation. Where the school has serious concerns about the vulnerability of a young person in relation to extremist behaviour, then the school should make a call to the Police on 999.

EMTET is the Ethnic Minority and Traveller Education Team who can support settings by working with individuals who are victims of racism or are perpetrators of racism or have racist views. In addition they can sign post settings to other organisations which will be able to support with other similar issues. EMTET contact details are 01427 787190, www.lincolnshire.gov.uk/emtet

CSE (CHILD SEXUAL EXPLOITATION) – for more information please refer to Child Sexual Exploitation. February 2017.

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.

Technology:

Children and young people can be sexually exploited through the use of technology – for example by being persuaded to post sexual images on the internet or via a mobile phone. Sexually exploitative relationships are characterised by an imbalance of power and the use of controlling behaviours to keep the child or young person in a dependent position.

Understanding grooming:

Sexual exploitation usually involves a ‘grooming’ stage. Grooming describes the variety of methods are used to manipulate and control victims including:

The giving of gifts or presents;

The giving of rewards – like mobile phone top-ups or games credits;

False promises of love and/or affection

The supply of alcohol and/or drugs.

It is very common for the grooming of children and young people to take place online. Children and young people can make themselves vulnerable through their online activities and abusers are quick to exploit this. Victims may have been persuaded or coerced into posting indecent images or performing sexual acts on webcam. Online grooming can also progress to meeting face to face.

The early stages of the grooming process can be an exciting time for a child or young person – particularly if they are given high status gifts or are taken to parties, pubs, or clubs that they wouldn’t normally get into.

Grooming is a way of developing an exclusive bond with the victim. Adolescents are particularly vulnerable to grooming where the abuser deceptively constructs a connection between sought

after love or affection. As a result the child or young person will believe that this person is actually their boyfriend or girlfriend – having no prior experience of sex or love against which to measure the relationship.

The impact of sexual exploitation on children and families

As a result of the grooming process children and young people will rarely recognise the coercive and abusive nature of the relationship they are involved in and will often prioritise their attachment or loyalty to the offender over their own safety. The perpetrators of sexual exploitation are not only very skilled at driving a wedge between a child and their family but will also isolate them from their usual friends and support networks. Sexually exploited children also suffer physical, psychological, behavioural, and attitudinal changes, all of which present severe challenges to their parents and carers. While there is evidence that an unstable home life can increase the vulnerability of Child Sexual Exploitation the grooming process can bring chaos to a formerly 'stable' household.

Pace is the leading national charity working with parents and carers whose children are being sexually exploited.

St Hugh's school recognises the need for all staff to raise any concerns they may have about CSE in the same way they would for any other form of concern for a child. Furthermore St Hugh's School works with Lincolnshire Safeguarding Children Board. The LSCB has produced a Child Sexual Exploitation risk assessment tool which can be used by any professional who is working with a child or young person and has concerns that they may be at risk from, or experiencing, sexual exploitation. Please see their website or ask your DSL.

Because the child or young person may not recognise the level of risk or harm that they are exposed to it is particularly important that professionals exercise judgment when assessing a child or young person's circumstances.

FGM (FEMALE GENITAL MUTILATION)

Female Genital Mutilation (FGM) is child abuse and illegal. As of 31st October 2015, all regulated professionals including qualified teachers or persons who are employed or engaged to carry out teaching work in schools are required to report cases of FGM to the Police. This is a personal duty and cannot be transferred to anyone else. The new mandatory reporting duty related to a disclosure that FGM has already happened and this should be reported to the Police on 101. Where a girl discloses information that identifies her as at risk of FGM, professionals should follow the normal safeguarding procedures.

Contacts for help and support:

KCSIE also suggests that specialist organisations can help us as a school. For example information for schools and colleges can be found on the following websites:

TES <https://www.tes.com/resources/search/?q=safeguarding>

MindEd <https://www.minded.org.uk/>

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

School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites.

Other contacts:

DBS at PO Box 181, Darlington, DL1 9FA (Tel 03000 200190)

NCTL: Teaching school and system leader help desk: Telephone - 0800 085 0984

CAFCASS: Cafcass represents children in family court cases. Tel: 01522-580750/direct – 580768

Lincolnshire Police PPU: Tel 01522 947590 Police HQ: Tel (01522) 532222 or 999 in an emergency

NSPCC: Children's Services Tel: 01522 545225

NSPCC whistle-blowing helpline (0800 028 0285);

CAMHS Tel: 0303 123 4000 Louth clinic: 01507 606843

MARAC (DV) <https://www.lincolnshire.gov.uk/domestic-abuse/practitioners/marac>

Staying Safe

Advice on any aspect of Child Protection can be sought from the Child Protection Team;

Designated Safeguarding Lead	Mrs Natalie Wallis
Deputy Safeguarding Lead	Mr Richard Goodhand
Our local contact numbers are:	
Safeguarding of children concerns <i>(Children living in Lincolnshire)</i>	01522 782111 <i>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</i> 01522 782333 (6pm-8am + weekends and Bank Holidays) Emergency Duty Team
Allegations against /concerns about adult(s) working with children	Staff must report concerns to the headteacher or in the event of concerns about the headteacher concerns must be reported to the Chair of Governors. The Head/Chair must contact LADO to discuss concerns & course of action. Lincolnshire Local Authority Designated Officers (LADO) Paul Fisher & Rachel Powis

	<p>01522 554674</p> <p>LADO@lincolnshire.gcsx.gov.uk</p>
<p>Police (Emergency)</p> <p>Police (Non Emergency)</p>	<p>999</p> <p>101</p> <p>01522 947590 (Lincolnshire Police Public Protection Unit, Central Referral Unit)</p>
<p>Safeguarding Children Officer (Education Settings) <i>for advice around safeguarding policy, audits etc.</i></p>	<p>01522 554695</p> <p>Ruth Fox</p> <p>safeguardingschools@lincolnshire.gov.uk</p> <p>Stay Safe Partnership 'Safeguarding in Schools' tab</p>

This policy has been written by the DSL. Any member of staff who has sufficient Safeguarding and Child Protection knowledge and training can contribute to the compilation of this policy. This policy has been authorised by the Board of Governors and is addressed to all members of staff and volunteers. It is available to parents and is published on the School website. This policy can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with pupils, even where this is away from the School, for example on an educational visit.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education (Independent School Standards) (England) Regulations (Updates)2014, the ISI Integrated Handbook – regulatory requirements – (Updates) January 2017 and the National Minimum Standards for Boarding Schools March 2015; and in line with Keeping Children Safe in Education (September 2016) (KCSIE). This policy also refers to the additional statutory guidance: Disqualification under the Childcare Act 2006, Working Together to Safeguard Children (WT) 2015 and Prevent Duty Guidance; For England and Wales (prevent) March 2015 as well as the FGM act 2003. KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015). WT refers to the non-statutory advice: Information sharing (March 2015)

Staff Responsible	DSL
Last updated	September 2017
Date of next review by HM, Head of Pastoral Care & Head of Early Years	September 2018 or sooner if legislation changes or more recommendations are made.
Policy Review	Signed off by the chair of governors