



St Hugh's School Safeguarding and Child Protection Policy (ISI A6, B2, B10, B15, B16, B17, E1) – web

“Safeguarding and promoting the welfare of children is everyone’s responsibility.”
KCSIE 2018

St Hugh's School is committed to the welfare, protection and overall safeguarding of its children and staff. Where safeguarding is concerned our 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).

At St Hugh's School the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Natalie Wallis – Head of Pre-Prep and Early Years nwallis@st-hughs.lincs.sch.uk	Richard Goodhand – Head of Pastoral rgoodhand@st-hughs.lincs.sch.uk	Adam Langsdale ael@oundleschool.org.uk

The named personnel with Designated Responsibility regarding allegations against staff are:

Designated Senior Manager	Deputy Designated Senior Manager	Chair of Governors (in the event of an allegation against the Head Teacher)
Chris Ward - Head headmaster@st-hughs.lincs.sch.uk	Natalie Wallis - DSL nwallis@st-hughs.lincs.sch.uk	John Harris – Chair of Governors john.harris@brownbutlin.co.uk

SAFEGUARDING DEFINITION:

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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;
- Taking action to enable all children to have the best outcomes
[\("Working Together to Safeguarding Children" DfE 2018\)](#)

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

RATIONALE:

At St Hugh's School we recognise the responsibility we have under Section 157 (Academies and Independent Schools) of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. This policy demonstrates the schools commitment and compliance with safeguarding legislation. Through their day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services (in Lincolnshire or neighbouring authorities dependent upon the child's area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps. In order to do this staff at St Hugh's school are encouraged to be aware of the whole context of a child's social sphere.
<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

PURPOSE:

The purpose of the policy is to ensure that:

- The welfare of the child is paramount.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in Safeguarding issues receive appropriate support.
- Staff adhere to a Code of Conduct as well as signing an agreement for acceptable use of ICT and understand what to do if a child discloses any allegations against teaching staff, Head teacher or the Governing Body.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of St Hugh's School. They are consistent with Lincolnshire Local Safeguarding Children's board (LSCB) multi-agency child protection procedures.
www.lincolnshire.gov.uk/lscb

TERMINOLOGY:

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

Child Protection refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of St Hugh's School in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached the age of 18.

Parent refers to birth parents and other adults who are in a parenting role – step-parents, foster parents, carers and adoptive parents.

There are 4 main elements to the Policy:

- 1 Prevention – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.
- 2 Procedures – for identifying and reporting cases, or suspected cases of abuse.
- 3 Support to children – who may have been abused.
- 4 Preventing unsuitable people working with children – by following the DfE guidance in Keeping Children Safe in Education - September 2018 together with the school's individual procedures.

1 PREVENTION

St Hugh's has an ethos where:

- 1.1 Children feel secure in a safe environment in which they can learn and develop
- 1.2 Children know that there are adults in the school whom they can approach if worried or in difficulty. Children are reminded of these key adults in assemblies and in Form Times, especially during PSHEE.
- 1.3 Adequate signposting to external sources of support and advice is in place for staff, parents and pupils.
- 1.4 Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
- 1.5 Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
- 1.6 It is ensured that children can recognise and manage risks in different situations, including on the internet. This is done through specific lessons in ICT and training of staff. Staff and children understand that abuse takes many forms. It can happen wholly on-line. Furthermore technology can be used to facilitate off-line abuse. Training in CSE and Peer-on Peer abuse has helped staff to differentiate and appreciate the impact of technology in abuse cases.
- 1.7 All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and the Designated Safeguarding Lead and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children ('Think the unthinkable' Keeping Children Safe in Education - September 2018).
- 1.8 Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.
- 1.9 St Hugh's works in accordance with 'Working Together to Safeguard Children 2018' and supports the Lincolnshire Local Safeguarding Children Board (LSCB) Continuum of Need (see Appendix 2) to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's lived experience as evidenced by observations or information provided through the multi-agency forum.

- 1.10 Our school's arrangements for consulting with, listening and responding to pupils are both formal and informal.
- 1.11 There is a commitment to the continuous development of staff with regard to safeguarding training;
- All staff follow the LSCB 5 year training pathway (St Hugh's Appendix 6) and access Safeguarding e-learning as part of their induction, and safeguarding training at least annually to enable them to understand and fulfil their safeguarding responsibilities effectively.
 - In addition the DSL and DDSL complete training at least every 2 years to help them understand their role and responsibilities.
 - The DSL and DDSL follow the LSCB 5 year training pathway and attend the LSCB Inter-Agency Safeguarding training and Safeguarding Briefings. Furthermore both staff attend annual briefings and training to ensure that they are both aware of any changes and updates. The DDSL is trained and involved in Safeguarding on the same level as the DSL.

2 EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

At St Hugh's School we have adopted an Early Intervention approach to addressing all children's needs. There is an expectation by Lincolnshire County Council that all schools use the Early Help Assessment to identify the holistic needs of a child and seek support through the Early Help Consultants or Team Around the Child (TAC) Coordinators.

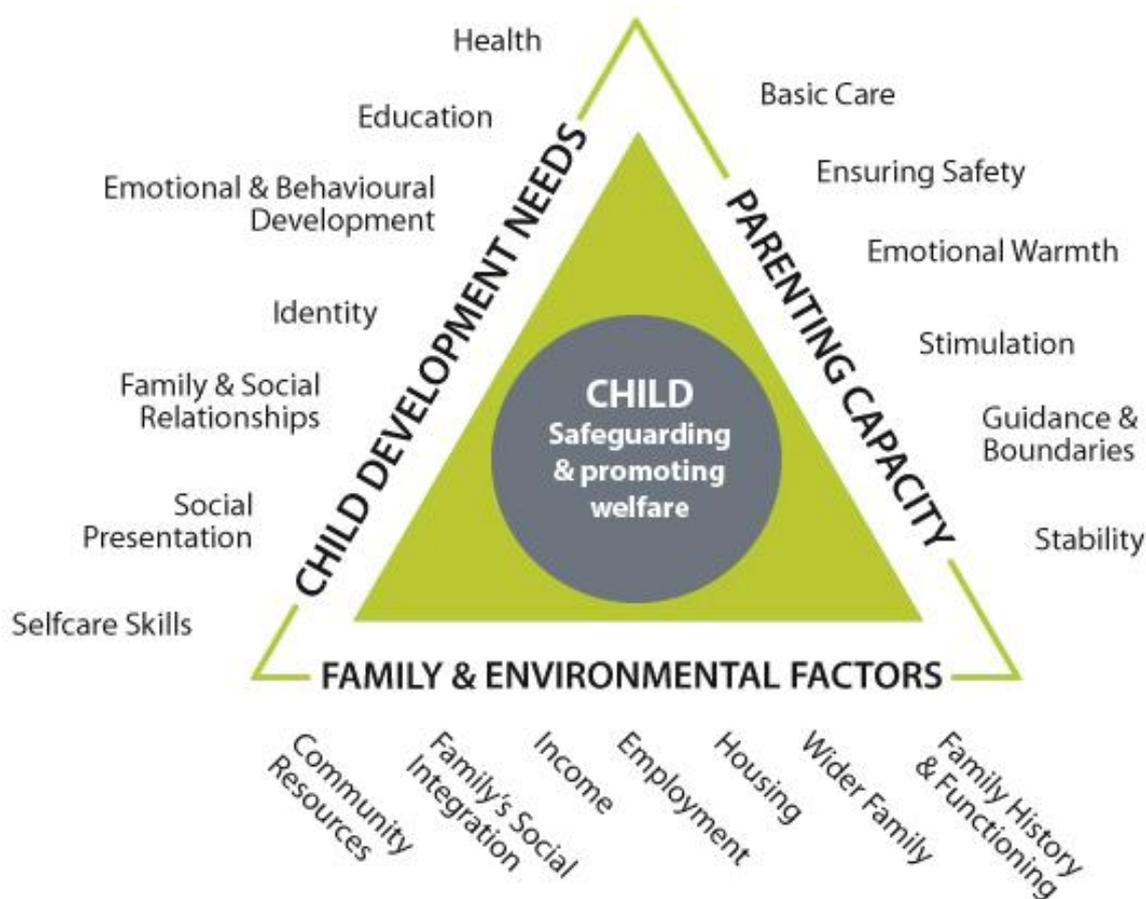
- 2.1 The school acknowledges serious case review findings and shares lessons learned with all staff with the aim to ensure no child falls through the gap.
- 2.2 All staff understand and are reminded of the safeguarding procedures and protocols in INSET meeting every term. They are reminded about how to pass on any concerns no matter how trivial they seem. They are also reminded that anybody can make a referral. This is consistent with Lincolnshire's Local Safeguarding Children's (LSCB) child protection procedures. They are also reminded about the importance of the Whistleblowing Policy at INSET.
- 2.3 All staff understand the difference between a 'concern' about a child and 'immediate danger or at risk of harm' and know the procedures to follow for each. They are also aware that referrals to statutory agencies do not need parental consent.
- 2.4 The school knows how to identify and respond to:
- [abuse](#) (DfE advice for practitioners)
 - [bullying including cyberbullying](#) (DfE advice for headteachers, staff and governing bodies)
 - [criminal exploitation of children and vulnerable adults county lines](#) (Home office guidance) and Annex A
 - [children missing education](#) (DfE advice for schools) and Annex A
 - [child missing from home or care](#) (DfE statutory guidance)
 - [child sexual exploitation advice for practitioners](#) (DfE advice for practitioners) and Annex A
 - [domestic abuse](#) (Home Office advice) and Annex A
 - [drugs](#) (DfE and ACPO advice for schools)

- [fabricated or induced illness](#) (DfE, Department for Health and Home Office statutory guidance)
- [faith based abuse](#) (national action plan)
- [female genital mutilation](#) (multi agency statutory guidance) and Annex A
- [female genital mutilation](#) (Home Office advice)
- [forced marriage](#) (Foreign and Commonwealth Office and Home Office advice) and Annex A
- [gangs and youth violence](#) (Home Office advice)
- [gender based violence/violence against women and girls](#) (Home Office strategy) including so called honour based violence.
[gender-based violence/violence against women and girls](#) (Home Office information)
- [hate](#) (educate against hate website)
- [mental health](#) (DfE advice for schools)
- [missing children and adults](#) (Home Office strategy)
- [private fostering](#) (28 days or more- Children Act 1989- statutory guidance for local authorities)
- [preventing radicalisation](#) (Home Office Statutory Prevent guidance) and Annex A [protecting children from radicalisation](#) (DfE Prevent advice for schools)
- [relationship abuse](#) (disrespect nobody website)
- [sexual violence and sexual harassment between children in schools and colleges](#) (DfE advice for schools and colleges)
- [sexting](#) (UK Council for Child Internet Safety advice for schools and colleges)
- [trafficking and modern slavery](#) (DfE and Home Office guidance)
- Children and the court System - www.cafcass.gov.uk
- Children with family members in Prison - www.familylives.org.uk and www.barnardos.org.uk
- Homelessness - <https://england.shelter.org.uk>
- Peer on peer abuse - <https://www.lincolnshire.gov.uk/parents/schools/for-schools/stay-safe-partnership/safeguarding-in-schools/127728.article>

St Hugh's School feels it is important for the links to these support networks to be made available to staff through this policy as well as in the staff room. Information for schools and colleges can also be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. Please see the 5 year training pathway (**Appendix 6**) for details on how Staff are trained in dealing with the above.

- 2.5 School staff contribute to assessments along the '*Continuum of Need*' (**Appendix 2**) and actively support multi agency planning for those children. Staff have an understanding of the *Framework of Assessment of Need* and make decisions based on a child's development needs, parenting capacity and family & environmental factors.

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>



2.6 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 \(2018\)](#) 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 practitioner 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

2.7 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

2.8 Support and Guidance Available; Please refer also to the LSCB Website and publications (Particularly '[Meeting the Needs of Children in Lincolnshire](http://www.lincolnshire.gov.uk/lscb)') at www.lincolnshire.gov.uk/lscb. In addition the following staff are available to support practitioners;

Early Help Advisors are available to support practitioners. These advisors are based within Customer Service Centre (01522 782111). They offer consultations to practitioners 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.

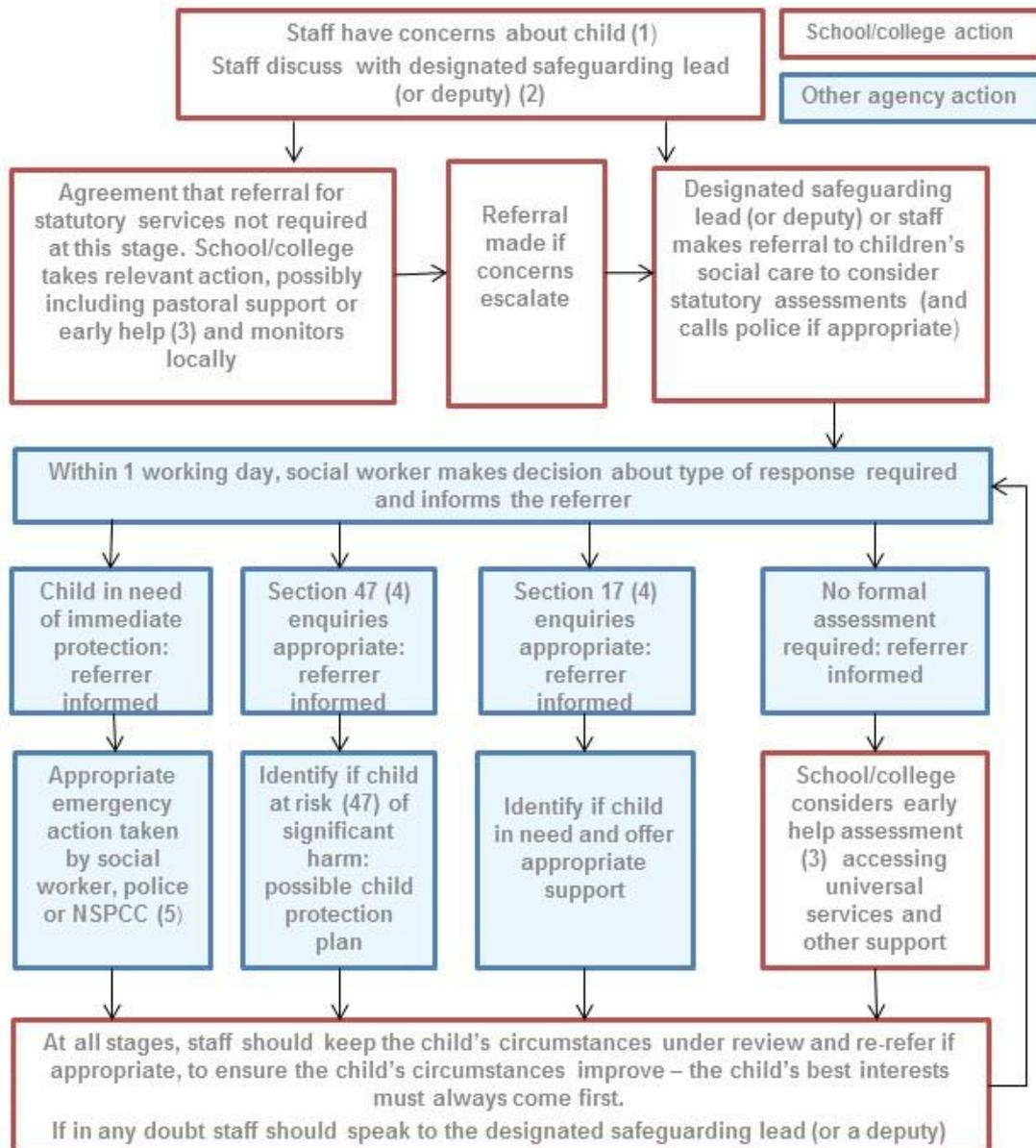
Early Help Consultants provide support, advice and guidance to lead practitioners on existing TAC Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact via your local TAC Co-ordinator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

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

Further Support for Schools and Academies In addition to the support outlined above, schools and academies can request case supervision for all TAC cases where the Lead Practitioner is employed in an educational setting. For these cases administrative support can be also be requested in the form of arranging meetings and typing of assessments and plans. This support can be accessed via the Request Forms at www.lincolnshirechildren.net/tac

2.9 The **designated safeguarding lead** (DSL) 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.

Actions where there are concerns about a child



- (1) In cases which also involve an allegation of abuse against a staff member, see Part four KCSIE 2018.
- (2) If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.
- (3) Chapter 1 of [Working together to safeguard children](#) 2018 provides detailed guidance on the early help process.
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 and section 47 assessment. Chapter 1 of [Working together to safeguard children](#) 2018 provides detailed guidance on statutory assessments.
- (5) This could include applying for an Emergency Protection Order (EPO).

3 PROCEDURES AND RECORD-KEEPING

St Hugh's School follows Lincolnshire's safeguarding procedures with reference to Lincolnshire's LSCB "Managing Individual Cases where there are Concerns about a Child's Safety and Welfare" (section 4 of LSCB Inter-Agency procedures).

At St Hugh's School staff are regularly reminded about the importance of reporting concerns, however small. Staff need to complete the concerns form, found in the staff room. This is then handed directly to either the DSL or DDSL.

The school ensures that:

- 3.1 Safeguarding information including Child Protection information is stored and handled in line with the principles of the **Data Protection Act 2018** <http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted> ensuring that information is:
- used fairly and lawfully
 - for limited, specifically stated purposes
 - used in a way that is adequate, relevant and not excessive
 - accurate
 - kept for no longer than necessary
 - handled according to people's data protection rights
 - kept safe and secure.
- 3.2 Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other practitioners. Records will be signed, dated and where appropriate, witnessed.
- 3.3 Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a locked file in a named folder.
- 3.4 There is always a Designated Safeguarding Lead DSL/Deputy (DDSL) available who has the necessary seniority and skills, undertakes appropriate Safeguarding training, and is given the time to carry out this important role.
- 3.5 This policy is updated at least annually and changes are made in line with any new DfE or other government department guidance.
- 3.6 In the case of child protection referral or serious injury the DSL will contact Lincolnshire Customer Service Centre without delay to report concerns and seek medical attention as necessary.
- 3.7 Staff must report any concerns about adults who work with children or young people to the Headmaster or to the Chair of Governors in the event of an allegation of abuse made against the Headmaster. The Head or Chair must seek advice from the Local Authority Designated Officer (LADO) Tel: 01522 554674 (Keeping Children Safe in Education - September 2018) The Emergency Duty Team should be contacted outside normal working hours 01522 782333.
- 3.8 In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion if in any doubt the Designated Safeguarding Lead should consult with Lincolnshire Children's Services Customer Service Centre and seek advice from the Early Help Advisors.

- 3.9 The DSL will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral in writing within 24 hours.
- 3.10 Conversations with a child who discloses abuse should follow the basic principles:
- listen rather than directly question, remain calm
 - never stop a child who is recalling significant events
 - make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
 - advise you will have to pass the information on
 - avoid coaching/prompting
 - never take photographs of any injury
 - allow time and provide a safe haven / quiet area for future support meetings
 - At no time promise confidentiality to a child or adult.

(See Appendix 5)

4 ROLES AND RESPONSIBILITIES

St Hugh's School ensures that every member of staff and person working on behalf of the School:

- 4.1 knows the name of the Designated Safeguarding Lead (DSL) and Deputy DSL and their roles and responsibilities.
- 4.2 has read part 1 and Annex A of Keeping Children Safe in Education - September 2018.
- 4.3 has an individual responsibility to refer Safeguarding (Child Protection) concerns.
- 4.4 knows what to do if a child tells them he/she is being abused or neglected (**Appendix 5**)
- 4.5 receives training at the point of induction and at regular intervals as required, but at least annually, so that they know:
- their personal responsibility / code of conduct / teaching standards
 - School and LSCB child protection procedures and how to access them
 - Definitions of abuse (Appendix 3)
 - Symptoms of Abuse (Appendix 4)
 - School policies and procedures for Children Missing Education
 - Whistleblowing Procedures
 - Positive Behaviour Policy and pupil behaviour expectations
 - the need to be vigilant in identifying cases of abuse at the earliest opportunity
 - how to support and respond to a child who discloses significant harm (Appendix 5)
 - in addition the DSL and Deputy DSL completes training at least every 2 years to help them understand their role and responsibilities
- 4.6 knows their duty concerning unsafe practices in regard to children by a colleague or any other adult that works with children.
- Furthermore that:
- 4.7 the DSL discloses any information about a pupil to other members of staff on a need to know only basis.
- 4.8 the school undertakes appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.

- 4.9 the school ensures that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.
- 4.10 the school works to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- 4.11 the school ensures that, where there are unmet needs, an Early Help discussion is initiated. Advice may be sought from the [Early Help Consultants](#) in the locality.
- 4.12 the school complete reports and send representatives to case conferences, core groups and Child Protection review meetings.
- 4.13 the school notifies any allocated Social Worker if:
- a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
 - there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- 4.14 the school follows Lincolnshire's policy and statutory guidance on Children Missing Education see section 15.
- 4.15 the school no longer asks staff to complete the Disqualification by Association form (KCSIE 2018). '[Disqualification Under the Childcare Act 2006](#)' (2018 updates) states that only staff working in Childcare from Domestic Premises now need to complete this. However we ask staff to report to us if there is anything they think may be pertinent to their work here at St Hugh's.
- 4.16 the school ensures that all staff are aware of their duties under the [Serious Crimes Act 2015](#) to report known instances of female genital mutilation (FGM) to the police via the 101 number.
- 4.17 the school ensures all staff have the skills, knowledge and understanding necessary to keep [looked after children](#) and those children who have been looked after at any time safe.
- 4.18 the school ensures that staff understand the increased safeguarding risk of children with SEN and disabilities.
- 4.19 the school ensures that all staff have signed the Acceptable Use of ICT policy, and are aware of the restriction on mobile phone use in the Early Years.

5 SUPPORTING VULNERABLE PUPILS AT RISK

Special consideration should be given to safeguarding and protecting children that may have additional vulnerabilities, for example children that are looked after or those with special educational needs (SEN) and disabilities. Additional barriers can exist to the recognition of abuse and neglect which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- vulnerable children can disproportionately be impacted by things like bullying – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers
- higher risk of peer group isolation (KCSIE 2018)

St Hugh's School endeavours to support vulnerable pupils through:

- Its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- Its behaviour policy aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child; working to support children in developing positive behaviour.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Allowing designated staff opportunity to attend face to face Safeguarding in Schools briefings/ LSCB multi-agency training. (For example Prevent, Child Sexual Exploitation guidance, domestic violence, drugs / alcohol substance misuse etc.)
- Ensuring that the DSL is responsible for information being stored and transferred safely and securely.

For example when transferring to a Secondary school the pupil record should not be weeded before transfer unless any records with a short retention period have been placed in the file. It is important to remember that the information which may seem unnecessary to the person weeding the file may be a vital piece of information required at a later stage. DSL's may share information with new schools so that they have support in place when a child arrives and ensure that key staff, such as DSL and SENCO, are aware of any needs. The DSL must also notify outside agency key workers or social workers when a child leaves the school (as appropriate).

Primary schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school. Custody of and responsibility for the records passes to the school the pupil transfers to. Files should not be sent by post unless absolutely necessary. If files are sent by post, they should be sent by registered post with an accompanying list of the files. The secondary school should sign a copy of the list to say that they have received the files and return that to the primary school. Where appropriate, records can be delivered by hand with signed confirmation for tracking and auditing purposes.

Electronic documents that relate to the pupil file also need to be transferred, or, if duplicated in a master paper file, destroyed.

Responsibility for the pupil record once the pupil leaves the school: The school which the pupil attended until statutory school leaving age 17 is responsible for retaining the pupil record until the pupil reaches the age of 25 years. (www.gov.uk/government/publications/data-protection-toolkit-for-schools). If any records relating to child protection issues are placed on the pupil file, it should be in a sealed envelope and then retained for the same period of time as the pupil file (DOB + 25 years)

Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information can be found on the IICSA website). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

- Following Lincolnshire's procedures for Child Sexual Exploitation including using the CSE Risk Assessment Toolkit as necessary. Having reference to guidance on the Criminal Exploitation of Children (County Lines).
- Ensuring that support staff are highlighted to children. 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.
- Ensuring that 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.

6 EXTREMISM AND RADICALISATION

- 6.1 “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.

St Hugh’s School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Prevention work and reductions of risks include our updated RE curriculum, SEND policy, the use of school premises by external agencies and visiting speakers, integration and inclusion of all pupils regardless of gender, sexuality or SEN, our anti-bullying policy and other issues specific to the school's profile as a Boarding school, an Independent Preparatory School in the local community and our school's philosophy in the Pupil Promise and Learning Dispositions.

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

- 6.2 Risk assessment

St Hugh’s School has worked with local Community Engagement Officers to assess the risk of their children being drawn into terrorism. This has explored the possibility of any support for extremist ideas and terrorist ideology. St Hugh’s School believes that this safeguarding policy and Prevent training is robust enough to support staff in identifying children at risk, taking appropriate intervention and choosing the most appropriate referral option.

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). At St Hugh’s School we use our professional judgment about the need to escort or supervise visitors. To this end all visitors undergo an initial Risk Assessment.

Staff directly working with or responsible for the visitor complete the RA form and hand this to the office. The person responsible for the visitor is to carry out a Google search and if any issues arise the findings are passed to the Head and a decision is made about the appropriateness of that visitor.

The RA is kept as a record of checks. Failure to ensure the suitability of relevant visiting speakers is to be reported under paragraph 7(a) and (b).

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. Further support can be provided by contacting prevent@lincs.pnn.police.uk or PREVENT@lincolnshire.gov.uk. Emails can be directed for the attention of Paul Drury.

6.3 Working in Partnership

St Hugh's School ensures that their safeguarding arrangements take into account policies and procedures of Lincolnshire Safeguarding Children Board by attending briefings throughout the year.

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.

Experience has shown that the best results are achieved by:

- Partnership working and community engagement
- Understanding the challenge and its context
- Developing an effective action plan
- Managing risk
- Tracking progress and evaluating success
- Sharing learning

Lincolnshire has a PREVENT steering board which provides the strategic direction and is attended by a variety of partners including Education. The CHANNEL panel is the operational group for Lincolnshire and has multi-agency representation.

6.4 Staff training

All staff have undertaken PREVENT e-learning. Furthermore Staff have attended a recent Prevent Workshop delivered by Paul Drury of the Community Engagement Team in August 2018.

6.5 Referral Process

As part of the duty to protect young people from the messages of extremism, the school will refer any young person they 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. 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.

6.6 IT policies

St Hugh's School has appropriate levels of filtering to safeguard children and staff. All children and staff need to abide by our acceptable use policy. This makes clear that accessing certain sites is unacceptable. Using school equipment to send terrorist publications to others is a criminal offence.

6.7 Monitoring and enforcement

ISI inspectors will assess the settings approach to keeping children safe from the dangers of radicalisation and extremism and what is done when the setting suspects that pupils are vulnerable to these threats. If a setting is considered to be failing in this regard or if their staff or children's safety is threatened they must remedy any failing or be subject to regulatory action. Boarding and Early Years settings are also covered by this monitoring provision.

6.8 Wider issues to consider:

These are some further areas St Hugh's School has regard to when implementing the Prevent agenda:

- St Hugh's School 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.
- St Hugh's has a balanced Religious Education, Personal Social and Health Education curriculum.

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

7 FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) is child abuse and illegal. As of 31st October 2015, all regulated practitioners 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 by law**. This is a personal duty and cannot be transferred to anyone else. The new mandatory reporting duty is also 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, practitioners should follow the normal safeguarding procedures.

8 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 staff are asked to complete e-learning about peer on peer abuse (2018). This helps staff to understand the implications and also the increased risks for certain pupils, especially those with SEN.

What is peer-on-peer abuse?

Peer-on-peer abuse is any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people; this includes intimate and non-intimate relationships. As with many forms of abuse it rarely takes place in isolation.

Though there is no evidence that peer-on-peer abuse numbers are increasing, awareness of peer-on-peer abuse is, as is the number of reported incidents. Research suggests that children aged 10 and upwards can experience peer-on-peer abuse, though there have been incidents where children younger than this have been subjected to it.

Children and young people may be abusive to each other in many different settings such as school corridors, on local transport, the local park and through social media.

Types of peer-on-peer abuse

When thinking about peer-on-peer abuse the following types of abuse should be considered, as there is not one key definition.

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Gender Based Violence.
- Sexual harassment/ Sexual violence/ Sexual abuse/ Child Sexual Exploitation e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Coercive Control
- Serious Youth Violence
- Bullying (physical, name calling, banter, homophobic etc.)
- Cyber bullying
- Youth Produced Sexual Imagery (Sexting)
- Initiation/Hazing
- Prejudiced Behaviour

Who does it affect?

Peer-on-peer abuse can affect any young person, but there are groups of young people that are thought to be more susceptible. These groups are:

- young people who are living with domestic abuse or who have experienced domestic abuse
- young people over the age of 10 (those being abused are generally younger than those that are abusing)
- black and minority ethnic children
- young people in care
- those that have experienced a loss of a parent.
- young people with SEN

Peer-on-peer abuse often involves an imbalance of power between the initiator and victim. This can present itself in a number of ways; it may be in a controlling relationship or 'friendship' group.

Peer-on-peer abuse should be considered if:

- there is a power difference between the children and young people concerned
- the initiator has repeatedly tried to harm one or more children
- there are concerns about the intention of the alleged initiator.

Prevalence

Due to the diverse nature of peer-on-peer abuse, the numbers of children affected are difficult to estimate. It is thought that peer-on-peer abuse is one of the most common forms of abuse affecting children and young people.

There has been a particular focus on sexual assaults, due to the rapid increase of sexual allegations reported. According to a recent report from the BBC, the number of reported sexual offences by under 18s in England and Wales rose from 4,603 in 2013-2014 to 7,866 in 2016 - 2017. Reports of sexual offences on school premises rose from 386 in 2013-2014 to 922 in 2016-2017. These statistics are thought to be the tip of the iceberg.

Recognising signs that may indicate peer-on-peer abuse

Peer-on-peer abuse can impact children and young people in many ways. The child or young person may think that it is a part of normal friendships or relationships. As a consequence of peer-on-peer abuse a child or young person may exhibit the following, but it is important to understand that how abuse affects a young person will vary. A child or young person may;

- not attend school or college
- truant from lessons
- be withdrawn
- be experiencing a breakdown of family relationships
- be anxious
- be aggressive or argumentative
- self-harm
- become involved in alcohol or substance misuse.

These factors rarely occur in isolation. Where a child exhibits any behaviour that is out of character or abnormal for their age, staff should always consider whether an underlying concern is contributing to their behaviour.

What to do when you suspect peer-on-peer abuse

If you suspect a child is in immediate danger, you must report your concerns to your designated safeguarding lead (DSL). They will make a referral to children's social care and/or the police. If the DSL is not available you must not delay in reporting the abuse yourself, but you must inform the DSL as soon as possible.

If you suspect a child is at risk of or experiencing peer-on-peer abuse or that child is abusing their peers, you should discuss your concerns with your DSL so that a course of action can be decided.

A decision should be made on whether to:

- report to social care and/or the police
- undertake an early help assessment
- manage internally with or without external agency support.

When dealing with peer-on-peer abuse it is important that the victim's welfare is of paramount importance. Although the type of abuse may have a varying effect on the victim and initiator of

the harm, we follow these simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in causing harm.

All staff are trained in dealing with such incidents, talking to pupils and instigating immediate support in a calm and consistent manner. Staff are not prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. Staff do not tolerate any form of abuse. Abuse is abuse and is never tolerated or passed off as 'banter' or 'Just having a laugh' or 'part of growing up'.

Managing peer-on-peer abuse internally

When dealing with peer-on-peer abuse internally you should:

- Act quickly and sensitively
- Gather the information from all parties concerned to obtain all the facts before any details are forgotten
- Think about the language you are using. We do not use the word perpetrator, but initiator.

Only ask open questions to obtain clarity:

- o What happened?
- o Who saw what happened?
- o What was seen and heard?
- o Did anyone intervene?
- Decide on the next course of action.

In doing so, you should consider:

- o Was the act deliberate and with the intent to cause physical or emotional harm?
- o Has the child experienced this abuse before?
- o Has the child done this before?
- o Does the child understand the impact of their behaviour on others?

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.

Preventative strategies at St Hugh's School

To help in the prevention of peer-on-peer abuse St Hugh's School takes a proactive approach.

We:

- Train all staff on what peer-on-peer abuse is and how to respond when they have concerns.
- Create a culture where children and young people can report their concerns.
- Create a culture where peer-on-peer abuse is not accepted.

- Promote a safe environment within the school or college by talking to pupils. 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.
- Integrate a robust peer-on-peer abuse procedure within the Safeguarding and Child Protection Policy and refer to the following guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

- Build relationships with parents.
- Understand the local community and how it influences the whole school or college.
- Build relationships with agencies and charities.
- 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.

9 YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)

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.

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. See government guidance, 'Searching, screening and confiscation at school'.

10 SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES

The school pays full regard to DfE guidance Keeping Children Safe in Education – September 2018 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.

- 10.1 Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, section 128 checks for all management staff including governors, trustees, the Headmaster, members of the SLT and Department Heads, 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. KCSIE 2018
- 10.2 From August 2018 the DfE issued additional guidance to the '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). In accordance with the changes St Hugh's requests a disqualification declaration from all staff, but no longer requests a declaration for

'disqualification by association'. Upon return St Hugh's will contact LADO where a positive declaration has been made.

- 10.3 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.
- 10.4 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 2018 and LSCB, LADO and HR Policy, procedures and guidance. See section 14.
- 10.5 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 Staff Code of Conduct and signing an agreement for acceptable use of ICT. This agreement sets out clearly restrictions on the use of any personal mobile devices in the Early Years. Furthermore the pupil agreement requests that pupils do not use mobile devices in school, and that these are handed in to the office on arrival and collected again at the end of the day. When out on trips or visits the use of mobile devices may be allowed depending on the trip but 3G and 4G functionality must be turned off with pupils asked to put the device in airplane mode.
- 10.6 Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.
- 10.7 Supporting staff confidence to report misconduct.
- 10.8 At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years.
- 10.9 Staff have access to training on reasonable force. The inclusion of this in our safeguarding policy highlights the fact that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. 'The term 'reasonable force' covers the broad range of actions used by staff that may involve a degree of physical contact to control or restrain children – KCSIE 2018'. We refer to the guidance: Use of Reasonable Force in Schools. Furthermore we ensure that personal plans and arrangements are in place for children who have SEND or behavioural difficulties so that the need for the use of reasonable force is minimised.

11 WHISTLEBLOWING PROCEDURE

Staff are encouraged to follow the process for Whistleblowing as detailed in the Whistleblowing policy. This sets out the procedure for reporting concerns to the appropriate member of staff. At regular termly INSET meetings school staff are reminded that they can also contact the local authority on 0800 0853716 or whistleblowing@lincolnshire.gov.uk in case a staff member feels they should report to someone outside the school.

The governing body minutes include a record of:

- The school's whistleblowing arrangements
 - The people in and outside the school that staff members should report concerns to
- Every staff member, including temporary staff and contractors, are informed of:
- what protection is available to them if they decide to report another member of staff
 - what areas of malpractice or wrongdoing are covered in the school's whistleblowing procedure

- the different routes available to them for reporting a concern, including who they can approach both in and outside the school

All staff and contractors should be aware of the NSPCC Whistleblowing Advice Line for Practitioners (0800 028 0285) and be aware that they can use this line if:

- the school doesn't have clear safeguarding procedures to follow
- they believe their concerns won't be dealt with properly or may be covered-up
- they have raised a concern but it hasn't been acted upon
- they are worried about being treated unfairly.

They should be aware that they can call about an incident that happened in the past, is happening now or they believe may happen in the future.

12 COMMUNICATION WITH PARENTS AND CARERS

The school takes steps to ensure all parents and carers understand the child protection and safeguarding policy. The policy is available through the school public website and parents receive updates on reviews and changes through home school communication. Parents can raise a concern about their child's safety or about general safeguarding concerns in the school by informing the school immediately where there is risk of harm to a child or raising the concern through the school's complaints procedure.

Parents are regularly informed of information that they may need to be aware of to help them to protect their children from harm inside and outside the school environment.

Where the school has concerns for the safety of a child, parents are made aware of these concerns and their consent is sought in line with local safeguarding procedures unless doing so would increase the risk of harm to the child.

St Hugh's is responsible for the safeguarding of all their pupils. When children are placed in an alternative provision including Home Stays, we ensure that full DBS checks have been carried out. We make a decision about children over 16 in the home on a case by case basis.

13 GOVERNING BOARD RESPONSIBILITIES

The Governing Board at St Hugh's School fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Governing Board have agreed processes which allow them to monitor and ensure that the school:

- 13.1 Has robust Safeguarding procedures in place.
- 13.2 Operates safer recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site. Regular checks are carried out on the SCR by the DSL, the Governor for Safeguarding and Inspection trained staff.
- 13.3 Has procedures for dealing with allegations of abuse against any member of staff or adult on site.
- 13.4 Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues and a Deputy Safeguarding Lead is in place.
- 13.5 Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.

- 13.6 Is supported by the Governing Board nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- 13.7 Carries out an annual review of the Safeguarding policy and procedures.
- 13.8 Carries out an annual Safeguarding Audit in consultation with the Governing board, sharing this with the LSCB/Safeguarding in Schools team on request. Support available with this via safeguardingschools@lincolnshire.gov.uk

14 (LADO) ALLEGATIONS MADE AGAINST ADULTS WHO WORK WITH CHILDREN

Child Protection procedures must be followed whenever any member of staff or volunteer becomes aware of a concern, or an allegation of abuse is made, about an adult including volunteers who works with children. The Head teacher must be notified or, where the allegation is against the Head teacher, the Chair of Governors must be informed. The first priority is whether any immediate action needs taking to ensure a child or other children are safe. All allegations of alleged or suspected abuse against an adult who works with children must be reported to the Lincolnshire's Local Authority Designated Officers (LADO). (Contact information in Appendix 1) Further guidance is in part 4 of the statutory document; Keeping Children Safe in Education – September 2018). This guidance needs to be followed especially closely where the person is dismissed or removed from their duties or would have been had they not left of their own accord. In this instance a referral needs to be made to the DBS. Furthermore if there is proof of professional misconduct then a referral to the TRA (Prev NCTL) must be made.

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home;
- the higher standards of conduct demanded by law and regulation of those caring for other people's children;
- the position of trust enjoyed by such people.

Contact should be made with the LADO when it is alleged, or there are concerns that, a person who works with children 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.

A LADO referral form should be completed for each contact with LADO & emailed to LADO@lincolnshire.gcsx.gov.uk

This process should be followed for members of staff/volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place – i.e. the allegation may relate to the individuals personal life or be historic.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Decisions about suspension are made on a case by case basis and will depend

on the nature and seriousness of the allegation. 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 in a timely manner, 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.

15 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 ensures that at least 2 contact numbers are available for every child. 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.

16 OTHER RELATED POLICIES

The school takes safeguarding seriously and understands this policy is over- arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

Acceptable Use policy - ICT

Anti-Bullying policy – Positive Behaviour Policy

Attendance policy

Behaviour policy

Boarding Policy

Complaints procedure/policy

Intimate Care policy

Medical Policy

SEND policy

Staff Code of Conduct / Staff Handbook

Trips Policy

St Hugh’s School Safeguarding and Child Protection written by and reviewed:

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) 2014 <http://www.legislation.gov.uk/uksi/2014/3283/schedule/made> . ISI Handbook - regulatory requirements – updates to schools 2018 and the National Minimum Standards for Boarding Schools March 2015 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/416186/20150319_nms_bs_standards.pdf . It is also in accordance with the Statutory Framework for the Early Years Foundation Stage 2017 - www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf. This policy is directly in line with Keeping Children Safe in Education (September 2018) (KCSIE). It also refers to the additional statutory guidance: Disqualification under the Childcare Act 2006 (Updated 2018), Working Together to Safeguard Children (WT) 2018 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). Copies of all these documents are highlighted to staff and made available for them to read.

Staff Responsible	DSL
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Last updated	September 2018
Reviewed by SMT	September 2018
Reviewed by Board of Governors	
Signed off by Governors	
Review Date	September 2019 – or before if Regulatory Changes

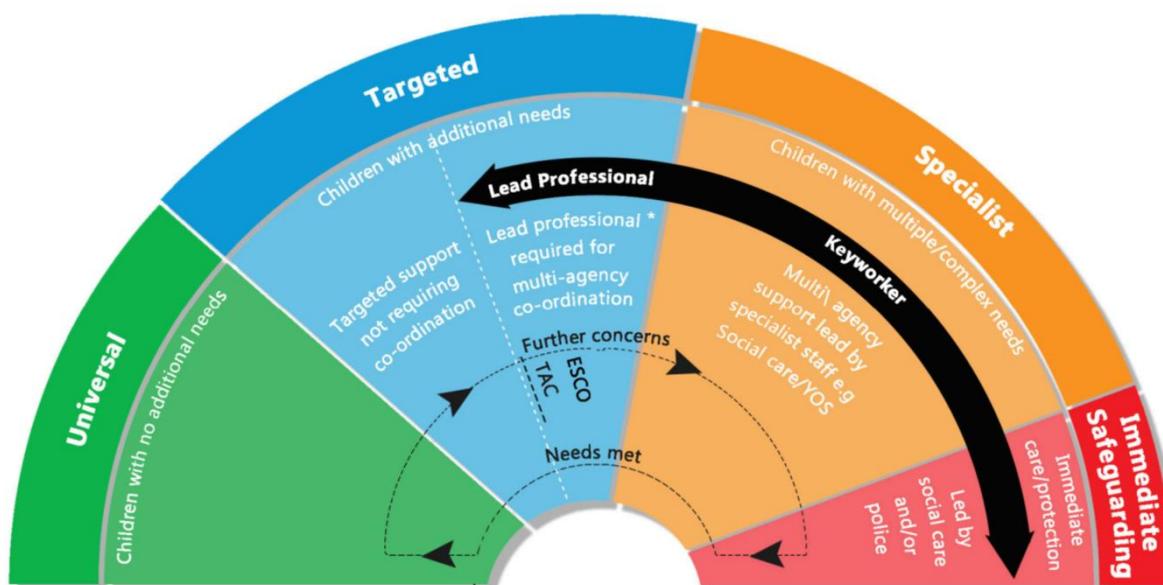
Appendix 1

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</i>	01522 782111 <i>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</i>

<i>Lincolnshire)</i>	<p>01522 782333 (6pm-8am + weekends and Bank Holidays)</p> <p><i>Emergency Duty Team</i></p>
<p>Allegations against /concerns about adult(s) working with children</p>	<p>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.</p> <p>The Head/Chair must contact LADO to discuss concerns & course of action.</p> <p>Lincolnshire Local Authority Designated Officers (LADO)</p> <p>Jemma Parkinson & Rachel Powis</p> <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>Ruth.Fox@lincolnshire.gov.uk</p> <p>safeguardingschools@lincolnshire.gov.uk</p> <p>Stay Safe Partnership 'Safeguarding in Schools' tab</p>



UNIVERSAL	TARGETED
<p>Children and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, schools)</p> <ul style="list-style-type: none"> RESPONSE: - Continue meeting child or young person's needs as a universal service in a safe environment. Universal services will remain at all levels of need. 	<p>Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.</p> <ul style="list-style-type: none"> RESPONSE: - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Early Help Assessment (EHA) can help to identify and plan to meet needs and involve others where necessary.

COMPLEX

Children and young people who have a range of additional needs affecting different areas of their life.

- **RESPONSE:** Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family.
- Identify a lead practitioner to co-ordinate support and be primary link with the family.
- Hold a multi-agency meeting and use the Early Help Assessment (EHA) with child and family to assess their needs. Develop and implement an Action Plan and review progress.

SPECIALIST

Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service.

- Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care.
- Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.

If at any point you are concerned about the safety of a child or young person, contact Lincolnshire Children's Services Customer Service Centre

Tel: 01522 782111

Tel: 01522 782333 (Emergency Duty Team for out of hours)

Appendix 3

DEFINITIONS OF ABUSE

“WORKING TOGETHER TO SAFEGUARD CHILDREN” 2018

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.

It 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)
- ensure access to appropriate medical care or treatment.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:

- conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving them opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- developmentally inappropriate expectations being imposed; interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing the child participating in normal social interaction.
- seeing / hearing the ill-treatment of another.
- serious bullying causing them frequently to feel frightened or in danger
- exploitation or corruption of them.

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

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Sexual Abuse

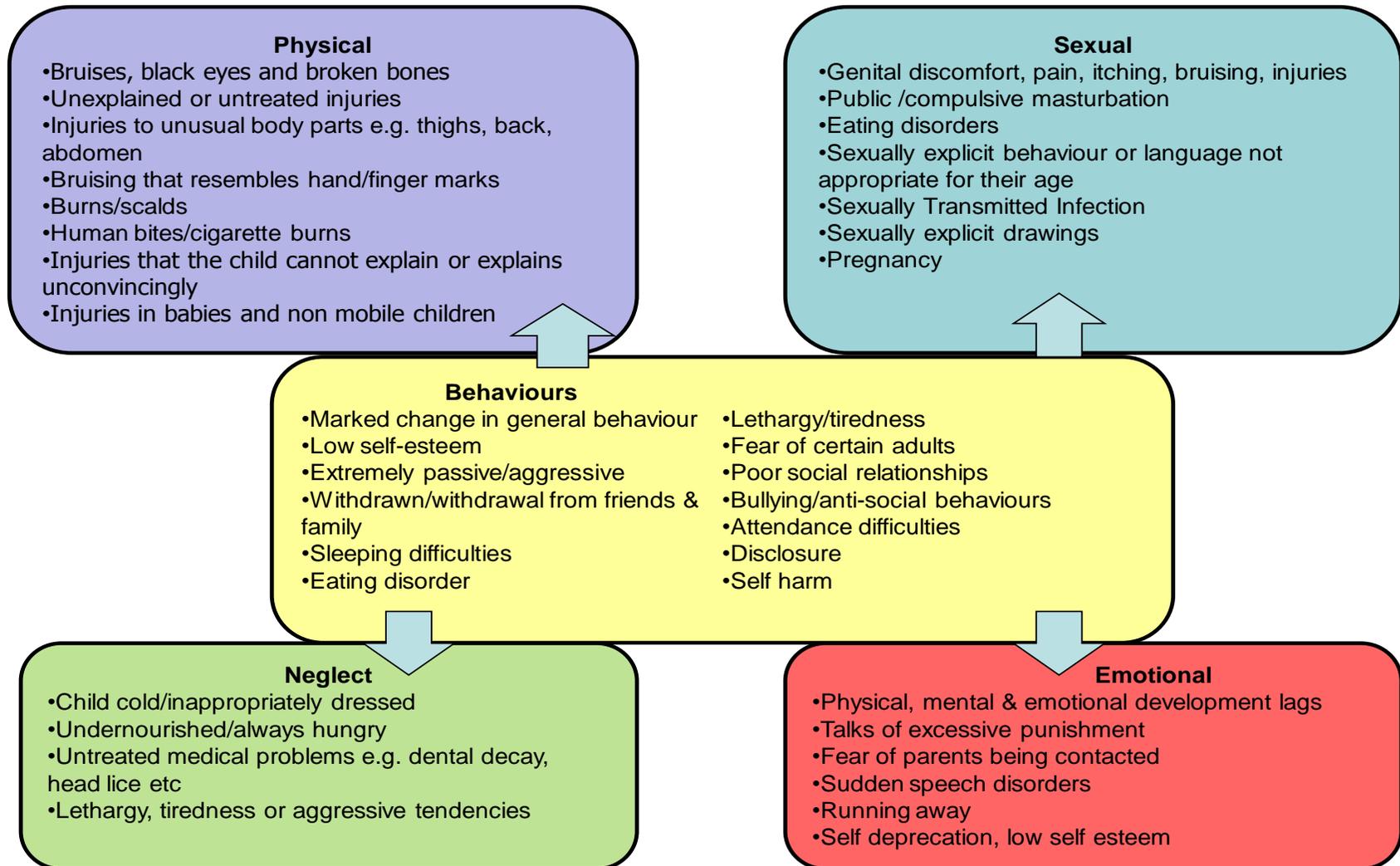
- forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing
- Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse.

Physical Abuse

A form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.
- Injuries in babies and non-mobile children

Symptoms of Abuse



Receiving Disclosures:

Receive



- Listen, try not to look shocked or be judgmental
- Believe what they say 'take it seriously'.
- Accept what the young person says.
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Use the young person's own words
- Don't criticise the perpetrator
- Don't take photographs of any injuries
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?/ Can you Tell me how that happened?

Explain that to me

Describe that....



Reassure

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

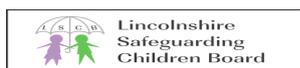
- Make a Brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The Designated Safeguarding Lead will assess the situation and decide on the next steps

Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Avoid acronyms/jargon/abbreviations
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead



Records should be reviewed regularly and any new concerns should be added and responded to immediately.



Appendix 6

St Hugh's School

Lincolnshire Safeguarding Children Board

5 Year Safeguarding Children Training Pathway

The LSCB currently recommend a programme of Safeguarding training to meet the requirements of the National Competencies Framework for Safeguarding Children.

The courses are delivered via a combination of e-learning and face to face training.

N.B. please note conditions for course entry (prerequisites)

Courses in orange indicate minimum required for Safeguarding Designated Officers over a 5 year period. St Hugh's School expects DSL and DDSL to complete all these courses over 5 years, above the recommended LSCB guidelines.

Natalie Wallis – Designated Safeguarding Lead

Richard Goodhand – Deputy Designated Safeguarding Lead

Other Staff

<i>Module title</i>	<i>year</i>	<i>Target group, as identified in National Competencies Framework</i>	<i>St Hugh's Staff</i>	<i>Method of Delivery</i>
Introduction To Safeguarding at St Hugh's Including Policy, Whistleblowing and Code of Conduct, KCSIE, Positive Behaviour Policy and CME	Induction	Group 1	All staff at Induction	Induction
Introduction to Safeguarding Children	Induction	Group 1	All staff Updated list annually	E-Learning Educare
Understanding Pathways to Extremism - Prevent	Induction	Group 1, 2,3 & 4	All Staff Updated List annually	E – Learning Educare

			<p>Prevent -</p> <p>Paul Drury - PREVENT Officer</p> <p>Community Engagement Team</p> <p>August 2018 Training</p> <p>Refresher every 3 years</p>	
Children Missing Education Policy and Procedures at St Hugh's School	<i>Induction</i>	<i>Group 1, 2,3 & 4</i>	All Staff from Sept 2018	Induction
Awareness of Child Abuse & Neglect Foundation Course	1	<i>Group 2, 3 & 4</i>	<p>Mrs Wallis December 2013</p> <p>Mr Goodhand January 2016</p>	<p>E-Learning</p> <p>Must be completed before applying for 2 day course "Inter Agency Safeguarding Children & Young People"</p>
<p>Inter Agency Safeguarding Children & Young People Prerequisite:</p> <p>E-Learning Awareness of Child Abuse & Neglect: Foundation</p>	1	<i>Group 2, 3 & 4</i>	<p>Mrs Wallis January 2014</p> <p>Mr Goodhand February 2016</p>	2 day face to face training
Peer on Peer Abuse	1	<i>Group 1, 2, 3 and 4</i>	<p>Educare</p> <p>Natalie Wallis Sept 2018</p>	E – Learning Educare
Mental Wellbeing in Children and Young People	1	<i>Groups 1, 2, 3,4</i>	Educare July 2018	E – Learning Educare

On Line Safety	1	Group 2,3 & 4	Educare	E – Learning Educare
Child Sexual Exploitation	2	Group 2,3 & 4	Safeguarding Briefing with LCC March 2018 Level 2 CSE December 2017	E - Learning
An introduction to FGM, Forced Marriage, spirit Possession and Honour Based Violence	2	Group 2, 3 & 4	Mrs Wallis Free Courses www.fgmelearning.co.uk www.fgmelearning.co.uk Presentation to staff on FGM September 2016 (Attendee list and PPT)	E – Learning Presentation
Further Safeguarding Children from Abuse by Sexual Exploitation	2	Group 2,3 & 4	Natalie Wallis Attended Conference in March 2015 Protecting Children at Risk of Sexual Exploitation: is the response fit for the challenge? Natalie Wallis Attended	Conference

			Safeguarding Briefing 2018. Natalie Wallis Presentation to staff about CSE (Attendee List and PPT)	Safeguarding Briefing Presentation
Safer Recruitment	2		Natalie Wallis Gavin Sinnott Chris Ward Angharad Ward Kate Waite (List)	E – Learning Educare
Train the Trainer – Safeguarding DSL	2		March 2018	LCC ½ day face to face
Safeguarding Children Refresher <i>To be undertaken 2 years after completion of Inter Agency Safeguarding Children & Young People.</i>	3	Group 2,3 & 4	Natalie Wallis August 2016 Richard Goodhand August 2018	E – Learning
Children and Young People who go missing- Lincolnshire	3	Group 2,3 & 4	Natalie Wallis Attended CME meeting in November 2016 Updated procedures 2018	E – Learning

Awareness of Domestic Violence	4	Group 2,3 & 4	Safeguarding Briefing MARAC Presentation March 2018	E – Learning
Hidden Harm – The effects of parental problem substance use on children	4	Group 2,3 & 4		E – Learning
Self Harm and Suicidal Thoughts in Children & Young People	4	Group 2,3 & 4		E – Learning
Supporting Children and Young people with Mental Health in Lincolnshire Prerequisites & year 1 learning Self Harm and Suicidal Thoughts in Children & Young People	4	Group 2,3 & 4		1 day face to face
Recognise disguised compliance and disengagement within families	5	Group 2,3 & 4		1day face to face
A new approach to child poverty	5	Group 2,3 & 4		E - Learning

September 2018