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 2022 Keeping children safe in education 2022 - GOV.UK

Introduction

St Hugh's School has developed this policy to reflect its commitment to Safeguarding and Child Protection. The policy covers all aspects of the school, including Boarding and the Early Years, and all members of the school community including governors, parents, volunteers and visitors to our site. Where safeguarding is concerned our staff always have the best interests of the child at the forefront of everything they do.

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. *Working together to safeguard children*

Children's Health refers to their physical and mental health.

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 for example step-parents, foster parents, carers and adoptive parents.

At St Hugh's School the named personnel are: (Click o the link to email)

Designated Safeguarding Lead **Natalie Wallis – Deputy Head (Pastoral)** N Wallis	**Deputy Designated Safeguarding Lead** **Richard Goodhand – Deputy Head (Academic)**R Goodhand	**Deputy Designated Safeguarding Lead** **Jeremy Wyld – Headmaster** Jeremy Wyld	**Safeguarding Governor** **Andrew Mansergh** Andrew Mansergh	**SENCo(Head of Learning Support)Mental Health Lead** **Kate Waite** Kate Waite

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)
Jeremy Wyld - Head Teacher Jeremy Wyld	***Natalie Wallis - DSL*** N Wallis	***Richard Bussell – Chair of Governors*** Richard Bussell

St Hugh's is a registered charity and as such takes into consideration the following guidance: Safeguarding and protecting people for charities and trustees

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. Through their day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play. They are in a position to have a greater contextual understanding of a child's situation and notice indicators of possible abuse. https://contextualsafeguarding.org.uk/

This policy highlights the importance of safeguarding being 'everyone's responsibility'. Furthermore it takes into consideration that the more training staff receive and the more that safeguarding is discussed the more likely staff will be to raise concerns, report abuse and have the confidence to speak out at every opportunity.

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 including those against staff.

The procedures contained in this policy apply to all staff and are consistent with Lincolnshire Local Safeguarding Children Partnership (LSCP) multi-agency child protection procedures. Lincolnshire Safeguarding Children Partnership – About the LSCP

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. These may be key staff such as the DSL, Mental Health Lead or Mental Health First Aider, but they may just a likely be support staff such as Matron, Dining Room Staff or Peripatetic Music Staff. For this reason all staff are trained and supported to fill the role of 'trusted adult' and encouraged to have 'professional curiosity' about children's lives.

1.3 Adequate signposting to external sources of support and advice is in place for staff, parents and pupils. This includes posters for pupils, posters for parents about the DSL and DDSL and a variety of information for staff on display in the staff room.

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. This includes Jigsaw and RSE curriculum as well as Big Talk, assemblies and form time discussions.

1.5 Children are helped to 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 such as NSPCC, Child Line, Big Talk, CEOP.

1.6 All adults feel comfortable and supported to draw safeguarding issues to the attention of the Designated Safeguarding Lead and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children.

1.7 Emerging themes are proactively addressed and fed back to the local authority and LSCP to ensure a coherent approach so that multi-agency awareness and strategies are developed. These themes, such as Domestic Abuse or Parental Separation , also leads to enhanced training for the DSL and relevant information is conveyed to staff in morning meetings, INSET and training.

1.8 St Hugh's works in accordance with 'Working Together to Safeguard Children' 2018 (Updated July 2020) and supports the Lincolnshire Local Safeguarding Children Partnership (LSCP) 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. KCSIE 2022 emphasises the importance of the child's wishes, and staff at St Hugh's School are actively encouraged to seek the thoughts and wishes of the child during any safeguarding concern.
The school also seeks to listen to the voice of the child by employing an Independent Listener. The School independent Listener (Mrs Julie Turbin) is available for pupils to talk to on any matter. She is introduced to the pupils on a regular basis, and having been a member of staff at the school for many years prior to retirement is a familiar face and yet independent. The school also seeks to ensure that that children's views are valued and specifically canvassed in School Council meetings and Boarding House meetings. Pupils also complete a termly questionnaire, which allows them to summarise how a term has gone.There is a section in this for pupils' suggestions.The information from these questionnaires is fed back to staff every term.

1.9 Our school's arrangements for consulting with, listening and responding to pupils are both formal and informal. Our children are encouraged to openly discuss their thoughts and feelings as part and parcel of our work on Children and Young People's Mental Health and Well Being. We have a Designated Mental Health Lead and also Mental Health First Aiders. We refer to the following guidance - Mental health and behaviour in schools - GOV.UK

1.10 Staff recognise that mental health problems can be a sign or indicator of abuse, neglect or exploitation. Full Pastoral Meetings are on a weekly basis and form a link between the Safeguarding and Mental Health leads.

1.11 Staff further encourage children to talk about their experiences during form times and play times. During these relaxed and informal times the staff are able to talk and reassure the children. It should be added here that whilst reassuring children that their voice matters and their concerns are taken seriously staff have been encouraged to ensure that ANY report of Child on Child abuse is also backed up with reassurance that the child will be kept safe. As mentioned in KCSIE 2022 'A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.' Any reports follow the school's Safeguarding and Child Protection Policy and Procedures as detailed in this document

1.12 There is a commitment to the continuous development of staff with regard to safeguarding training;

- All staff follow the LSCP 6 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 DDSLs complete training at least every 2 years to help them understand their role and responsibilities as detailed in the pathway.
- The DSL and DDSL follow the LSCP 6 year training pathway and attend the LSCP Inter-Agency safeguarding training. Furthermore both staff attend annual conferences and training to ensure that they are both aware of any changes and updates. These include local updates as well as National updates from the NSPCC monthly newsletter, Ceop and other announcements. The DDSL is trained and involved in Safeguarding on the same level as the DSL.
- Governors at St Hugh's School are expected to complete the online Child Protection Training as part of their Induction. Furthermore they are expected to complete Prevent training at this time. Every year governors are expected to update that training with the online Child Protection Refresher. (2022) It is understood by the governors that robust and regular training allows them to be able to question the policies and procedures and have a good understanding of the challenges of Safeguarding in Schools.

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 Safeguarding Children Partnership's (LSCP) child protection procedures. Staff are signposted to the following document - Child abuse concerns: guide for practitioners

They are also reminded about the importance of the Whistleblowing Policy at INSET and signposted links to the Government site and NSPCC site for further information. (KCSIE 2022). Whistleblowing for employees, Whistleblowing Advice Line | NSPCC.

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 to all forms of safeguarding concern highlighted in this policy as well as the following specific areas that are detailed in Annex B KCSIE 2022. These specific documents are included here as a quick reference guide and also to ensure that the latest updates are included.

- abuse (DfE advice for practitioners) Supporting practice in tackling child sexual abuse film series

  Bullying at school

- criminal exploitation of children and vulnerable adults county lines (Home office guidance)

- children missing education (DfE advice for schools)

- child missing from home or care (DfE statutory guidance)

  Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK (Cybercrime)

- child sexual exploitation advice for practitioners (DfE advice for practitioners)

- www.actionagainstabduction.org and www.clevernevergoes.org. - child abduction

- domestic abuse (How to get help)

- drugs – advice for schools (DfE and ACPO advice for schools)

- faith based abuse (national action plan)

- female genital mutilation (FGM) (multi agency statutory guidance)

- forced marriage (FM) The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

- gangs and youth violence (Home Office advice)

- gender based violence/violence against women and girls (Home Office strategy)

- hate (educate against hate website)

- mental health (DfE advice for schools)

  Staff have been made aware that Mental Health Issues can, in some cases, be an indicator that a child has suffered or is at further risk of suffering abuse. Whilst staff understand that

only appropriately trained professionals should attempt to make a diagnosis of a mental health problem they are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. To this end all staff have had training to highlight the importance of mental health in children and young people. Furthermore key staff have become 'ambassadors' for mental health and well-being. Mental Health First Aiders and a mental Health Lead attend the Pastoral Meeting. The children are aware of these staff and they are encouraged to talk about any issues or worries they may have.

Promoting children and young people's emotional health and wellbeing

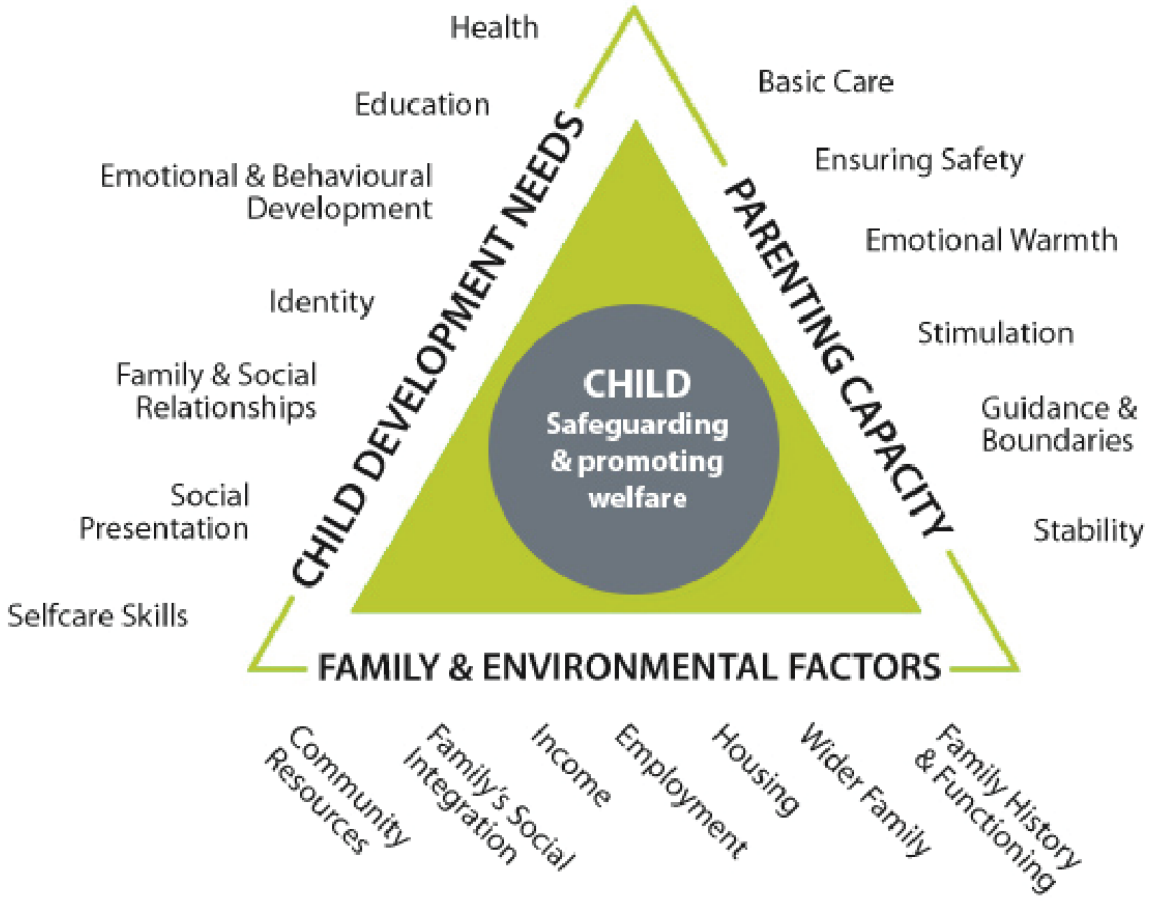
It has been important to highlight to staff in INSET and morning meetingsthat Mental Health is linked directly to Safeguarding.

- 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)
- protecting children from radicalisation (DfE Prevent advice for schools)
- relationship abuse (disrespect nobody website)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people - sexting (UKCIS – The UK Council for Internet Safety advice for schools and colleges 2022)
- trafficking and modern slavery (DfE and Home Office guidance) www.gov.uk Care of unaccompanied migrant children and child victims of modern slavery
- 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

St Hugh's School feels it is important for the links to these support networks to be made available to staff through this policy which is displayed in the staffroom, is on the website and is available in electronic format to ALL staff. Information for schools and colleges can also be found on the TES, MindEd and the NSPCC websites. Please see the 6 year training pathway **(Appendix 6)** for details on how Staff are trained in dealing with the above and other relevant issues as and when necessary.

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.

Contextual Safeguarding Network – The Contextual Safeguarding programme, and the team who deliver it, are part of the International Centre: Researching child sexual exploitation, violence and trafficking (IC) at the University of Bedfordshire



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* 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)? 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 LSCP 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 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.

2.10 Staff know that any child may benefit from early help. However they are also aware that children may not be ready or know how to tell someone. At St Hugh's School we continue to build trusted relationships in school. Through the Form Tutor system, and more recently through the section Heads in Middle School and Senior School, we are trying to create opportunities for children to build those relationships and have access to a trusted member of staff. This may be

our Learning Support Lead or a Mental Health First Aider, it may be a teacher they had previously that they still need access to. Our friendship questionnaire asks the children who they enjoy talking to. Staff are trained in understanding ACE (Adverse Childhood Experiences). They are particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse or intra familial harm.
- is misusing drugs or alcohol themselves;
- has returned home to their family from care
- is a privately fostered child.

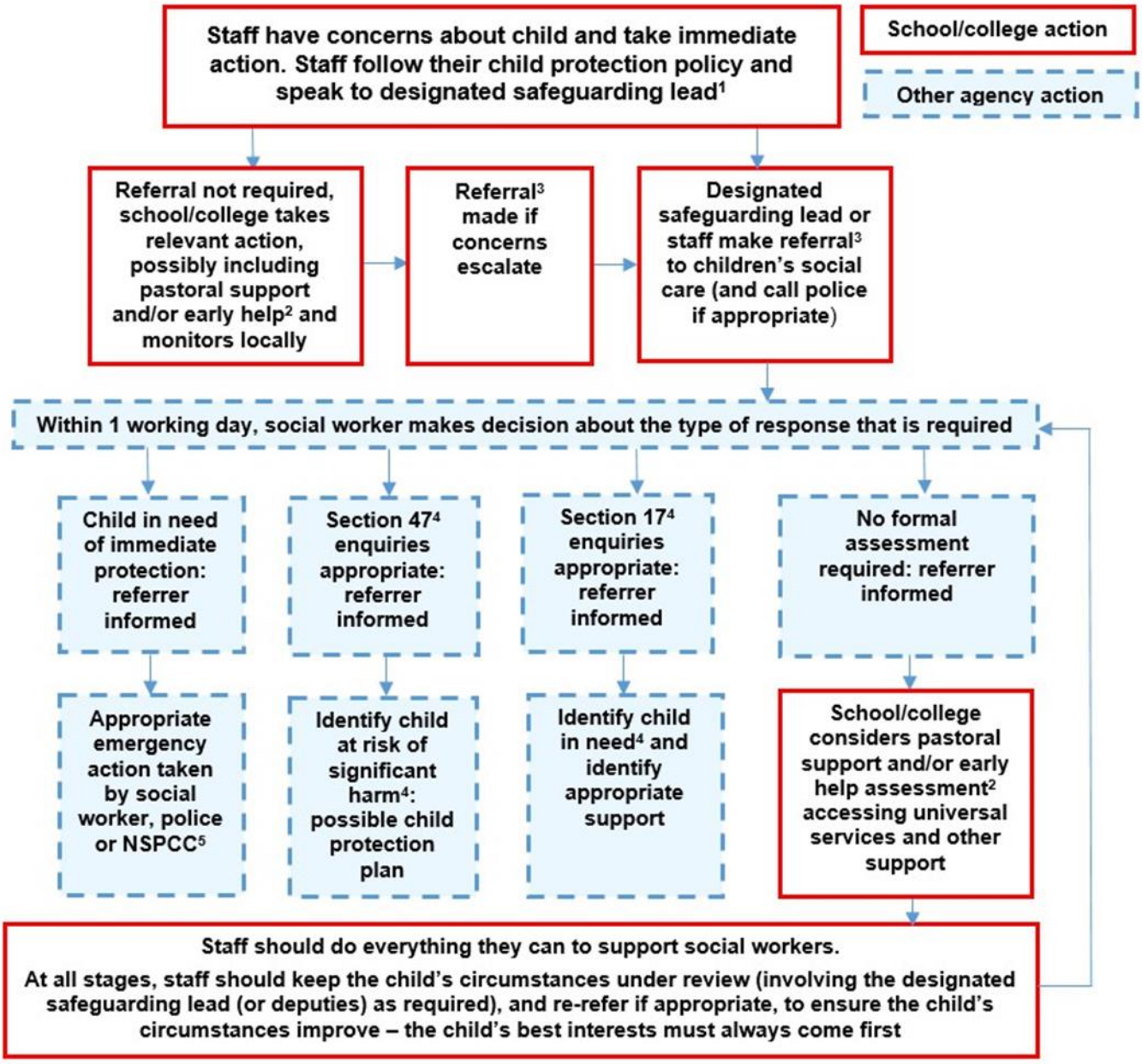
2.11 Domestic Abuse

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

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

https://www.gov.uk/guidance/domestic-abuse-how-to-get-help

Actions where there are concerns about a child



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

[2] Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

[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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

[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 LSCP "Managing Individual Cases where there are Concerns about a Child's Safety and Welfare" (section 4 of LSCP Inter-Agency procedures).

At St Hugh's School staff are regularly reminded about the importance of reporting concerns, however small. Staff complete the concerns section in ISAMS, immediately alerting the DSL.

3.1 Safeguarding information including Child Protection information is stored and handled in line with the principles of the **Data Protection Act 2018** UK Data Protection Act 2018 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.The DSL is responsible for information being stored and transferred safely and securely using the following guidance. (www.gov.uk/government/publications/data-protection-toolkit-for-schools).

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. The DSL and DDSL also use the information from the NPCC - 'NPCC- When to call the Police'

3.7 Staff must report any concerns about adults who work with children or young people to the Head Teacher or to the Chair of Governors in the event of an allegation of abuse made against the Head Teacher. The Head Teacher or Chair must seek advice from the Local Authority Designated Officer (LADO) Tel: 01522 554674 (Keeping Children Safe in Education - September 2022) 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 DSLs and their roles and responsibilities as detailed in Annex C KCSIE 2022.

4.2 has read the full copy of Part 1 and Annex B of Keeping Children Safe in Education - September 2022.

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. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. **(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 LSCP 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
- 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)

(Please refer to our induction policy.)

4.6 knows their duty concerning unsafe practices in regard to children by a colleague or any other adult that works with children.

4.7 knows the duties and responsibilities of the DSL as detailed in KCSIE 2022 Annex C. 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 Lincolnshire.

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 'Disqualification Under the Childcare Act 2006'. 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.https://www.legislation.gov.uk/ukpga/2015/9/contents and report known instances of female genital mutilation (FGM) to the polce.

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. We do not currently have any children on role who are or have previously been looked after. However we are aware of the duty of a 'virtual school head' and the designated teacher and will allocate those roles should they be required.

Promoting the education of looked-after and previously looked-after children - GOV.UK

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 (SEND) 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

- whilst staff at St Hugh's are aware that pupils that are LGBT (Lesbian, Gay, Bi or Trans) are not inherently vulnerable,and training around LGBT awareness and understanding is accessed by all staff, it is also understood that LGBT pupils, and even those perceived as LGBT may be at a higher risk of bullying. At St Hugh's we have a Mental Health First Aid Lead who is well versed in supporting current and past students. Furthermore she is available to support staff if they are the member of staff that a child wishes to speak to and share their concerns with. LGBT inclusion is part of the RSE currciulum and covered in the session from Jigsaw as well as Big Talk Education visits:https://www.bigtalkeducation.co.uk

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 positive 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 and ensure the presence of an appropriate adult. PACE PACE Code C 2019 (accessible) - GOV.UK

- 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/ LSCP multi-agency training. (For example Prevent, Child Sexual Exploitation guidance, domestic violence, drugs / alcohol substance misuse etc.)

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 The Revised Prevent duty guidance: for England and Wales (April 2021) Revised Prevent duty guidance: for England and Wales

Prevent is supplemented by non-statutory advice and a briefing note:

o The Prevent Duty: Departmental Advice for Schools and Childcare Providers June 2015

o The use of social media for online radicalisation - GOV.UK

6.2 Risk assessment

St Hugh's School has worked with local Community Engagement Officers (Paul Drury - Sept 2022) 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 then the findings are passed to the Head Teacher 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.

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.

6.3 Working in Partnership

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 Teaching Staff have attended a recent Prevent Workshop delivered by Paul Drury of the Community Engagement Team in September 2022, highlighting the local concerns.

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 LSCP 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. Please refer to our E-Safety Policy on the website. 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. Please also refer to our remote learning policy for guidance on learning from home.

o The use of social media for online radicalisation - GOV.UK

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. Due to the mixed age groups of Primary and Secondary children, staff at St Hugh's provide an appropriate level of RSE planning, as detailed in the following government link: Relationships and sex education (RSE) and health education This provision is through schemes such as jigsaw, Big Talk regular lessons and specialist external input.

  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, Ethnic minority and Traveller education – Lincolnshire County Council

7 ONLINE SAFETY

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 using a spiral curriculum that builds on the children's understanding and knowledge. It also relies on training of staff. Any member of staff can discuss online safety issues with the children in their care, as a group or individual. Staff understand that somebody may abuse or neglect a child by inflicting harm or **by failing to act to prevent harm**. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children and Staff have to sign an Acceptable Use Policy and the Remote Leaning Policy also reflects the importance of staying safe online, and safeguarding. St Hugh's School has a robust and long established system of filtering and monitoring however staff and governors also recognise that 'over blocking' is detrimental to the children's education, and teaching them how to navigate the internet safely is part of our duty of care.Furthermore it is imperative that parents understand the access and risks from certain sites that pose a threat whenthe children are not in school. To this end we send parents an annual update about internet safety, reiterating our joint responsibilities. If certain sites or apps are highlighted in safeguarding briefings these are also sent home to parents.

Online safety

- Teaching online safety in schools
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Harmful online challenges and online hoaxes
- Education for a Connected World
- UKCIS Online Safety Audit Tool - UK Council for Internet Safety - GOV.UK
-
- Safeguarding children and protecting professionals in early years settings: online safety considerations
- Digital Resilience Framework
- Online safety in schools and colleges: Questions from the Governing Board

8 CHILD ON CHILD ABUSE

Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. At St Hugh's School staff are expected to complete e-

learning about child on child abuse as well as attend Inset training on the latest guidelines and procedures (September 2022). This helps staff to understand the implications and also the increased risks for certain pupils, especially those with SEN.

What is child on child abuse?

Child on child 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.

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.

Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Downblousing is the act of taking photos down a woman's top without consent, and whilst it is not currently a crime (Sept 2022) it is viewed by this school as inappropriate and unacceptable behaviour.

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). When thinking about child on child 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
- Up skirting - The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. (2019). (Downblousing)

Who does it affect?

Child on Child 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

Child on Child 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.

Prevalence

Due to the diverse nature of child on child abuse, the numbers of children affected are difficult to estimate. It is thought that child on child abuse is one of the most common forms of abuse affecting children and young people. Staff at St Hugh's are aware that even if there are no reports at St Hugh's School it does not mean it is not happening and can infact happen anywhere. This policy, as well as the online training and updates from the DSL ensure that Staff at St Hugh's are aware of the indicators and are confident to follow the reporting procedures and discuss their concerns.

There has been a particular focus on sexual assaults, due to the rapid increase of sexual allegations reported. Staff are aware of the online reports from 'Everyone's Invited'. They have also been made aware of the NSPCC helpline created in response to increased sharing of information. Report Abuse in Education helpline - Young people and adults can call 0800 136 663 or email help@nspcc.org.uk.

Recognising signs that may indicate child on child abuse

Child on Child 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

Child on Child 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.

Managing child on child abuse internally

When dealing with child on child 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. It is also important that the children understand that the law is there to protect them not just criminilise them.

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 child on child 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 child on child abuse St Hugh's School takes a proactive approach.

We:

• Train all staff on what child on child 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 child on child 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 child on child abuse procedure within the Safeguarding and Child Protection Policy

• 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.

What to do when you suspect child on child abuse 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 child on child 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 child on child 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'. Staff are confident to challenge abusive behaviours and are trained that these behavious are not just part of 'boys being boys' as this can then lead to a culture of unacceptable behaviours and an unsafe environment for children.

9 YOUTH PRODUCED SEXUAL IMAGERY (SEXTING or NUDE IMAGE SHARING)

Sexting is when people share a sexual message and/or a naked or semi-naked image, video or text message with another person. It's also known as nude image sharing.

Children and young people may consent to sending a nude image of themselves. They can also be forced or coerced into sharing images by their peers or adults online.

If a child or young person originally shares the image consensually, they have no control over how other people might use it.

If the image is shared around peer groups it may lead to bullying and isolation. Perpetrators of abuse may circulate a nude image more widely and use this to blackmail a child and/or groom them for further sexual abuse.

It's a criminal offence to create or share explicit images of a child, even if the person doing it is a child. If sexting is reported to the police, they will make a record but may decide not take any formal action against a young person.

Any situations involving our pupils and nude image sharing are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour.

A copy of the following document has been highlighted to staff and placed in the staffroom for their reference.

Sharing nudes and semi-nudes: advice for education settings working with children and young people

The following document has also been shared with staff:

Sexting: advice for professionals

Furthermore staff know to refer to the following organisation for further information:

UK Council for Internet Safety - GOV.UK

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

It should also be noted here that up skirting is now a crime, and should never been seen as a prank, but as a criminal act that is liable to prosecution under the Voyeurism Act (2019). https://www.gov.uk/government/news/upskirting-law-comes-into-force.

Downblousing is not currently a crime, however staff have been made aware of what it is and that it will probably be made a crime, but is certainly unacceptable behaviour. Hence it has been included in this section.

Serious Violence

Updated information about Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE) and County Lines has been shared with staff from Annex B of KCSIE 2022. Training on CCE, CSE and county lines during INSET September 2022 has included reference to the following documents:

Advice to schools and colleges on gangs and youth violence

Criminal exploitation of children and vulnerable adults: county lines

Staff are aware that any exposure to incidents of serious violence can affect a child and also put a child at further serious risk. KCSIE makes reference to the fact that CCE can happen to boys or girls, and that their experiences may differ. These differences may mean that indicators for exploitation may differ too. Staff have been made aware of this possibility in training (September 2022) but also the fact that CCE can often lead to CSE, and can also include both genders. County lines and criminal exploitation toolkit

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. Where a girl discloses information that identifies her as at risk of FGM, practitioners should follow the normal safeguarding procedures.

The latest government guidelines, updates in 2020 are here:

Mandatory Reporting of Female Genital Mutilation – procedural information

10 SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES

The school pays full regard to DfE guidance Keeping Children Safe in Education – September 2022 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 Head Teacher, 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 2022. We conduct online searches for shortlisted candidates 'in-house' at present. The office manager conducts these searches and reports back any relevant information. She is slightly removed from the recruitment process and seen as an appropriate person to search various online platforms.

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'.

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/ online conduct as part of the Staff Code of Conduct, updated annually.

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 2022 and LSCP, 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 does not include 3G and 4G and pupils are asked to put their mobile on 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 through the use of a low level concerns policy.

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 and child protection 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 2022'. We refer to the guidance: DfE advice template

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 2022. 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 Safeguarding and Child Protection Policy. The policy is available through the school 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 given information that they may need to be aware of to help them to protect their children from harm inside and outside the school environment. This includes online safety as mentioned in Section 7.

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. We refer to KCSIE 2022 Annex D.

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 and training which allow them to monitor and ensure that the school: See section 1.11 for training requirements.

13.1 Has robust Safeguarding procedures in place as evidenced from minutes.

13.2 Operates safer recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site. Regular compliance checks are carried out on the SCR by the DSL as well as a trained governor.

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 Liaises with the LA and/or partner agencies in the event of allegations of abuse against the Head Teacher; this is the Chair.

13.7 Carries out an annual review of the Safeguarding and Child Protection Policy and procedures.

14 (LADO) Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors

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 LADO would then be contacted. It is also understood that where there is a conflict of interest in reporting the matter to a head then LADO can be contacted directly. 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 2022). 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;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

A LADO referral form should be completed for each contact with LADO & emailed to LADO@lincolnshire.gcsx.gov.uk. LADO can be contacted to provide advise and support in making referrals and deciding when and if a low level concern meets threshold.

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.

Whilst schools and colleges are not the employer of supply teachers or contractors, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college.

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. It is understood that Safeguarding links to a variety of policies, both pastoral and Academic.

Policy review - has a link to all school policies and their review dates

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 is updated annually and shared with all staff at which time they are encouraged to read it and ask questions if there are any areas that are not clear.

This policy has been authorised by the Board of Governors and is addressed to all members of staff, 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 are working with pupils, even where this is away from the School, for example on an educational visit. **Staff refers to all those working for or on behalf of St Hugh's School in either a paid or voluntary capacity.**

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education (Independent School Standards) 2014 The Education (Independent School Standards) Regulations 2014 . ISI Handbook - regulatory requirements – updates to schools 2022 and the National Minimum Standards for Boarding Schools. (Updated 2022)Boarding schools: national minimum standards

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. .

Human Rights Act 1998 (legislation.gov.uk)

Equality Act 2010 Advice for schools, Public Sector Equality Duty (advice for schools)

Staff Responsible	DSL
Last updated	September 2022
Reviewed by SMT	September 2022
Reviewed by Board of Governors	
Signed off by Governors	
Review Date	September 2023 – or before if Regulatory Changes

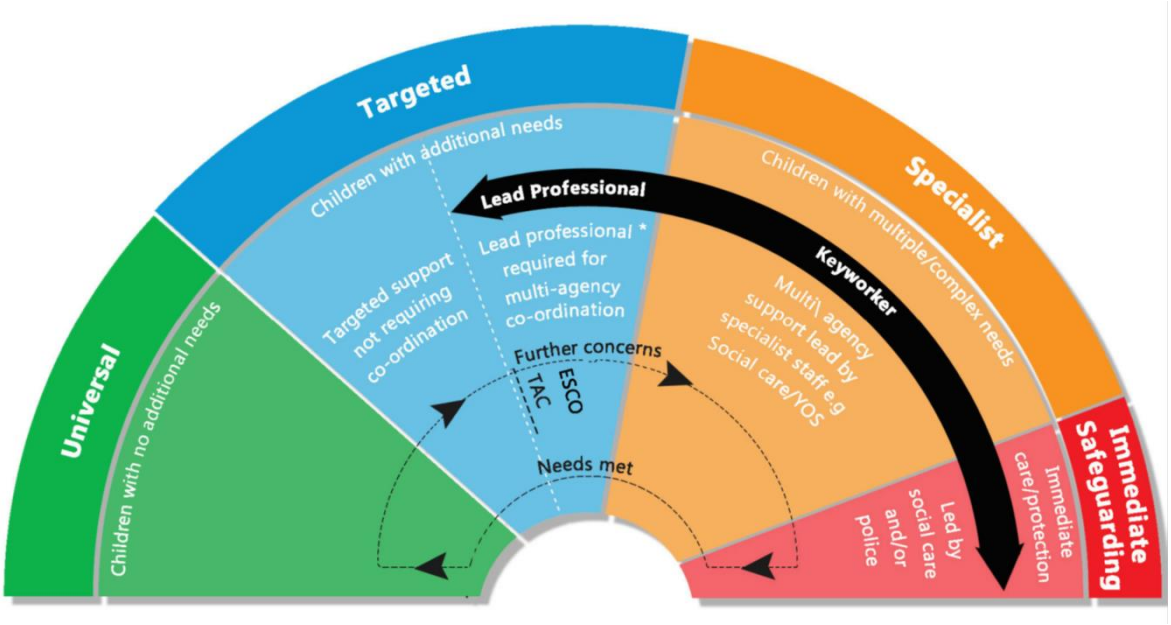
Appendix 1

Staying Safe

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

Designated Safeguarding Lead	**Mrs Natalie Wallis** N Wallis
Deputy Safeguarding Lead	**Mr Richard Goodhand** R Goodhand
Deputy Safeguarding Lead	**Headmaster** Jeremy Wyld
Our local contact numbers are:	
Safeguarding of children concerns *(Children living in Lincolnshire)*	**01522 782111** ***Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice*** **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 head teacher or in the event of concerns about the head teacher 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) **01522 554674** LADO@lincolnshire.gcsx.gov.uk
Police *(Emergency)* **Police** *(Non Emergency)*	**999** **101** **01522 947590** (Lincolnshire Police Public Protection Unit, Central Referral Unit)
Safeguarding Children Officer (Education Settings) *for advice around safeguarding policy, audits etc.*	**01522 554695** safeguardinginschools@lincolnshire.gov.uk Stay Safe Partnership **'Safeguarding in Schools' tab**

Continuum of Need **Appendix 2**



UNIVERSAL	TARGETED
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) ● **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.	Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances. ● **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	**SPECIALIST**
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.	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 (Updated 2020)

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.

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

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.

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

Sexual Abuse

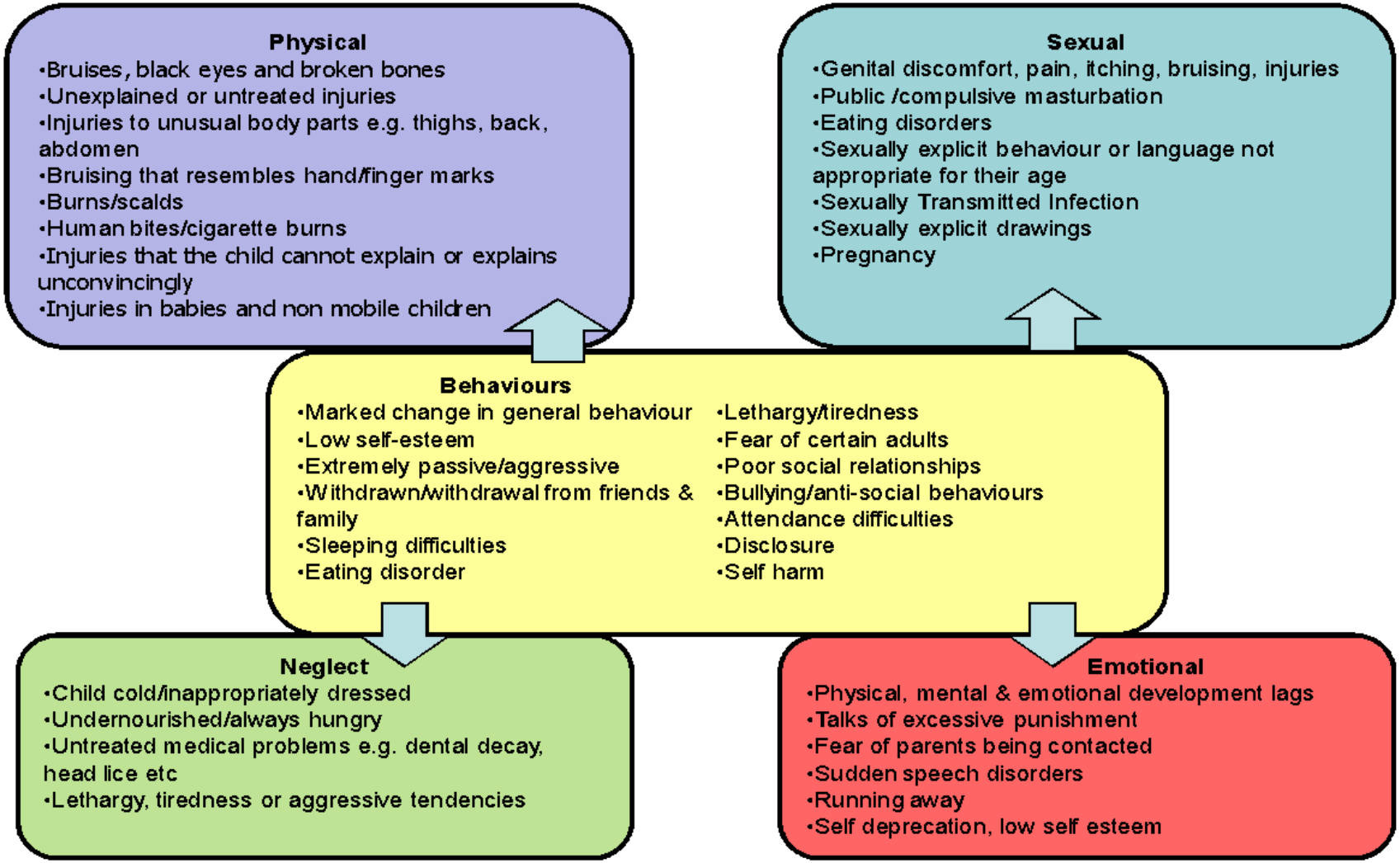
- forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, 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



Appendix 4

Appendix 5

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 **T**ell 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 Partnership 6 Year Safeguarding Children Training Pathway 2022-23

- The courses are delivered via a combination of eLearning, face to face, in-house training and virtual workshops.
- The pathway is designed to develop safeguarding knowledge and is reviewed against available training and completed training on an annual basis.
- Staff are allocated online training on a termly basis. They are also sent links to face to face training. In-house training is delivered termly during inset, notes from inset training are available on request. Workshops are accessed through a variety of providers.
- St Hugh's School also purchases the Lincolnshire County Council, Safeguarding in Schools Package. This includes termly meeting and updates for the DSL, updated training as and when it becomes available, train the trainer for the DSL as well as an audit tool which we are currently reviewing.
- Courses in green indicate minimum safeguarding training for designated safeguarding lead (DSL) over a 6 year period; however the other courses demonstrate a commitment to Safeguarding children and young people.

Minimum requirements for staff that are not in frequent contact with children and families. For example: librarians, GP receptionists, housing maintenance staff, environmental health officers and early years support staff.		
Module title	*Year*	*Method of Delivery*
Child Protection In Education	*Induction*	***eLearning*** Educare
Online Safety	*Induction*	***eLearning*** Educare
Prevent Training	*Induction*	***eLearning*** Educare
Understanding the role of the Safeguarding Lead.	Induction	***eLearning*** Educare

The training listed below should be completed by those in regular contact or have a period of intense but irregular contact, with children and their families. It should also be completed by members of the workforce who work predominantly with children and their families and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and family where there are safeguarding concerns.		
Module title	*Year*	*Method of Delivery*
Annual Safeguarding Children Refresher	1	***eLearning*** Educare (If at Induction staff already hold a Child Protection and Safeguarding recognised qualification)
Inter-Agency Safeguarding Children & Young People ***Prerequisite:*** ***Introduction to safeguarding children*** ***Inter Agency Safeguarding Children Module 1 - Introduction to Safeguarding Children In Lincolnshire*** ***Inter Agency Safeguarding Children Module 2 of 4 - Voice of the Child*** ***Inter Agency Safeguarding Children - Module 3 of 4 Early Help*** ***Inter Agency Safeguarding Children - Module 4 of 4 Child in Need & Child Protection***	1	***4 eLearning & 3 virtual workshops (includes Early Help workshop)*** ***Natalie Wallis*** ***Richard Goodhand*** ***Jeremy Wyld*** ***NEW - TBC - 2022*** ***Claire Corner*** ***Flora Bonner McKenzie***
Use of Reasonable Force	1	***eLearning*** Educare
Awareness of Domestic Violence and Abuse	1	***eLearning*** Educare
Raising Awareness of child on child Abuse	1	***eLearning*** Educare
Annual Safeguarding Children Refresher	2	***eLearning*** Educare
Child Exploitation Introduction	2	***eLearning*** Educare
Child Neglect	2	***eLearning*** Educare
Child Exploitation in Lincolnshire ***Prerequisites:*** ***Child Exploitation & Missing Children in Lincolnshire***	2	***1 virtual workshop*** ***Natalie Wallis***
Annual Safeguarding Children Refresher	3	***eLearning*** Educare
Sexual Violence and Harassment between children and Young People	3	***eLearning*** Educare
Preventing Bullying	3	***eLearning*** Educare
Multi-Agency Domestic Abuse ***Prerequisite:*** ***Awareness of Domestic Violence and Abuse***	3	***2 eLearning & 1 virtual workshop*** ***Natalie Wallis***
NSPCC - Familiarisation	3	Latest Courses, Information, possible training

Annual Safeguarding Children Refresher	4	***eLearning*** Educare
Mental Wellbeing in Children and Young people	4	***eLearning*** Educare
Control, Coercive Behaviour and Stalking ***Prerequisite:*** ***Multi-Agency Domestic Abuse***	4	***2 eLearning & 1 virtual workshop*** ***TBC – Autumn 2022*** ***Natalie Wallis***
Equality and Diversity	4	***eLearning*** Educare
FGM (Abuse linked to faith or belief)	4	***eLearning*** Home Office Educare INSET
Annual Safeguarding Children Refresher	5	***eLearning*** Educare
Safer Blended Learning	5	***eLearning*** Educare
Suicide Awareness and Prevention	5	***eLearning*** Educare
Raising Awareness of LGBT	5	***eLearning*** Educare
Online Safety ***Prerequisite:*** ***Introduction***	5	***1 eLearning & 1 virtual workshop*** ***Natalie Wallis*** ***Autumn 2022***
Annual Safeguarding Children Refresher	6	***eLearning*** Educare
Working with Parents and Young People that use Drugs or Alcohol ***Prerequisite :*** ***Toxic Trio***	6	***1 eLearning & 1 virtual workshop*** ***Natalie Wallis*** ***Autumn 2022***
An Introduction to Child Poverty	6	***eLearning*** ***LCC***
Safe Sleeping for Babies	6	***eLearning*** ***LCC***

September 2022