



ST MARGARET'S
SCHOOL

**CHILD PROTECTION
POLICY**

Reviewed: October 2020
Updated: January 2021

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body.

It is due for review in September 2021.

Signature: 

Date: 24th September 2020

Miss L Péchard, Head

Signature: 

Date: 24th September 2020

Mr J Alford, Chair of Governors

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1. KEY CONTACTS

Designated Safeguarding Lead	Julie Chatkiewicz (Vice Principal)	All concerns can be reported using 'My Concern' or 020 8416 4535 or julie_chatkiewicz@stmargarets.herts.sch.uk
Deputy Designated Safeguarding Lead	Mrs E Gray (Head of Junior School)	020 8416 4500 or e.gray@smbushey.com
Nominated Governor with responsibility for Safeguarding and Child Protection	Judith Fenn	j.fenn@smbushey.com
Head of St Margaret's School	Lara Péchard	head@stmargarets.herts.sch.uk
Chair of Governors	Justin Alford	clerk@smbushey.com

Key External Contacts

To report a new concern or discuss an on-going concern:

Hertfordshire Children's Services 03002 123 4043

For advice regarding peer on peer incidents:

Child Protection Schools Liaison Team Manager (CPSLO): 01992 588168

Reporting of FGM:

Herts Constabulary (Harm Reduction Unit): 0845 330022

Children, Schools & Families Assessment Team: 0300 123 4043

To report concerns about child sexual exploitation:

Children's Services (including out of hours): 0300 123 4043

Police: 101 (non-emergency) or 999 (emergency use only)

Family Lives offer 24/7 free phone no. 0808 8002222

To report concerns about a professional or person in a position of trust:

Local Authority Designated Officer (LADO) Tel: 0300 123 4043

Named officers work on a duty rota: Tony Purvis (office) 01992 555420 email:

LADO.Referral@hertfordshire.gov.uk

If you fear someone is vulnerable to radicalisation, contact the PREVENT team at:
prevent@herts.pnn.police.uk

For non-emergency situations the DfE helpline 0207 340 7264 is available.

2. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes (Working Together to Safeguard Children, DfE 2018, Pg. 6)

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the School including EYFS, Breakfast Club and After School Care.

This particular policy should be read in conjunction with the

- Staff Recruitment and Selection Policy
- Behaviour Management
- Physical Intervention Policy
- Anti-Bullying Policy
- Peer on Peer Policy
- E-Safety Policy
- Staff Code of Conduct
- The safeguarding response to children who go missing in education; and
- The role and identity of the Designated Safeguarding Lead and Deputy.

It is available to all parents, staff and volunteers on the School's website at www.stmargaretsbushey.co.uk. A paper copy of this policy is also available to parents upon request to the School Office on 020 8416 4400 or schooloffice@smbushey.com.

Purpose of a Child Protection Policy

To inform staff, parents, volunteers and governors about the School's responsibilities for safeguarding children.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Hertfordshire Safeguarding Children Partnership

This school follows the procedures established by the Hertfordshire Safeguarding Children Partnership (HSCP) – a guide to procedure and practice for all agencies in Hertfordshire who work with children and their families.

<http://hertsscb.proceduresonline.com/index.htm>

School Staff and Volunteers

All school staff have a responsibility to provide a safe environment in which children can learn. The School recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff will remain vigilant and alert to these potential risks.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

All school staff and volunteers will receive appropriate safeguarding children training (which is updated regularly, - Hertfordshire Safeguarding Children Partnership advises every 3 years) so that they are knowledgeable and aware of their role in the early recognition of the indications of abuse or neglect, the appropriate procedures to follow so that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with the School's Whistle Blowing procedures which can be found in the Employment Manual. The Designated Safeguarding Lead delivers an annual safeguarding and child protection update as well as regular bulletins on any changes to legislation.

Induction training is given to all new staff and volunteers that includes the School Whistle Blowing procedures; the identity and function of the Designated Safeguarding Lead and a copy of *'Keeping Children Safe in Education (Part 1) Sept 2020'* and makes it clear that anyone can make a referral to Children's Social Care if they are concerned about a child or challenge inaction.

Temporary staff will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead.

Mission Statement

At St Margaret's School we:

- Establish and maintain an ethos and culture where school staff and volunteers feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well being of a child.
- Ensure children know that there are adults in the School whom they can approach if they are worried.
- Ensure that children who have additional needs are supported appropriately. This could include referral to early help services or Child Protection Contact to specialist services if they are a child in need or have been/are at risk of being abused or neglected.
- Include opportunities in the PSHE curriculum (e.g. Wellness Day and through external speakers) for children to develop the skills and resilience they need to recognise and stay safe from abuse and radicalisation.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.
- Ensure that the School's internet system is adequately filtered (*Refer to KCSiE, Part two, Para 93*).
- Staff members working with children are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this child' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the interests of the child.

Boarding

St Margaret's School acknowledges that there is potential for greater risk for abuse because it is a boarding school. It is important to remember abuse may include abuse by another pupil and it is important in a residential setting that we are particularly vigilant. If the allegation of abuse is made against another pupil, protection and support must be given to both parties.

Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed at least annually by the governing body. It will be implemented through the School's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead and through the staff review scheme.

3. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the School will act in accordance with the following legislation and guidance:

- The Children Act (1989)
- The Children Act (2004)
- Children & Social Work Act 2017
- Education Act (2002), (Section 175/157) *Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".*
- Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- Keeping Children Safe in Education (DfE Sept 2020)
- 'Working Together to Safeguard Children' (DfE 2018)
- The Education (Pupil Information) (England) Regulations (2005)
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Including taking someone overseas to force them to marry whether or not forced marriage takes place)
- Serious Violence Strategy 2018
- Voyeurism Act 2019
- When to call the Police – National Police Chiefs Council (NPCC)

The School will also follow guidance in relation the specific safeguarding issues. This will include the Prevent Duty Guidance 2015, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. Furthermore, Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by *"to discover that an act of FGM appears to have been carried out"* is used for all professionals to whom this reporting applies.

The School will also ensure that all staff should be alert to the signs of abuse and know to whom they should report any concerns or suspicions. **All** staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the School's policy and procedures with regards to peer on peer abuse. Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected abuse. The Designated Safeguarding Lead (referred to in 'Keeping Children Safe in Education (DfE, Sept 2020) as Designated Safeguarding Lead') should have responsibility for co-ordinating action within the School and liaising with other agencies. Staff with the title Designated Safeguarding Lead should undergo updated child protection training every two years.

Keeping Children Safe in Education (DfE Sept 2020) also states:

“Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare.

This should include:

- Individual schools having an effective Child Protection Policy. The Child Protection Policy should describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It should be updated annually (as a minimum), and be available publicly either via the school website or by other means.
- A staff behaviour policy (sometimes called the code of conduct) which should amongst other things include – acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of them going missing in future.

The above is not intended to be an exhaustive list. These policies and procedures, along with Part One of this guidance (Keeping Children Safe in Education) and information regarding the role of the Designated Safeguarding Lead (and any deputies), should be provided to all staff on induction.

Governing bodies and proprietors should take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers.

Headteachers and principals should ensure that the above policies and procedures, adopted by governing bodies and proprietors, and particularly concerning referrals of cases of suspected abuse and neglect, are followed by **all** staff.

4. THE DESIGNATED SAFEGUARDING LEAD

(referred to in ‘Keeping Children Safe in Education (DfE, Sept 2020) as Designated Safeguarding Lead) - DSL

The Governing Body will ensure that St. Margaret’s School designates an appropriate senior member of staff from the School’s senior leadership team to take lead responsibility for child protection.

Availability

During term time the Designated Safeguarding Lead and or a deputy will always be available (during school hours) for staff to discuss any safeguarding concerns. Out of normal working hours safeguarding concerns can be reported using ‘My Concern’. Arrangements for out of term and school organised activities are arranged and published before each holiday.

The Designated Safeguarding Lead for Child Protection for the whole school and the EYFS setting is:

NAME: Miss J Chatkiewicz (Vice Principal)

There is a Deputy Designated Safeguarding Lead who is appointed to act in the absence/unavailability of the DSL.

The Deputy Designated Safeguarding Lead for Child Protection for the whole school and EYFS is

NAME: Mrs E Gray (Head of the Junior School)

The broad areas of responsibility for the Designated Safeguarding Lead are:

Managing Child Protection Contact Referrals and Cases

- Contacting the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- Completing Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern
- Liaise with the Head to inform her of issues especially ongoing enquiries under section 47 of the Children Act (1989) and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact Referral by liaising with relevant agencies
- Support staff who make Child Protection Contact Referral and other service referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child
- Promptly contact the LADO in relation to allegations against someone working at the School.

Training

The Designated Safeguarding Lead should undergo formal training every two years. The DSL should also undertake Prevent awareness training in addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
3. Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff
4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. Receive focused training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as FGM, themes of exploitation (County lines) and management of sexual violence and sexual harassment
6. Understand and support the School with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalization
7. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online

8. Are able to understand the unique risks associated with online safety and to be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
9. Be able to keep detailed, accurate, secure written records of concerns, Child Protection Contact Referrals alongside referrals to other agencies
10. Obtain access to resources and attend any relevant or refresher training courses.
11. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

Raising Awareness

- The Designated Safeguarding Lead should ensure the School policies are, understood, known and used appropriately;
- Ensure the School's Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing body regarding this
- Work with the governing bodies or proprietors to ensure that the School's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
- Ensure the Safeguarding and Child Protection Policy is available publicly and parents are aware that advice regarding child protection concerns could be sought from the Child Protection Consultation Hub and that Child Protection Contact Referrals about suspected abuse or neglect may be made. Ensure parents are aware of the School's statutory role regarding the safeguarding of children
- Link with the Hertfordshire Safeguarding Children's Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Discuss with new parents the role of the DSL and the role of safeguarding in the School making it clear that we work with and follow guidance from Hertfordshire Safeguarding Children's Partnership the local police and the ISI. Make parents aware of the safeguarding procedures used and how to access the Child Protection Policy
- Give guidance to staff who may have concerns that a child may be in need or at risk (see Safeguarding Quick Reference Guide).

Child Protection File

Where children leave the School we ensure their child protection file is copied for any new school or college as soon as possible but transferred separately and securely (signed and recorded or an electronic transfer through MyConcern) from the main pupil file. The School will obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines unless the case is currently open. Information from received files will be circulated to the Designated Safeguarding Lead and Senco as required. If the child has an allocated social worker, they will also be informed of the change of status.

In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Children Missing from Education - Reporting

- The School has an admissions register and will inform the relevant local authority of any pupil who is going to be deleted following the guidance in Children Missing in Education September 2016
- St Margaret's School will inform the relevant local authority of any pupil who fails to attend school regularly or has been absent without the School's permission for a continuous period of 10 school days or more.

5. THE GOVERNING BODY

The Governing Body must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The senior board level lead who takes leadership responsibility for child protection is:

NAME: Judith Fenn

The responsibilities placed on the governing body include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of help when additional needs of children are identified
- Ensuring an effective Child Protection Policy together with a staff code of conduct and related procedures are in place
- Ensuring staff are provided with **Part One of Keeping Children Safe in Education and Annex A** (DfE 2020) – Appendix 6 and are aware of specific safeguarding issues
- Safer recruitment procedures are implemented including DBS checking and compliance with Education (Independent Schools Standards) Regulations 2016
- Appointing an appropriate senior member of staff to act as the Lead Designated Safeguarding Lead
- Ensuring that all the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every two years (in line with KCSiE and HSCP) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- Relevant child protection training for school staff/volunteers is organised and attended
- Safe management of allegations
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over safeguarding concerns
- Ensuring that children are taught about safeguarding, including online safety in an age appropriate way as part of a broad and balanced curriculum
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies is provided in Annex C of KCSiE 2020
- Deficiencies or weaknesses in child protection arrangements are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head
- Having a senior board level lead to take leadership responsibility for the School's safeguarding arrangements
- Safeguarding Child Protection policies and procedures together with their implementation are reviewed annually by the Governors at a meeting in which detailed formal minutes are recorded and held on file.

6. WHEN TO BE CONCERNED

INDICATORS OF ABUSE AND NEGLECT

Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect of 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 maybe used to facilitate offline abuse. Children maybe abused by an adult or adults or by another child or children.

Physical abuse	
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

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

frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a ‘loner’ Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect	
<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • provide adequate food, clothing and shelter (including exclusion from home or abandonment); • protect a child from physical and emotional harm or danger; • ensure adequate supervision (including the use of inadequate care-givers); or • ensure access to appropriate medical care or treatment. <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>	
Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the	Constant tiredness

hands and feet, seen in the winter due to cold	
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse

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

Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault

Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the Designated Safeguarding Lead/DSL (or deputy). The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. Any staff member should be able to make a safeguarding referral to Children's Services if necessary. The contact number is 0300 123 4043.

All staff should be aware of the process for making Child Protection Contact Referrals to Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow a Contact Referral, along with the role they might be expected to play in such assessments.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Options will then include:

- managing any support for the child internally via the School's own pastoral support processes;
- completing a Families First Assessment or a Request for Support referral
- a Child Protection Contact Referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside the School. All staff, but especially the Designated Safeguarding Lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

A child centred and coordinated approach to safeguarding

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, each professional should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

Schools and colleges and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Children who may require early help (known as Families First in Hertfordshire)

Families First is Hertfordshire's programme of early help services for families.

A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst which will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a Child Protection Contact Referrals to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

If early help is appropriate, the Designated Safeguarding Lead (or deputy) will generally lead on liaising with other agencies and setting up a Families First Assessment as appropriate.

Any child may benefit from early help, but all school staff should be 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 misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

School and college staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect** as well as being aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

- ❖ Lack of choice/participation
- ❖ Isolation

Peer on peer abuse

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Furthermore they should *recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.*

Hertfordshire County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Guidance on responding to and managing sexting incidents can be found at: http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

In order to minimise the risk of peer on peer abuse the School:

- Provides a developmentally appropriate PSHE and RSE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe. (See Appendix 7)
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. All pupils receive a leaflet 'When I Need Help' which details sources of advice and support in school.

- Ensure victims, perpetrators and any other child affected by peer on peer abuse will be supported (See Behaviour Management Policy)
- Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan).
- Have relevant policies in place (e.g. the Behaviour Management Policy, the E-Safety Policy and School Rules).

Where there is an allegation or concern that a child has abused others Section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic), ‘Children Who Abuse Others’ should be followed:

http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html

Staff should also refer to Part 5 of Keeping Children Safe in Education (DfE 2020) – ‘Child on child sexual violence and sexual harassment’:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. Also refer to Schools Toolkit the characteristics of young peoples vulnerability to CSE and CCE on the HFGL.

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions.

E-Safety

All staff are aware of the School’s expectations regarding e-safety covered in the ICT E-Safety Policy which sets out our expectations relating to:

- Creating a safer online learning environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe online, question the information they are accessing and support the development of critical thinking.
- Inspiring safe and responsible use and behavior of mobile technologies, to combat behaviours online which may make pupils vulnerable including sexting
- Use of mobile technology both within school and on school trips/outings
- Use of camera equipment, including camera phones
- Staff use of social media as set out in the Staff Code of Conduct

Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sexting and image exchange under threat or use of coercion.

Pupils, staff and parents are supported to understand the risks posed by the **content** accessed by pupils - their **conduct** online – and who they have **contact** with in the digital world.

We have an Acceptable Use Policy which sets out the acceptable use of mobile technologies by pupils onsite and offsite.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to

a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Annex A KCSiE DfE 2020.

Mandatory Reporting Duty - FGM

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by *“to discover that an act of FGM appears to have been carried out”* is used for all professionals to whom this reporting applies.

Any concerns regarding pupils who may be at risk of FGM (e.g. the family might have plans to carry out FGM) or who may have suffered FGM can be referred to:

- Hertfordshire Constabulary on 0845 33 00 22 and request to be put through to a 'specialist' officer in the Harm Reduction Unit.
- Children, Schools & Families Assessment Team on 0300 123 4043 and state 'the referral is of high importance' so that a response is raised within 24 hours.

NB. Further details can be found in Appendix 1

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, 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.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy i.e. recording on MyConcern and speaking to the DSL.

PREVENT: Safeguarding Children and Young People from Radicalisation

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.

All school and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism.” KCSiE DfE 2020.

There are signs and vulnerability factors that may indicate that a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children's behaviour, which would indicate that they may be in need of

Prevent Support. They must act proportionately to the concern using the Prevent 'notice, check, share' Approach, which may lead to the DSL making a Prevent referral.

Local Hertfordshire County Council guidance on Prevent is featured at 6.25 of the Hertfordshire Safeguarding Children's Partnership CP procedures https://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html which outlines the specific duties in Hertfordshire.

Radicalisation

Any concerns regarding pupils who may be at risk of being radicalised should be referred for advice to the PREVENT team at prevent@herts.pnn.police.uk.

Domestic Abuse

Domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. See Appendix 4 for information regarding Operation Encompass.

7. DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise confidentiality – as this may ultimately not be in the best interests of the child, it might be necessary to refer to Hertfordshire Children's Services: Safeguarding and Specialist Services
- Reassure the child that what has happened is not their fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record using 'My Concern' (see Record Keeping)
- Pass information to the Designated Safeguarding Lead without delay

SUPPORT

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

If a member of staff receives a disclosure about potential harm caused by another member of staff, they should see section 12 of this policy – Allegations involving school staff/volunteers.

8. RECORD KEEPING

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the School's My Concern online reporting system
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- On the body diagram (available on My Concern) indicate the position of any injury you have seen (which is visible under normal circumstances)
- Record statements and observations rather than interpretations or assumptions

All records need to be submitted on My Concern or given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

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

9. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This will ultimately be in the best interest of the child.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

10. SCHOOL PROCEDURES – STAFF RESPONSIBILITIES

Please see Appendix 5: What to do if you are worried a child is being abused: Flowchart. If any member of staff is concerned about a child he or she must inform the Designated Safeguarding Lead immediately.

The member of staff must record information regarding the concerns on the same day using My Concern. The recording must be a clear, precise, factual account of the observations.

The Designated Safeguarding Lead will decide whether the concerns should be raised to Children's Services by completing a Child Protection Contact Referral, Safeguarding and Specialist Services (Tel: 0300 123 4043). If it is decided to make a Child Protection Contact to Children's Services: Safeguarding and Specialist Services, this will be discussed with the parents, unless to do so would place the child at further risk of harm.

When there are reports of abuse (including bullying) involving one or a group of children against another child or children the DSL will contact the CPSLO, Team Manager on 01992 588168 for advice and co-ordinate matters with Herts Children's Services or 01992 555298 or email frazer.smith@hertfordshire.gov.uk.

Particular attention will be paid to the attendance and development of any child about whom the School has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

The School has a regard for the care and safety of all pupils when involved in activities organised by other organisations – see the Educational Visits Policy for details.

As a person who works with children, staff have a duty to refer safeguarding concerns to the Designated Safeguarding Lead for child protection. However, if;

- concerns are not taken seriously or
- action to safeguard the child is not taken by professionals and
- the child is considered to be a continuing risk of harm

Then staff should speak to the DSL or contact Hertfordshire Children's Services (including out of hours) on 0300 123 4043.

While it is the Designated Safeguarding Lead's role to make Child Protection Contact Referrals, if, at any point, there is a risk of immediate serious harm (e.g. Concern a family has plans to carry out FGM) to a child a Child Protection Contact Referral should be made to Children's Services or the Police immediately. **Anybody** can make a Child Protection Contact without referral to parents. Where Child Protection Contact Referrals are not made by the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed as soon as possible.

If the allegations raised by the staff member are against other children the School should follow section 4.4 of the Hertfordshire Safeguarding Children Board Procedures Manual – Children Who Abuse Others.

Particular attention should be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

11. COMMUNICATION WITH PARENTS

St. Margaret's School will:

Ensure the child protection policy is available publicly either via the School website or by other means.

Parents should be informed prior to a Child Protection Contact Referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk or loss of evidential material
- Placing a member of staff from any agency at risk

(The School may consider not informing parents) where it would place a member of staff at risk. The School will endeavour to ensure that parents have understand the responsibilities placed on the School and staff for safeguarding children.

Where reasonably possible schools and colleges should hold more than one emergency contact number for each pupil and student. KCSiE DfE 2020:63.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

12. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

An allegation is any information which indicates that a member of staff/volunteer may have:

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

This relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

In the event of allegations of abuse being made against the Head, where the Head is also the sole Proprietor of an independent school or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Safeguarding Lead if appropriate make any referral via them.

The Chair of Governors in this school is:

NAME: **Mr Justin Alford** CONTACT NUMBER: **07594 913107**

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME: **Rev. Will Gibb** CONTACT NUMBER: **01582 791669**

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief

details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO Threshold Guidance may be used to inform this decision – found at https://hertsscb.proceduresonline.com/chapters/p_manage_alleg.html)

Children's Services – 03001234043

SOOHS (Out of Hours Service-Children's Services) – 03001234043

Email LADO.Referral@hertfordshire.gov.uk

Named officers work on a duty rota: Tony Purvis (Office) 01992 555420.

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Partnership Procedures Manual.

If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed.

The Head should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

If an allegation has been made in the EYFS setting of serious harm or abuse by any person living, working or looking after children at the premises or elsewhere or any other abuse on the premises, a report should be made to Ofsted (Tel 0300 123 1231) within 14 days.

For further information see:

Hertfordshire Safeguarding Children Partnership Procedures Manual Section 4.1 Managing Allegations Against Adults who work with Children and Young People

Where a member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Children's Services 0300 123 4043
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk

What school staff should do if they have concerns about safeguarding practices within the School?

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School or education setting's safeguarding arrangements.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behavior policies, should be in place for such concerns to be raised with the School's senior leadership team.

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy and Safer Recruitment Consortium document ***Guidance for safer working practice for those working with children and young people in education settings (May 2019)*** available at

http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the School's Behaviour Management policy for more information.

APPENDIX 1: Female Genital Mutilation

Female Genital Mutilation

“Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.” (Keeping Children Safe in Education – DfE, 2020)

Specific Factors That May Heighten A Girl’s Risk of Being Affected by FGM

There are a number of factors in addition to a girl’s community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Indications That FGM May Be About To Take Place Soon

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. It is believed that FGM happens to British girls in the UK as well as overseas (often in the family’s country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.

- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.5 for the nationalities that traditionally practise FGM).
- Parents seeking to withdraw their children from learning about FGM.

Indications That FGM May Have Already Taken Place

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman affected can be supported to deal with the consequences of FGM.
- enquiries can be made about other female family members who may need to be safeguarded from harm.
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school.
- A prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

(Ref: Multi-Agency Practice Guideline Female Genital Mutilation)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

APPENDIX 2: Code of Conduct for all Teaching Staff – (including EYFS)

I. Overview

St. Margaret's School seeks to provide a safe and supportive environment, which secures the well-being and very best outcomes for pupils in our care.

This policy should clarify what is expected in terms of professional behaviour. In addition to this policy, all staff employed under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2013' and in relation to this policy, Part 2 of the Teachers' Standards – Personal and Professional Conduct.

Employees should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including dismissal.

There may be times when professional judgements are made in situations not covered by this document. It is expected that in these circumstances staff will always advise their senior colleagues of their justification for any such action already taken or proposed.

2. Purpose, Scope and Principles

This Code of Conduct is designed to give clear guidance on the standards of behaviour all staff are expected to observe. School staff are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils. As a member of the St. Margaret's community, each employee has an individual responsibility to maintain their reputation and the reputation of the School, whether inside or outside working hours.

This Code of Conduct applies to:

- all staff who are employed by the School.

3. Setting an Example

- All staff who work at St. Margaret's set examples of behaviour and conduct which can be copied by pupils. Staff must therefore avoid using inappropriate or offensive language at all times.
- All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils to do the same.
- Staff should consider the manner of dress and appearance appropriate to their professional role. We require pupils to be smart in their uniform. A smart and professional appearance is expected at all times for staff. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake.
- All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

4. Safeguarding Pupils

- Staff have a duty to safeguard pupils from:
 - physical abuse
 - sexual abuse
 - emotional abuse
 - neglect

- The duty to safeguard pupils includes the duty to report concerns about a pupil to the School's Designated Safeguarding Lead (DSL) for Child Protection, Julie Chatkiewicz.
- All staff are provided with personal copies of the School's Child Protection Policy and the statutory guidance document '*Keeping Children Safe in Education, information for all school and college staff (Sept 2020)*' issued by the Department for Education. It is expected that all staff are familiar with these documents.
- Staff must not demean or undermine pupils, their parents or carers, or colleagues.
- Staff must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.
- Staff working with EYFS must not take into teaching areas or use personal devices such as mobile phones and cameras whilst they are with the children, except in the case of an emergency. Photographs taken of the children should be part of planned activities and should be taken with School cameras only. A small number of parents have not given permission for their children's photos to be published. Staff must respect this decision of the parents and ensure they do not place such photographs on the School website or any other publication without first contacting the parents.
- Contact with pupils should not be made using social networking sites e.g. Tik Tok, Twitter, Facebook or Instagram. Care should also be taken when 'befriending' pupils on social networks who have left the School after year 13 as they may be friends with younger current pupils. Personal email details should also not be shared. The School's email system should be used for contacting pupils regarding work issues. Similarly staff should under no circumstances share their mobile telephone number with pupils. Special contact numbers for members of staff taking School trips can be organised by contacting the Caretaker who operates the School's telephone system.

5. Staff Protection

- It is possible to reduce situations in which abuse can occur and help protect staff by promoting good practice. Always be public and open when working with pupils. Avoid situations where a teacher and an individual pupil are completely unobserved.
- All staff should also be aware that they should not:
 - Spend excessive amounts of time alone with individual pupils. When working on a one-to-one basis, doors should be left open or a colleague informed.
 - Take pupils alone on car journeys, however short.
 - Take pupils to their home where they will be alone.

It is sometimes necessary for members of the House Staff to accompany individual children to obtain visas etc. The permission of the Head must be obtained on such occasions.

- No pupil should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents and senior members of staff or the home has been designated by the organisation or regulatory body as a work place e.g. childminders, foster carers.
- There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it crucial that they only do so in ways appropriate to their professional role.
- A no touch approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate. Staff should use their professional judgement at all times about the appropriateness of any physical contact.

- Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be made clear to senior staff.

6. Pupil Development

- Staff must comply with school policies and procedures that support the well-being and development of pupils.
- Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.
- Staff must follow reasonable instructions that support the development of pupils.

7. Honesty and Integrity

- Staff should maintain high standards of honesty and integrity in their work.
- All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept or receive a bribe from another person.
- There are occasions when pupils or parents wish to pass small tokens of appreciation to staff, for example at Christmas or as a thank you, and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Any member of staff concerned about whether they or their colleagues may be at risk of giving or receiving a bribe (financial or otherwise) should contact the Bursar. Staff may not accept any gift above the value of £50 arising from or connected with your employment without first notifying the Head or the Bursar, specifying the nature of the gift and the circumstance in which it is being offered. If in the reasonable opinion of the School, acceptance of the gifts is inappropriate, you must decline to accept it.
- Members of staff may not give personal gifts to pupils. It is acceptable for staff to offer prizes of small value in certain tasks or competitions.

8. Conduct Outside Work

- Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the School or the employee's own reputation or the reputation of other members of the school community.
- In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are regarded as unacceptable.
- Staff must exercise caution when using information technology and be aware of the risks to themselves and others. In particular, staff should not engage in inappropriate use of social network sites which may bring themselves, the School or the School community into disrepute. It is recommended that profiles and photographs of members of staff are set as private so that pupils or parents do not have access to your personal data or images. (Staff should seek advice if they are unsure how to do this).
- When using social media staff should not befriend current pupils or their parents or recent leavers as they may be friends with current pupils.

9. Confidentiality

- Where staff have access to confidential information about pupils or their parents/guardians, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil.
- Staff should also not disclose confidential information relating to another colleague to pupils or their parents.
- All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil is bullied by another pupil (or by a member of staff), this needs to be reported and dealt with in accordance with the Anti-Bullying Policy. It should not be discussed outside the School, including with the pupil's parent/guardian, nor with colleagues except with a senior member of staff (Head of Year, Vice Principal, Head of the Junior School) with the appropriate role and authority to deal with the matter.
- However, staff have an obligation to share with their line-manager or Designated Senior Lead any information which gives rise to concern about the safety or welfare of a pupil. Staff must never promise a pupil that they will not act on information that they are told by the pupil.

10. Disciplinary Action

All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

APPENDIX 3: St Margaret's School Safeguarding Policy Statement

St. Margaret's School recognises its responsibility to safeguard the welfare of all children and young people and that it is always unacceptable for a child or young person to experience abuse of any kind. We recognise that:

- The welfare of the child / young person is paramount.
- All children regardless of age, disability, gender, racial background, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse.
- Working in partnership with children, young people, their parents, carer and other agencies is essential in promoting young people's welfare.

The purpose of the policy is:

- To provide protection for pupils who are at St. Margaret's School.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk or, harm.

The policy applies to all staff, both teaching and support staff, and to volunteers and to anyone else working on behalf of St. Margaret's.

We will endeavour to safeguard children and young people by:

- Valuing them, listening to and respecting them.
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Sharing information about child protection and good practice with children, parents, staff and volunteers.
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- Providing effective management for staff and volunteers through supervision, support and training.

We are also committed to reviewing our policy and good practice annually.

Reviewed September 2020

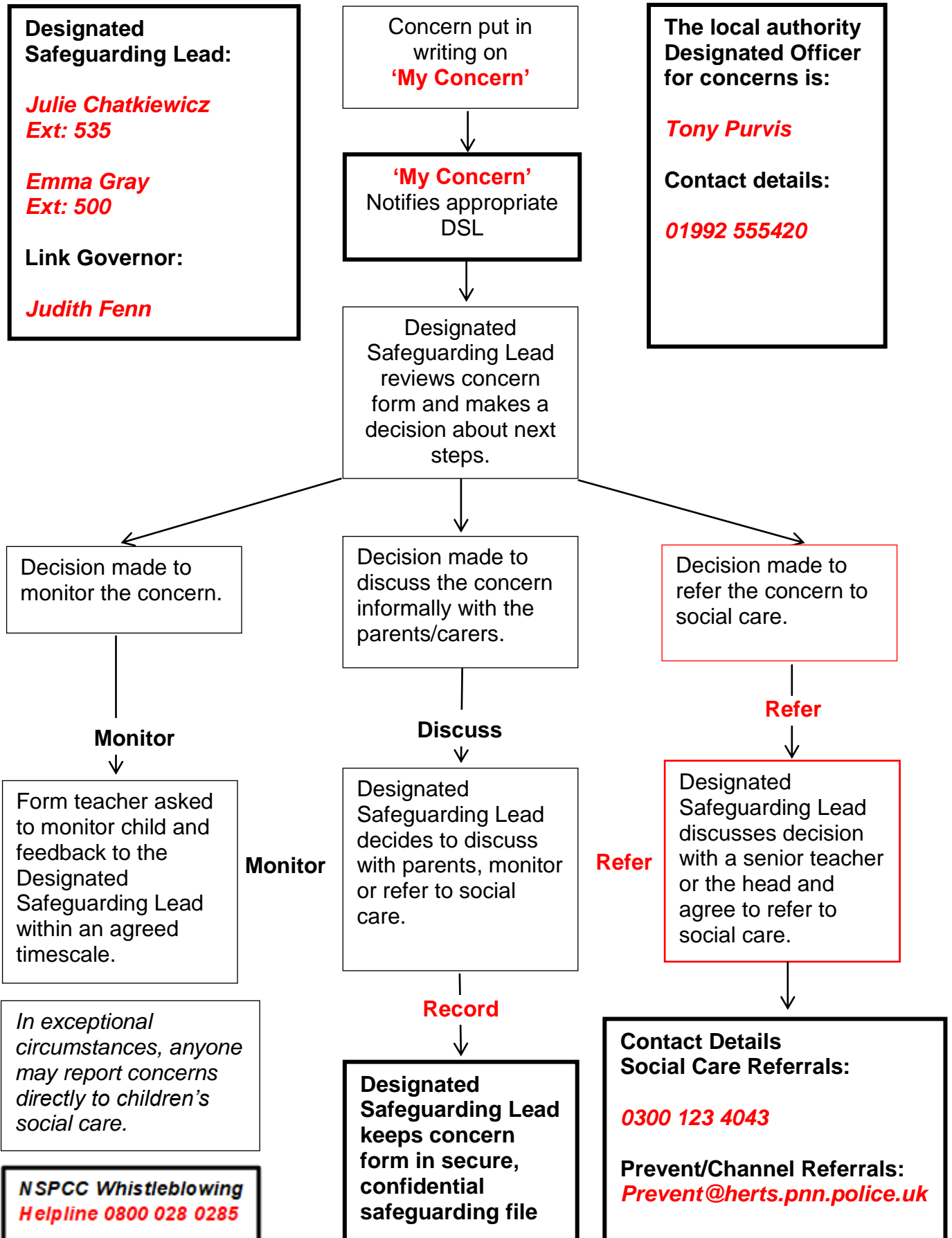
APPENDIX 4: OPERATION ENCOMPASS – Information sharing from Police regarding Domestic Abuse notifications (2nd December 2019)

Operation Encompass Safeguarding Statement:

- Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.
- Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.
- Our parents are fully aware that we are an Operation Encompass school.
- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.
- We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.
- The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

OUR KEY ADULTS ARE: Julie Chatkiewicz

APPENDIX 5: ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD - Flowchart



APPENDIX 6: Keeping Children Safe in Education

Keeping Children Safe in Education: Information for all School and College Staff (DfE 2020)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828587/Keeping_children_safe_in_education_part_one.pdf

APPENDIX 7: PSHE

PSHE Topics which develop students understanding of acceptable behaviour and keeping themselves safe.

Year 7 look at the following topics:

- Understanding the difference between aggression and assertiveness
- What do we mean by risk and how to manage risky situations
- They also practise refusal skills
- They learn about the difference between safe and non-safe drugs and look at fact and fiction of drugs
- They learn the facts about puberty and the feelings and emotions that are linked to hormone changes within puberty
- In the summer term they cover the laws associated with children and the rights of a child

Year 8 look at the following topics:

- Health and immunisation
- Resilience and the idea of perfection
- Drugs and their effects
- Online Safety Alliance certificate
- The laws and police

Year 9 look at the following topics:

- Managing feelings
- Breakdown of relationships and how to cope
- Loss and bereavement
- Managing situations involving drugs
- Who can keep me safe (risk and safety) and where to find help
- STI's and the laws related to sex
- Consent
- Money and budgets

Year 10 look at the following topics:

- Body image and the cult of the celebrity
- Online Safety Alliance certificate
- Drugs and Alcohol
- Community and Values

Year 11 look at the following topics:

- Responsible and ethical consumerism
- work/life balance and how to cope with stress
- Facing challenges
- Bereavement
- Parenting skills and what to do when relationships go wrong
- Where to turn to for support
- Income, mortgages and managing money



ST MARGARET'S

SCHOOL

COVID-19 School Closure Arrangements for Safeguarding and Child Protection at St Margaret's School, Bushey

School Name: St Margaret's School, Bushey

Policy Owner: J Chatkiewicz

Reviewed: January 2021

Context

This addendum of the St Margaret's Safeguarding and Child Protection Policy contains details of our individual safeguarding arrangements in the following areas for when children may be asked to remain at home as a result of a response to Covid-19:

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Key Contacts

Role	Name	Contact Number	Email
Designated Safeguarding Lead	Julie Chatkiewicz	Mon – Fri 020 8416 4535 alternatively 020 8416 4589 (only in an emergency)	Julie_chatkiewicz@stmargarets.herts.sch.uk
Deputy Designated Safeguarding Lead	Emma Gray	020 8416 4575	e.gray@smbushey.com
Head	Lara Péchard		head@stmargarets.herts.sch.uk
Chair of Governors	Justin Alford		clerk@smbushey.com
Safeguarding Governor	Judith Fenn		j.fenn@smbushey.com
Local Authority Designated Officer (LADO)	LADO Team		LADO.Referral@hertfordshire.gov.uk

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include if necessary, carers, therapists, or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

St Margaret's will continue to work with and support children's social workers to help protect vulnerable children. The lead person for this will be: Julie Chatkiewicz.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting,

and their child is considered vulnerable, the social worker and Julie Chatkiewicz/Emma Gray will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID-19, Julie Chatkiewicz/Emma Gray or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Julie Chatkiewicz/Emma Gray will encourage our vulnerable children and young people to attend school, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

St Margaret's and social workers will agree with parents/carers whether children in need should be attending school – Julie Chatkiewicz/Emma Gray will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

How will this look at St Margaret's?

To support the above, Julie Chatkiewicz/Emma Gray will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Julie Chatkiewicz/Emma Gray will notify their social worker.

Working with other agencies

We will continue to work with children's social care.

We will continue to update this policy where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance from **Hertfordshire County Council** is currently in place:

Safeguarding during the Coronavirus (Covid -19) pandemic

The way schools and colleges are currently operating in response to coronavirus (Covid-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and / or gain access to children
- children should continue to be protected when they are online

School and college staff should continue to work with and support children's social workers to help protect vulnerable children. This will be especially important during the Covid-19 period.

If you have concerns about immediate risk of harm to a child, a referral should be made immediately to Children's Services: Safeguarding and Specialist Services on 0300 123 4043.

Schools and colleges can ring the Consultation Hub (for concerns that are not of immediate risk of harm).

Referrals to LADO should be made on the LADO referral form and sent to:

LADO.Referral@hertfordshire.gov.uk.

If the LADO referral is out of office hours please ring 0300 1234043 or the police on 101

Designated Safeguarding Lead

St Margaret's School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Julie Chatkiewicz

The Deputy Designated Safeguarding Lead is: Emma Gray

A trained DSL (or deputy) will be available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video i.e. Google Meet – for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to the child protection online management system, MyConcern and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the School.

It is important that all St Margaret's staff and volunteers have access to a trained DSL (or Deputy). On each day staff on site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the School Safeguarding Policy, this includes making a report via MyConcern, which can be done remotely.

In the unlikely event that a member of staff cannot access their MyConcern account from home, they should email or telephone on the numbers provided for the Designated Safeguarding Lead and the Head. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the School, they should report the concern to the Head. If there is a requirement to make a notification to the Head whilst away from school, this should be done verbally and followed up with an email to the Head.

Concerns around the Head should be directed to the Chair of Governors: Justin Alford.

Safeguarding Training and Induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID-19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, they will continue to be provided with a safeguarding induction via Google Meet and issued electronically with the School's Child Protection Policy and Child Protection Induction Leaflet.

Safer recruitment/volunteers and movement of staff

It remains essential that people that are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, St Margaret's will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

St Margaret's will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 178 of KCSIE.

St Margaret's will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 182 of KCSIE and the TRA's' Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing:

Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff /volunteers will be in the School, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, St Margaret's will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 172 in KCSIE.

Online safety in schools and colleges

St Margaret's will continue to provide a safe environment, including online. This includes the use of an online filtering system whilst pupils are using the School's network.

Where students are using computers in school, appropriate supervision will be in place.

Parents will be asked to monitor their child's online activity whilst at home.

Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the Police.

Online teaching should follow the same principles as in the Staff Code of Conduct.

St Margaret's will ensure that any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only (Pastoral conversations can be arranged with prior agreement from the DSL)
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should preferably be blurred.
- Live classes should be recorded for overseas students accessing remote learning only.
- Live classes should be kept to the stated times on the School timetable, or the streaming may prevent the family 'getting on' with their day.

- Language must be professional and appropriate, including any family members in the background.
- Parents should not participate in online lessons and should communicate with teachers through email
- Staff must only use platforms provided by St Margaret's School to communicate with pupils.
- Staff should record attendance on SchoolBase at any of the sessions held. Those children who do not attend should be reported to Form Tutors and Head of Year who will make contact with home and follow up absence.
- Staff working from home should ensure that they are complying with GDPR guidelines.
- When using a shared computer at home staff should ensure that they log out of their St Margaret's accounts when they are not using the device.

Supporting children not in school

St Margaret's is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on MyConcern, as should a record of contact have been made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

St Margaret's School and its DSL will work closely with all stakeholders to minimise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The School will share safeguarding messages with parents by email, on its website and social media pages.

St Margaret's School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at St Margaret's need to be aware of this in setting expectations of pupils' work where they are at home.

St Margaret's will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on MyConcern.

Supporting children in school

St Margaret's is committed to ensuring the safety and wellbeing of all its students.

St Margaret's will continue to be a safe space for all children to attend and flourish. The Head will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

St Margaret's will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of Spread of COVID-19.

St Margaret's will ensure that where we can care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on MyConcern.

Where St Margaret's has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Head and Governors.

Peer on Peer Abuse

St Margaret's recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

If the School receives a report of peer on peer abuse, staff will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy.

The School will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on MyConcern and appropriate referrals made.

APPENDIX 9: Staff Receipt

Re: St Margaret's School: Child Protection Policy

I attach a copy of the School's Child Protection Policy and the Department of Education 'Keeping Children Safe in Education' document which is to be read and kept by each staff member.

When you have read and understood the policy, please sign this form and return it to: Julie Chatkiewicz by *(date appropriately)*

PLEASE RETURN TO JULIE CHATKIEWICZ

Child Protection Policy – 2020/21

Staff Member/Governor/Enterprises: _____ (PRINT NAME)

Department: _____

I have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these documents:

1. The School's Child Protection Policy and Safeguarding Statement
2. 'Keeping Children Safe in Education' DfE Guidance, September 2020 (**All staff must read at least Part 1 and Annex A**)
3. The Staff Code of Conduct
4. Guidance for Safer Working Practice for Adults who work with Children and Young People in Education
5. The School's Whistleblowing Policy

I am aware that the DSLs are:

- 1.
- 2.

I am able to discuss any concerns that I may have with them.

I know that further guidance together with copies of the policies mentioned are available on the School's intranet.

I have completed my CP update training and have submitted the assessment.

Signed: _____

Date: _____