

Safeguarding Children and Young People in Education

Child Protection and Safeguarding Policy

Policy and Procedures

‘Education Staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect, at an early stage. Together we are an important part of the wider safeguarding system for children’.

Reviewed and Revised

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Introduction to this Policy and Procedure Document

Schools and colleges and their staff are an important part of the wider safeguarding system for children and young people. Education staff are in a key position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. This system is described in statutory guidance 'Working Together to Safeguard Children 2020'.

This Safeguarding Policy is fully updated and compliant with 'Keeping Children Safe in Education' (KCSIE) (September 1st, 2023). The DfE's advice on Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021) has been merged into Keeping Children Safe in Education (KCSIE 2023). As part of this merger, the term "child-on-child abuse" rather than "peer-on-peer abuse" is used throughout the updated guidance and within this policy and procedure document.

All Hammond staff are required to read at least **Part 1 and Annex B** of the guidance as part of a staff induction and annual INSET training. Evidence of this will be retained by the DSL.

This Policy also complies with Pan Cheshire Safeguarding Procedures, which can be viewed here:

<https://www.cheshirewestscp.co.uk/professionals/child-protection/>

The Hammond is proud to operate a **child centred and co-ordinated approach to safeguarding**. Hammond staff are advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned, and they should act immediately and not assume a colleague or another professional will take action. Hammond staff must understand that no single practitioner can have a full picture of a child's needs and circumstances; everyone has a role to play in identifying concerns, sharing information and taking prompt action. All staff have responsibility to provide a safe environment in which children can learn.

Safeguarding and promoting the welfare of children is every member of staff at The Hammonds responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

- Taking action to enable all children to have the best outcomes.

The term 'children' includes everyone under the age of 18. In line with Pan Cheshire Safeguarding Procedure, Statutory legislation and guidance, The Hammond will at all times act in the best interests of the child and will take action to ensure that all children and young people have the best outcomes. The Hammond creates a culture of safety, equality and protection, through a culture of listening to children and young people.

Aims of this Policy and Procedure Document

The aim of this policy is to ensure that all Hammond staff have clear guidance to ensure that they know what to do, in their professional capacity to safeguard all children and young people at the Hammond.

To be clear about the Hammond's commitment to safeguarding children and promoting best outcomes for all children and young people, in line with statutory and non-statutory guidance.

To ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare and that **ALL** staff are aware of their statutory responsibilities with respect to safeguarding.

- To ensure that children are safe to learn and thrive at the Hammond.
- To ensure that children who are boarders are safe, nurtured and protected from harm in the boarding environment where they are respected and listened to by all adults.
- To protect all children from all forms of abuse;
- To enable children to feel confident in all situations;
- To recognise that in some cases, children may not be able or not know how to communicate their distress and/ or experience of abuse.
- To foster a culture where children feel safe to approach all adults about matters of concern to them.
- To encourage open communication and good listening;
- To ensure adults who work in The Hammond have a thorough knowledge of safeguarding matters and know how to respond to children who are in distress or under stress of some kind;
- To ensure all staff have access to regular updates in respect of safeguarding and contextual safeguarding and that the training appropriate to their roles, including those in senior roles within The Hammond, including Directors;
- To keep staff informed about changes in relevant legislation so that they can maintain good professional standards;
- To ensure staff follow school policy and procedures and have clarity about expectations;
- To be aware that children are particularly vulnerable in a residential boarding setting and to be alert to children's relationships and the potential for child on child abuse; including sexual harassment and violence;
- To raise awareness that children with special educational needs and disabilities are particularly vulnerable to abuse;

- To be aware that children with mental health issues can be particularly vulnerable to abuse. The Hammond has a dedicated school Counsellor, who children can be referred to for support if felt necessary. The Hammond also has contact with the local Children and Adolescent Mental Health Services Team (CAMHS);
- To be aware that children who have a social worker or who are in care or have been previously 'looked after' remain vulnerable.
- To ensure all staff members are aware of systems within school which support safeguarding (a process included as part of staff induction, Use of CPOMS, the Pastoral Support Team). This includes this policy, the Employee Handbook including staff responsibilities (code of conduct) and Staff Behaviour Policy, Keeping Children Safe in Education (2022) Part One and Annex B, and the role of the DSL.
- Clear guidance to all staff that it is important to note that any member of staff may make a referral to children's social care; support is available from the DSL and Deputy DSLs also.
- To ensure that children and their parents and/or guardians are fully aware of The Hammond's child protection policy and safeguarding procedures (the policy is located on the school's website);
- Through the school's pastoral support system children and young people are encouraged to seek support as needed from their Form Tutor, Subject Teachers and the Pastoral Team. The school also provides an Independent Listener (Mr Darren Gerresh);
- To actively promote Fundamental British Values as referenced in the Independent Schools' Inspectorate Handbook (2023) and the Department for Education advice – 'Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Children (2013 & 2014). See also the school's PSCHE & RSE Policy and Spiritual and Moral Development Policy;
- To have regard to the need to prevent people from being drawn into terrorism 'The Prevent Duty' as set out in the Counter-Terrorism and Security Act 2015 and Prevent Duty Guidance: for England and Wales July 2015;
- To give children the skills to keep themselves safe. The school aims to do this through Computing, PSCHE and RS lessons, external speakers and assemblies. E-Safety and the impact of having a 'digital footprint' is taught to all children in KS3 and through PSCHE lessons for KS3, 4 and 5.

The Hammond's policy is in accordance with locally agreed inter-agency procedures and applies to all children educated at The Hammond. The Senior DSL and Deputy DSLs will work with others, in line with the government issued documents 'Working Together to Safeguard Children 2020' and 'Keeping Children Safe in Education September 2023'.

The policy is made available to all parents on the school's website; a paper copy can be obtained from the school's office on request. All staff receive a digital copy of the full employee handbook, including supply staff: this handbook incorporates discipline and child protection procedures. The Hammond operates safer recruitment procedures which include enhanced DBS (Disclosure and Barring Service) checks prior to appointment, on all staff and volunteers: these are in compliance with the National Minimum Standards for Boarding, (ISI) September 2020 (especially standards 11 and 14). The Hammond complies with the School Staffing (England) Regulations 2009,

which requires schools to ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

In all cases involving safeguarding allegations against adults working at the school, including those of suspected child abuse, the child's welfare and interest is paramount, taking precedence over all other considerations. In such cases, the DSL (Designated Safeguarding Lead) will refer to the LADO (Local Authority Designated Officer) immediately: 4 Civic Way, Ellesmere Port, Cheshire, CH65 0BE, and Telephone Number: 0151 356 6682, and act upon their advice and keep a record of all such conversations and telephone calls.

School Commitment

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Safeguarding and promoting the welfare of children is everyone's responsibility. All staff have responsibility to provide a safe environment in which children can learn.

No single practitioner 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.

The Hammond ensures that it has a culture of safety, equality, vigilance and protection. The Hammond is absolutely committed to acting in the best interests of the child. The Hammond is committed to ensuring that all pupils are safe to learn, protected from harm and their welfare promoted by ensuring that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly training in recognising and reporting safeguarding issues.

The Hammond works with in partnership with Children's Social Care Teams (local and National), local safeguarding partners, the Police, Health services, the inspectorate and other services to promote the welfare of children and protect them from harm.

In line with statutory changes, The Hammond works closely within the locally agreed multi-agency safeguarding arrangements, ensuring engagement with local safeguarding partners (local authority, a clinical commissioning group, and the chief of police). If a member of staff has any concerns about a child's welfare, they should act on them immediately and follow the school's procedures.

All Hammond staff are made aware of the systems and procedures within school which support safeguarding, these are explained during staff induction, INSET, and regular staff briefings and emails. Amongst other information, this includes the child protection and safeguarding policy (including staff response to children missing in education or missing for prolonged period of time); behaviour policy; staff behaviour

policy; role of the Designated Safeguarding Lead (DSL) and deputy DSLs; child on child abuse and online safety.

At the beginning of every school year, all staff are asked to read KCSIE Part 1 and Annex B, as well as Working Together to Safeguard Children. September INSET also trains all staff to be confident to manage a report of child- on child concerns, including sexual violence and harassment. Staff have been asked to be familiar with the new Health and Harmful Sexual Behaviours Policy (Insert date). The above also takes place during new staff induction. Staff (new and legacy) are also asked to read the school's behaviour policy, staff behaviour policy, and are advised the school's role for children who are absent from education. All staff are introduced to the school's DSL.

The safeguarding partners will select 'relevant agencies' whose involvement they require. Those agencies will then come under a statutory duty to co-operate and act in accordance with the published local arrangements. It is expected that all local safeguarding partners will name schools and colleges as relevant agencies and make arrangements to allow them to be fully engaged in the new local safeguarding arrangements. A new system of child death review partner arrangements is also being put into place. Both these new systems will feed into the new national Child Safeguarding Practice Review Panel the of which will be to promote improvement nationally.

The DSL and Deputy DSLs have bi-annual safeguarding and Prevent training; all staff receive ongoing training including: formal INSET training, updates via email and bulletins, and regular discussion at staff meetings and peer group supervision within Pastoral Team Meetings.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are not in immediate danger.

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. The Hammond staff must speak to the DSL or Deputy should they believe a Hammond pupil may be a child in need.

Where there is a safeguarding concern, the Hammond will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The school/ College will always act in the best interests of the child. It is important to note that some children may not feel ready or know how to tell someone they are being abused, and therefore will need support and vigilance from staff to notice changes and to 'spot the signs' that something is wrong. KCSIE (2023)

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs

- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- 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 or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs themselves
- Has returned home to their family from care
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child, and
- Is persistently absent from education, including persistent absences for part of the school day.

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Practice Reminder: All staff should discuss their concerns about a child with the DSL or Deputy DSL IMMEDIATELY, and record factually, accurately and timely the concern on CPOMS.

Important Contacts

Integrated Access and Referral Team (i-ART) - 0300 123 7047.

This team covers the Cheshire West area. The Emergency Duty Team can be contacted on 01244 977277. For enquiries they can be contacted via email at

i-ART@cheshirewestandchester.gov.uk

Secure – i-ART@cheshirewestandchester.gcsx.gov.uk

A referral form is available online at [Make a referral](#)

However, if completing a referral online, it is also advisable to telephone the team. The Principal will also inform the chair of directors of what is occurring. Please note that anyone may make a safeguarding referral.

ROLE & ORGANISATION	NAME	DETAILS
<p>Local Area Designated Officer (LADO) Senior Manager Safeguarding Quality Assurance Unit Cheshire West and Chester Council</p>	<p>Paul Jenkins</p>	<p>Tel: 0151 356 6682</p> <p>Information and referral forms are available at https://www.cheshirewestscp.co.uk/report/ or email safeguardinglado@cheshirewestandchester.gov.uk or contact Business Support on 0151 356 6550</p>
<p>Safeguarding Children in Education (SCIE) Service Manager Safeguarding and Quality Assurance Unit Cheshire West and Chester Council</p>	<p>Kerry Gray</p>	<p>Mob: 07789 484 743 Email: kerry.gray@cheshirewestandchester.gov.uk or SCIE@cheshirewestandchester.gov.uk Location: Floor 1, The Portal, Wellington Road, Ellesmere Port, Cheshire, CH65 0BA</p>
<p>Safeguarding Children in Education Officer (Child Exploitation link) Safeguarding and Quality Assurance Unit Cheshire West and Chester Council</p>	<p>Pam Beech</p>	<p>Mob: 07917 587 559 Email: Pam.Beech@cheshirewestandchester.gov.uk or SCIE@cheshirewestandchester.gov.uk Location: Floor 1, The Portal, Wellington Road, Ellesmere Port, Cheshire, CH65 0BA</p>
<p>Safeguarding Children in Education Officer (Prevent link) Safeguarding and Quality Assurance Unit Cheshire West and Chester Council</p>	<p>Vicki Thomason</p>	<p>Mob: 07785 542 018 Email: Victoria.thomason@cheshirewestandchester.gov.uk or SCIE@cheshirewestandchester.gov.uk Location: Floor 1, The Portal, Wellington Road, Ellesmere Port, Cheshire, CH65 0BA</p>
<p>Safeguarding Children in Education Officer (Domestic Abuse link) Safeguarding and Quality Assurance Unit Cheshire West and Chester Council</p>	<p>Susie Sheasby</p>	<p>Mob: 07554773926 Email: Susie.sheasby@cheshirewestandchester.gov.uk or SCIE@cheshirewestandchester.gov.uk Location: Floor 1, The Portal, Wellington Road, Ellesmere Port, Cheshire, CH65 0BA</p>
<p>Channel Coordinator Merseyside and Cheshire (Cheshire Single Point of Contact (SPOC)) Liverpool City Council</p>	<p>Bev Hurst</p>	<p>Tel: 0151 233 0343 Mob: 07394 559 108 Email: Bev.hurst@liverpool.gov.uk</p>

Police Lead for Prevent and Channel	Andy McIntre	<p>Email: Andrew.mcintyre@cheshire.police.uk</p> <p>Non-Emergency Prevent Advice for Staff and Directors – 0207 340 7264 – counter-extremism@education.gsi.gov.uk.</p> <p>DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter.extremism@education.gov.uk</p>
Elective Home Education Advisor Safeguarding Children in Education Service Safeguarding and Quality Assurance Unit Cheshire West and Chester Council	John Fowler	<p>Mob: 07920 295 078 or Tel: 01606 275007</p> <p>Email: John.Fowler@cheshirewestandchester.gov.uk or electivehomeeducation@cheshirewestandchester.gov.uk</p> <p>Location: Wyvern House, The Drumber, Winsford, Cheshire, CW7 1AH</p>
Elective Home Education Officer, Business Support Safeguarding Children in Education Service Children and Families Cheshire West and Chester Council	Rachel Cowap	<p>Mob: 07783 808865 or Tel: 01606 275819</p> <p>Email: rachel.cowap@cheshirewestandchester.gov.uk or electivehomeeducation@cheshirewestandchester.gov.uk</p> <p>Location: Wyvern House, The Drumber, Winsford, Cheshire, CW7 1AH</p>
Children Missing Education Officer (CME and Pupil Tracking) Safeguarding Children in Education Service Cheshire West and Chester Council	Sue Humphreys	<p>Mob: 07879 113368 or Tel: 01244 973333</p> <p>Email: Sue.Humphreys@cheshirewestandchester.gov.uk or cmeandpupiltracking@cheshirewestandchester.gov.uk</p> <p>Location: Floor 1, The Portal, Wellington Road, Ellesmere Port, Cheshire, CH65 0BA</p>

- Safeguarding and Quality Assurance Unit – West Cheshire and Chester Council - Office – 0151 356 6843
- National Domestic Violence Helpline – 0808 200 0247
- NSPCC Child Protection Helpline – 0808 800 5000
- Childline – 0800 1111
- Cheshire Police (non-emergency number) 101
- www.ceop.police.uk – 0870 000 3344
- www.stopitnow.org.uk – 0808 1000 900
- Female Genital Mutilation helpline **0800 028 3550**
- Forced Marriage Unit - Telephone: +44 (0) 20 7008 0151 - Email: fm@fco.gov.uk

Legislation & Guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2023) and Working Together to Safeguard Children (2018), and complies with national minimum standards in respect of boarding schools. We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.

This policy has due regard to the following legislation:

The Children Acts of 1989 and 2004

Children and Social Work Act 2017

Section 16 of the Sexual Offences Act 2003

The Teacher Standards (2012)

Preventing and Tackling Bullying (DfE 2017)

Health and Safety: responsibilities and duties for schools (2018);

Regulatory Reform (Fire Safety) Order (2005)

Boarding Schools National Minimum Standards (2015)

The Education (Independent School Standards) (England) Regulations 2014 (amended 2018)

Disqualification under the Childcare Act 2006, (Regulations 2018)

What to do if you're worried a child is being abused: advice for practitioners, March (2015)

Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, (DfE 2018)

Counter-Terrorism and Security Act 2015 (Section 26)

Prevent Duty Guidance: for England and Wales (July 2015, updated April 2021 (Prevent)). Prevent is supplemented by non-statutory advice and a briefing note: o The Prevent Duty: Departmental advice for schools and child-minders (June 2015)

The use of social media for online radicalisation (July 2015)

Multi-Agency Statutory Guidance on Female Genital Mutilation (April 2016)

Anti-social Behaviour, Crime and Policing Act (2014) (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).

Schools COVID-19 operational guidance (August 2021)

Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), updated September (2021)

Department for Education (DfE) (2021) Sexual violence and sexual harassment between children in schools and colleges: advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads.

Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.

Section 5B(11) of the Female Genital Mutilation Act (2003), as inserted by section 74 of the Serious Crime Act (2015), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18 Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

The Rehabilitation of Offenders Act (1974), which outlines when people with criminal convictions can work with children Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children. The Hammond is exempt from employing anyone with a current or spent conviction concerning the harm of children, young people or adults.

As per the Safer Recruitment Policy, the following is adhered to:

Declaration of Previous Convictions

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended makes certain regulated activity (work with children and/or young people) exempt from the Act, and therefore requires individuals seeking to work with these groups to be subject to an enhanced Disclosure and Barring Service check, amongst others. This post is classed as exempt under the Rehabilitation of Offender Act 1974 (Exceptions) Order 1975 as amended. Therefore, you are required to reveal all convictions, both spent and unspent, in your application.

Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act (2015) with respect to protecting people from the risk of radicalisation and extremism.

Equality Statement

KCSIE (2023) guidance sets out the significance of the Equality Act (2010) to school safeguarding, including that schools and colleges:

- must not unlawfully discriminate against pupils because of their protected characteristics

- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

The Hammond recognises the emphasises KCSIE (2022) places on the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff.

It also looks at the implications of the Public Sector Equality Duty (PSED) for education settings. This includes a need to be conscious that pupils with protected characteristics may be more at risk of harm and integrate this into safeguarding policies and procedures, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

The Hammond recognises that some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities (SEND)
- Are young carers and have caring responsibilities
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence or family breakdown.
- Are at risk of FGM, sexual exploitation, criminal exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Have a social worker or looked after or previously looked after.

The Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, 25 and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. The Hammond takes all allegations of suspected child on child abuse seriously and will respond appropriately, by working with other agencies to support both the alleged victim and alleged perpetrator to ensure safety and support.

Roles and Responsibilities

All staff have a responsibility for the safety, safeguarding and welfare of all the children and young people within the school.

The Hammond uses Child Protection Online Management System (Known as CPOMS) as the tool for ALL staff to use to raise any welfare and safeguarding concerns. Procedurally, all staff have a 'log on' for CPOMS and are expected to use the system as part of their day to day practice, to help to 'build the picture' in relation to child welfare and concerns. All new staff will, as part of their induction receive training to access and use CPOMS once in post. Refresher training is also available throughout the academic year for any staff that needs it. The expectation is that ALL staff use CPOMS to accurately record any welfare or safeguarding concerns about a child. This information is then reviewed by the DSL, Deputy DSL or appropriate members of the Pastoral Team.

Practice Reminder: Record with care, always in your mind that a child may one day read their records to make sense of decisions that were made about and for them by professionals.

Records should include:

- A clear, factual and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved, and
- A note of any action taken, decisions reached and the outcome.
- If professional opinion is documented, make this clear in the record.

Training takes place at every September INSET meeting, and will be consolidated through follow-up meetings. Anyone working at the school can make a safeguarding referral. Please see the Employee Handbook for full staff responsibilities. All staff **MUST** familiarise themselves with this policy and procedure document.

All Hammond Directors undertake online safeguarding training, and the Director responsible for Safeguarding undertakes enhanced training and has been selected to carry out the role due to previous experience in education settings.

All staff receive regular safeguarding and child protection updates, including online safety. These take place throughout the year via email, staff meetings, bulletins, as well as annual training.

Parents also have a responsibility for safeguarding purposes and **MUST** keep the information held by school current and up to date. In line with advice in KCSIE (2022) and also recent serious case reviews, parents must provide the school with at least two contact telephone numbers which the school can use in an emergency. These numbers should be for more than one person. The Hammond ensures that parents are requested for this information routinely at the start and throughout the academic year as appropriate.

The Senior Designated Safeguarding Lead (DSL)

Jennifer Roscoe, Principal is the DSL. Jennifer is the contact point for **all** staff on any safeguarding children issue.

The DSL (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.

The Deputy DSLs are:

Emma Coupe	Pastoral Manager
Abigail Lord	Boarding House Leader

Additionally, members of the Pastoral Team can support staff with safeguarding and child welfare concerns.

The designated safeguarding staff undertake biennial inter-agency safeguarding and Prevent training in line with local authority and statutory guidance. All the above staff can be contacted through the main school switchboard on 01244 305350.

Making a Referral when there are concerns about a child

Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. If staff have any concerns about a child's welfare, they should act on them immediately.

Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes
- undertaking an early help assessment,
- making a referral to statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

Please note that parental consent is not needed to make a referral if a child is felt to be at risk of significant harm. However, it is good practice to gain parental consent to make the referral wherever possible.

Practice Reminder: **Anyone can make a referral** to Children's Social Care, if there are welfare or safeguarding concerns in respect of a child.

It is essential young people receive the right help at the right time to address risks and prevent issues escalating. This will be possible if ALL staff understand the importance of acting on and referring the early signs of abuse and neglect, including concerns about exploitation and radicalisation as early as possible to the DSL (or Deputies) who will liaise with appropriate partner agencies. The DSL and Deputies will always be available to discuss safeguarding concerns. In the event of the DSL or Deputy not being available, this should not delay action being taken and staff should speak with another member of the SLT.

Staff should not assume a colleague or other professional will take action; they should be mindful that early information sharing is vital. DPA and GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Good practice is to ensure that the Hammond holds securely contemporaneous and clear records, which reflect that the views of the child have been listened to. That concerns are reassessed when situations do not improve and information is shared quickly.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe, and that children and young people must never be made to feel ashamed or that they are creating a problem by reporting issues.

Managing Disclosures of Abuse

It can be very hard for a child or young person to open up about what's happened to them. They might be worried about the consequences or that nobody will believe them. They might've told someone before and nothing was done to help them. Sometimes they might not know what's happening to them is abuse and struggle to share what they're feeling. Some children don't reveal they're being abused for a long time, some never tell anyone. (NSPCC 2022)

However, there are lots of reasons why a child or young person might to tell someone they're being abused, including:

- realising the abuse is wrong
- not being able to cope any more
- the abuse getting worse
- wanting to protect other children
- wanting the abuser to be punished
- trusting someone enough to tell them
- Someone asks them directly.

NSPCC Good practice for managing disclosures and supporting children through the process recommends the following practice guidelines:

- Help them **'open up'** by listening to what they are telling you. Keep the focus on them.
- **Slow down**- take your time. It's their story to tell- give them time to tell it.
- **Reflect back**- let them hear that you have listened to them and reflect back in their own words- the words that the child uses, will be an important part of the narrative.

What to say to a child and how to respond

1. Listen carefully to what they're saying

Be patient and focus on what you're being told. Try not to express your own views and feelings. If you appear shocked or as if you don't believe them it could make them stop talking and take back what they've said.

2. Give them the tools to talk

If they're struggling to talk to you, show them [Childline's letter builder tool](#). It uses simple prompts to help them share what's happening and how they're feeling.

3. Let them know they've done the right thing by telling you

Reassurance can make a big impact. If they've kept the abuse a secret it can have a big impact knowing they've shared what's happened.

4. Tell them it's not their fault

Abuse is never a child's fault. It's important they hear, and know, this.

5. Say you'll take them seriously

They may have kept the abuse secret because they were scared they wouldn't be believed. Make sure they know they can trust you and you'll listen and support them.

6. Don't confront the alleged abuser

Confronting the alleged abuser could make the situation worse for the child.

7. Explain what you'll do next

For younger children, explain you're going to speak to someone who will be able to help. For older children, explain you'll need to report the abuse to someone who can help.

8. Report what the child has told you as soon as possible

Report as soon after you've been told about the abuse so the details are fresh in your mind and action can be taken quickly. It can be helpful to take notes as soon after you've spoken to the child. Try to keep these as accurate as possible.

To make a referral to Children's Social Care, please click here:

<https://www.cheshirewestandchester.gov.uk/residents/health-and-social-care/children-and-young-people/report-a-concern-about-a-child/making-a-referral>

Telephone: i-ART - 0300 123 7047

The team can be contacted 8.30am to 5pm from Monday to Thursday and 8.30am to 4.30pm on Friday.

If you have an urgent concern outside these hours, or over a bank holiday, please call the **Emergency Duty Team (out of hours) on 01244 977277**

Alternatively call **Cheshire Police: 0845 458 0000/ 01244 350000 (999 in an emergency).**

Professionals: Please do not send a referral without first discussing with the Integrated Access and Referral Team (i-ART) by calling 0300 1237047

The designated safeguarding staff undertake biennial inter-agency safeguarding and Prevent training in line with local authority and statutory guidance. All the above staff can be contacted through the main school switchboard on 01244 305350.

Records of relevant Training:

DSL

Jennifer Roscoe, Principal

- Mental Health First Aid Training – July 2023
- Online Safety – July 2023
- Child Exploitation – July 2023
- Safeguarding Training (Level 3) – April 2023
- Managing Allegations of Abuse Against Staff – February 2023

- Child Protection Refresher – February 2023
- Safeguarding Training (Working Together) Level 3 – June 2021
- Raising Awareness of Peer-on-Peer Abuse - 2021
- Harmful Sexual Behaviours – April 2021
- Safer Recruitment Training – March 2023
- The Prevent Duty - October 2020
- Dealing with Bereavement and Loss - October 2020
- Equality and Diversity – October 2020
- Mental Wellbeing in Children and Young People – October 2020
- Supporting Staff Wellbeing - October 2020
- NSPCC Keeping Children Safe Online Level 3 - December 2019
- Managing Allegations Against Adults (LADO) - December 2019
- Level 3 Safeguarding Training - September 2019
- Advanced Safeguarding Training - March 2018

Deputy DSL

Emma Coupe, Lower School Pastoral Support Manager

- Child Protection Refresher – October 2022
- Keeping Children Safe in Education – October 2022
- NSPCC ‘How Safe are our children’-Advanced Safeguarding Training - June 2019
- Level 3 Safeguarding Training (CWAC)- April 2021
- Child Protection in Education – February 2021
- Adverse Childhood Experiences – 2021
- Safeguarding Young People – 2021
- Raising Awareness of LGBT - 2021
- Prevent Training – 2019
- Mental Health First Aid (MHFA England)-2020

Deputy DSL

Abigail Lord, Boarding House Leader

- Child Protection in Education – October 2022
- Child Protection Refresher – September 2023
- Mental Wellbeing in Children and Young People – October 2022
- Level 3 Designated Safeguarding Lead Training (High Speed Training) - February 2024

Other staff who have received training including Advanced Safeguarding training:

- Amanda Doyle (Vice Principal, Director Teaching & Learning) - February 2020
- Louise Maddocks (Director of Theatre Arts) - February 2020

All Hammond staff undertake Safeguarding training; this is updated every three years (undertaken September 2012, September 2015, April 2018, April 2021) to be renewed before April 2024.

Annual September INSET focuses on safeguarding training for all staff. Safeguarding training is also given through informal updates throughout the year. All staff are provided with digital copies of KCSIE when they join the school and all staff are re-issued with the updated versions at the first INSET Day of the academic year in September.

Staff are also made aware, on joining the school and at the first INSET day of the academic year, of The Hammond's behaviour policies for staff and children (including how to manage a report of child-on-child sexual violence and sexual harassment), information about Children Missing in Education (CME) and Children Missing for Prolonged Period of Time, online safety and the role of the DSL. The DSL and deputy DSLs are trained to Level 3 standard every two years.

Duties & Responsibilities of the DSL and Deputy DSLs

- To liaise regularly with other staff who have pastoral responsibility, including boarding staff, with children and support them both in procedural and emotional matters. The Hammond does this through weekly pastoral meetings;
- To liaise with other agencies concerning individual cases of actual or suspected child abuse;
- To ensure all young people are protected from harm, including thorough supervision of online safety both in school and at the boarding houses;
- To share information proactively with any new schools, should a pupil leave The Hammond;
- To be responsible for the welfare and progress of CIC, and other vulnerable children (Designated Lead for this area of work, Mrs Emma Coupe);
- To ensure appropriate training, development and support for both teaching and non-teaching staff. The Hammond delivers this on an annual basis in line with

best practice. A record of completed safeguarding training is kept by the Head of HR;

- To update procedures and staff on any changes to legislation as they occur. This is done via INSET training, Staff Briefings, Staff Bulletins and Email updates;
- To ensure temporary and voluntary staff who work with children will be made aware of the arrangements, and that all newly appointed staff and volunteers will receive induction training on arrival and on-line Level One Safeguarding Training;
- To ensure all concerns are recorded and dealt with immediately and confidentially;
- To ensure that where children leave the school their child protection file is transferred to a new school or college as soon as possible ensuring secure transit. This will be completed electronically if the receiving school has CPOMS. If a paper file is transferred, confirmation of receipt will be obtained. This file should be transferred separately to the main file and sent to the DSL of the receiving institution. In addition, the DSL should consider whether to share any information with a new school or college ahead of the child leaving The Hammond;
- To ensure any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- To ensure Directors are informed regularly of all matters concerning child protection. Safeguarding is an agenda item and reported on at weekly LMT meetings, and monthly at Directors' meetings; a yearly Safeguarding Audit is undertaken by the Director with responsibility for safeguarding and the Principal (completed March 2015, reviewed October 2015, October 2016, October 2017, October 2018, December 2019, December 2020; January 2022;
- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases where a crime may have been committed to the Police as required;
- Act as a point of contact with the three safeguarding partners;
- Liaise with the Principal to inform of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEND) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for all staff;
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers. The Hammond's designated teacher for young carers and care leavers is deputy DSL Emma Coupe.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- 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;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them;
- Ensure the school's child protection policies are known, understood and used appropriately;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Where children leave the school, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible (this can be an electronic transfer via CPOMS if the receiving school has the software). If transferring a paper file, this should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEND in colleges, are aware as required.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving/ starting. 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.

During term time the DSL (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the DSL, to define what “available” means and whether in exceptional circumstances availability via phone and or online meeting applications or other such media is acceptable.

It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The Hammond encourages all staff, parents, pupils and students, as well as members of the community to be alert to any safeguarding issues, and for all to operate with an understanding that ‘it could happen here’. Please use the contact details below should you wish to alert a member of the senior management or pastoral team to anything at all:

NAME	ROLE	CONTACT DETAILS
Jennifer Roscoe	DSL, Principal	01244 305350 Ext.054 07834 832982
Emma Coupe	Pastoral Manager & Deputy DSL and Designated Lead for Children in Care.	01244 305350 Ext.200
Abigail Lord	Boarding House Leader	01244 305350

Duties and Responsibilities of the Board of Directors in relation to Safeguarding

The Child Protection and Safeguarding Policy will be reviewed annually by the relevant subcommittee.

(Safeguarding Audit – see separate files).

There is a nominated Director, **Professor Anna Sutton**, retired (2020) Deputy Vice-Chancellor of University of Chester (deputised by Mrs Debbie Silcock), who has responsibility, alongside the Senior DSL, to monitor the efficiency of policy implementation and guide policy and practice, at least annually, and report findings to the Board of Directors, whose duty it is as a whole directorial body to discuss and monitor the Safeguarding Policy.

Reviews were undertaken prior to OFSTED Inspection October 2011, again in the Autumn Term 2012, the Autumn Term of 2013, the Spring Term 2015, the Autumn Term 2015, 2016, 2017, 2018, 2019, 2020, and 202 (see separate Safeguarding Audit file). Professor Sutton can be contacted via school on the main number 01244

305350. All Directors received Statutory Safeguarding training in March 2013 and in March 2017, and have completed further training in 2020.

The updated KCSIE (2022) emphasises that trustees should receive appropriate safeguarding and child protection training at induction, and then at regular intervals. Training should provide them with the knowledge to ensure their school's safeguarding policies and procedures are effective. Board members complete online 'Educare training' in Child Protection and Safeguarding.

The Hammond hosts termly Safeguarding and Boarding Sub Committee meetings, chaired by Professor Sutton, and attended by another non-executive, the DSL and the Deputy DSLs, as well as monthly Board Meetings where safeguarding issues are discussed and actions given. The meetings are professionally recorded.

Monitoring

This policy is monitored annually by the Principal, Senior DSL, the board of directors, and the director with designated responsibility for child protection.

Code of Good Practice for all Staff

To help all staff and volunteers protect themselves from possible allegations of abuse from children the following points are offered for guidance and advice. See also Employee Handbook and Staff Behaviour Policy.

- The use of physical restraint or reasonable force (see separate Physical Restraint Policy) on a child or young person should involve only the absolute minimum of force necessary, and is permissible only when a member of staff is certain that a child or young person is at imminent risk of endangering themselves, the member of staff present, others or property. Where possible a colleague should be summoned to witness the situation and to give the member of staff help. Reasonable, in these circumstances means 'using no more force than is needed';
- Any physical contact between a member of staff and a child or young person should be a considered action and used only for the purposes of instruction or immediate care. As a specialist performing arts school, The Hammond also has a Safe Touch Policy. This was reviewed with staff during an INSET training session in January 2015, and revised in October 2016, September 2018 and September 2019. This was updated in Summer 2020 in line with Government Covid-19 advice;
- Where possible staff should avoid being alone with a child or young person (all staff who undertaken 1-2-1 lessons must read also read the Peripatetic Policy). Where circumstances make this unavoidable, a member of staff should ensure that others are within earshot and preferably within vision;
- Staff should never make unacceptable, suggestive or demeaning remarks/gestures to, or in the presence of, children or young people;
- Staff must not engage in inappropriate, unnecessary, social, written or electronic communication with a child on the school roll (including through the use of mobile phone text messages, from a personal mobile phone,

- through chat-rooms, through social networking sites [e.g. Facebook], through non work (academic/vocational) related emails, through photographs, etc.);
- If a member of staff suspects that a child or young person is becoming inappropriately attracted to them, then the member of staff is strongly advised to share their concerns with the DSL;
 - Always respect a child's or young person's right to personal privacy.
 - Members of staff must always encourage children and young people to feel comfortable and caring enough in their class or under their care to point out to them attitudes or behaviour they do not like;
 - It is every member of staff's individual responsibility to be familiar with and follow the School's policy and procedures for child protection;
 - Members of staff must avoid any contact (e.g. tickling) with the child which can be misinterpreted, no matter how innocent or well-intentioned their actions might be;
 - Staff must remember that it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual. Staff must not engage in sexual or intimate relationships with any student undertaking degree instruction at The Hammond;
 - Staff are welcome to visit the boarding houses, but staff must make arrangements with boarding colleagues in advance. Staff have **no right of access** to the child's accommodation (bedrooms);
 - The school operates a **Public Interest Disclosure Whistleblowing Policy** for staff. The Hammond ensures that it has a culture of safety and of raising concerns, as well as a culture of valuing staff and of reflective practice. The whistleblowing procedures enable the reporting and handling of concerns, including about poor or unsafe practice and potential failures in the school's safeguarding regime, provision for mediation and dispute resolution where necessary. All staff are updated and trained at least three times a year as regards this key area of school life.

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the SLT. The Hammond operates a Whistleblowing Policy for all staff and volunteers. Where said member of staff feels unable to raise an issue with Hammond SLT or other member of staff, or feels that their concerns are not being addressed, other whistleblowing channels are open to them:

- www.gov.uk/whistleblowing
- NSPCC's Whistleblowing Advice Line

Visitors in School

ALL staff must ensure that all appropriate checks have been completed prior to allowing a visitor into school. This will include completing the 'checklist' to ensure suitability to work with children. This will also include an online search. All visits must

be authorised, once checks have been completed, by the Principal. (Please also see Visitors in School Policy and Staff Recruitment, Selection and Disclosure Policy.)

Visitors in school should provide all requested credentials to verify their identity prior to working with the Hammond students and must wear a lanyard at all times to identify themselves to both pupils and staff, as a visitor.

Once on site, all visitors are required to pay regard to this policy and must read the Visitor's Information Guide (presented upon arrival). Specifically, visitors must be made aware of who they can speak to (The DSL) in the event of a safeguarding concern during their visit. Visitors are never left in regulated activity with children.

Use of School or College Premises for non-school/college Activities

Occasionally, The Hammond grants permission for school premises to be used by non-school organisations and groups. If this takes place under the direct management of Hammond staff, Hammond arrangements for child protection and safeguarding apply. When services are provided separately by another body, The Hammond will seek assurances that the provider has appropriate safeguarding and child protection policies and procedures in place. In all situations, whether the use of the site is a Hammond event or a non-Hammond body, The Hammond will follow its internal safeguarding procedures which may include referrals to the LADO.

Confidentiality

The Hammond is committed to maintaining the responsibility to protect data as laid down in the Data Protection Act and the GDPR Policy. We are also committed to ensuring that we share information with the Safeguarding Partners to ensure that:

- ✓ Timely information sharing is essential to effective safeguarding

- ✓ Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

- ✓ The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information. If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy).

It is the policy of The Hammond to work in partnership with parents in order to promote the welfare of children. The school also aims to build up relationships of trust with children. Children and parents should feel able to raise with the school concerns about safety and welfare in the knowledge that these will be dealt with sensitively.

In terms of child protection please be aware:

- If serious concerns are raised about the safety or welfare of a child, or it comes to the attention of a member of staff through a child that someone he/she knows is at risk, the person approached is obliged, in terms of the child protection procedures, to pass that information on to the Senior DSL immediately. If there are implications regarding a member of Hammond staff's conduct then the Principal must be informed immediately;
- The Senior DSL or Principal will immediately share the information with the appropriate authorities. In these circumstances, the DSL or Principal would advise the reporting member of staff that information would be shared.

The Hammond will pass on information when legally obliged to do so, for example, by a court of law or to the police, and including to other educational establishments should the child transfer from The Hammond to another school/college.

Children must also feel able to share concerns with staff. Problems may arise when a child consults a member of staff about a problem and does not want that information to be shared with parents. Staff must **never** promise confidentiality or promise that information will not be passed on to a senior person. Members of staff should always be aware of the need to avoid getting into a complicated situation and, therefore out of their depth; members of staff should always speak to the Senior DSL about the situation.

Safeguarding children in context of their individual needs and circumstances

Children with special educational needs and disabilities

Children with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's disability without further exploration;
- Being more prone to peer group isolation than others;
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Children potentially at greater risk of harm

Whilst all children should be protected, it is important The Hammond recognises some groups of children are potentially at greater risk of harm. These children may be:

Children who may need a social worker due to safeguarding or complex needs – this child’s trauma may leave them more vulnerable to further harm, as well as possibly being educationally disadvantaged by facing barriers to attendance, learning, behaviour, and mental health. The DSL has a responsibility to advise staff the optimum ways of ensuring this child can thrive.

Children who are missing from education – this can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and CSE or CCE. School staff have a duty to inform the DSL of persistent absences or patterns of absence.

Elective Home Education (EHE) – although many EHE children have positive experiences, this is not the case for all. EHE can mean that children are less visible to the services that are there to keep them safe. The Hammond will inform the local authority of all deletions from roll with immediate effect. Should a parent/carer express a wish to educate their child at home, it is best practice for a multi-agency meeting to take place before the final decision is made.

Children requiring mental health support. Mental health problems can be an indicator that a child has or is at risk of suffering abuse. Staff must report concerns immediately via CPOMS and/or a confidential discussion with the DSL.

Looked after children or previously looked after children. The most common reason for children becoming looked after is the result of neglect or abuse. The Hammond will ensure details as regards parental contact are clear and will advise the relevant staff to these details. The DSL will have the contact details of the child’s social worker. It is important the school uses a joined-up approach to support children in care. The Hammond’s designated teacher is Deputy DSL Emma Coupe.

Children with special educational needs and disabilities or physical health issues. All staff must read the, regularly updated, SEND list in order to familiarise themselves with the child’s specific needs. Staff should also be aware that such children may be at a higher risk of peer group isolation or bullying, and should be alert to this. Staff must also consider any communication barriers and difficulties in managing and therefore reporting these challenges.

Children with family members in prison.

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Handling Information

Child Protection records are kept in a secure and locked location and access is confined to designated staff. As a school we are obliged to preserve records which contain information of allegations of sexual abuse. The Hammond uses CPOMS to currently record child protection and safeguarding information in respect of pupils and students.

Children subject to a child protection plan or has been 'looked after'

The relevant Social Care Department must inform the school when a child's is subject to a child protection plan. The school must pass this information on immediately to the new school if a child transfers from The Hammond. The designated lead in school (Mrs Emma Coupe) will monitor children whose children who are the subject of a plan, including a care plan and they must be alert to any signs, which suggest deterioration in circumstances.

Safer Recruitment

The Hammond is fully committed to the safer recruitment process. All staff appointed to The Hammond school will receive induction training and a copy of the School Policies along with a copy of Keeping Children Safe in Education (September 2023) Part One and Annex B which they must read. Prior to appointment satisfactory references, identity verification, qualification and other checks as required by the National Minimum Boarding Standards Regulations and the ISI Standard Regulations will be carried out, and these results will be recorded on the single central register of staff.

The Hammond makes it clear through recruitment literature its commitment to safer recruitment, and explains to individuals who submit CVs that The Hammond will only accept a complete application form, not a CV. The culture is intended to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities at The Hammond.

All staff recruitment information uses the following paragraph:

The Hammond is committed to the safeguarding and promoting the welfare of children and young people and expects its entire staff to share this commitment. All staff are subject to a satisfactory enhanced Disclosure and Barring Service Check. The Hammond is an equal opportunity employer.

The Hammond advises all applicants that it is an offence to apply for a role at The Hammond if the individual has been banned from engaging in regulated activity with children.

Candidates are asked to complete a self-declaration of their criminal record (application form).

No person will take up any position unless an enhanced DBS check has been carried out. If the results of such a check are not received prior to appointment then a clear Children's Barred List must be received by the school, and an appropriate risk assessment carried out by the Principal. A newly appointed member of staff will not be allowed unsupervised access to children at any time until DBS clearance is received. The Hammond's HR Officer will also:

- Verify a candidate's identity;
- Conduct an extensive online search (prior to interview);
- Obtain an enhanced DBS certificate;
- Obtain a separate barred list check if the individual is to start regulated activity before the DBS certificate is available;
- Verify the candidate's mental and physical fitness to carry out their work;
- Verify the candidate's right to work in the UK.
- Verify the professional qualifications;
- Ensure that the candidate is not subject to a prohibition order issued by the Secretary of State.

KCSIE (2023) has updated guidance to clarify that a curriculum vitae (CV) should only be accepted alongside a full application form and is not sufficient on its own to support safer recruitment. Checks Information has been added to highlight that schools should consider online searches as part of their due diligence checks on shortlisted candidates.

All volunteers will be DBS checked unless they are not working in a regulated activity and do not have unsupervised access to children.

Whilst The Hammond is not the employer of supply teachers, the Hammond will ensure any allegations against supply staff are dealt with properly and will not simply leave the investigation to the agency. In no circumstances will The Hammond decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Hammond will obtain written notification from any agency that they have carried out the same checks on the individual. The Hammond will obtain a copy of the DBS from said agency.

For contractors, The Hammond will complete enhanced DBS checks for those engaged in regulated activity. For those in unregulated activity, The Hammond will still ensure a member of staff accompanies the contractor at all times.

For volunteers, The Hammond will not allow an unchecked volunteer to be left unsupervised.

All Directors at The Hammond have enhanced DBS checks.

For staff undertaking a management responsibility, the school will also check for a Prohibition on Participation in Management in line with Section 128 of the Education and Skills Act 2008.

In September 2020 The Hammond advised all staff of the changes to KCSIE as regards 'transferable risk'. This covers behaviour where a member of staff may have behaved in a way that indicates that they may not be suitable to work with children. Where a member of staff is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children (for example involvement in domestic violence at home, posting information contrary to fundamental British values on social media), The Hammond will need to consider what

triggered these actions and could a child in the school trigger the same emotion, therefore posing a risk. The Hammond has also advised staff of its commitment to working with the SCP in the event of an agency worker/supply teacher who The Hammond no longer wishes to employ due to concerns regarding acceptable behaviour.

Please also see Staff Recruitment Policy and Safer Recruitment Candidate Information.

The Hammond's Directors have a legal duty to respond to requests from the Disclosure and Barring Service (DBS) for information on staff regarding safeguarding issues.

Any teacher at The Hammond who teaches a child aged 8 years of age and under has to complete a 'Staff Disqualification Declaration' form to confirm that they are not disqualified to teach as required by the Disqualification under the Childcare Act 2006.

Boarding Staff

All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) will be kept under sufficient staff supervision to prevent them gaining unsupervised access to boarders or their accommodation.

Any person employed in or volunteering in, a position working with boarders will have a job description reflecting their duties, and will receive induction training in boarding when newly appointed, and will be privy to regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding. Safer Recruitment checks will be undertaken.

Any boarder access to staff accommodation will be properly supervised and will not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders. Boarders will at all times be under the responsibility of an identified member of staff who is suitably qualified and experienced.

The staff supervising boarders outside teaching time will be sufficient in number, training and experience for the age, number and needs of those boarders, and for the locations and activities involved. The roles of spouses, partners and/or other adult members of staff households within the boarding environment will be made clear. The school obtains assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working on the main school site or on another site away from the central school.

See the separate Safer Recruitment Policy for full details. Staff who have attended Safer Recruitment Training include the Principal, Jennifer Roscoe, Amanda Doyle, Vice Principal and Mrs Debbie Silcock, Director.

Staff must also refer to guidance 'What to do if you're worried a child is being abused'. Keeping Children Safe in Education (digital version) was issued to all staff [Part One and Annex B] in September 2016, September 2017, September 2018, September 2019, September 2020 and September 2021, September 2022 as part of the INSET training.

Referral to the Disclosure & Barring Service

The ISA (Independent Safeguarding Authority) and the Criminal Records Bureau – (CRB) merged to form the Disclosure and Barring Service (DBS). The DBS commenced operation in 2013.

The Hammond will inform the DBS, promptly, of the name of any person whose services are no longer used by the school because he or she is considered unsuitable to work with children. The school will respond to requests from the DBS for any staff information held. Postal address:

DBS Referrals

DBS barring,
PO Box 3963,
Royal Wootton Bassett,
SN4 4HH

The DBS service recommends that referrals are made using its secure online referral form. This form can be located at www.gov.uk/make-a-referral

DBS Customer Services Telephone Number: 03000 200 190 & Email: customerservices@dbsgsi.gov.uk.

The Hammond also has a duty to consider making a referral to the Teaching Regulation Agency [TRA] (formerly the National College for Teaching and Leadership (NCTL) until April 2018) where a teacher has been dismissed from the profession because he or she is considered unsuitable to work with children, (or would have been dismissed had he/she not resigned), and a prohibition order may be appropriate.

Guidance on this matter can be sought from the TRA on 0207 593 5393 or by email misconduct.teacher@education.gov.uk. Postal address:

53-55 Butts Road,
Earlsdon Park,
Coventry,
CV1 3BH

Staff / Child Conduct

It is unnecessary and unrealistic to suggest that teachers should touch children only in an emergency. However, teachers should bear in mind that perfectly innocent actions may be misconstrued. They should never touch children in ways or on parts of the body that may be considered indecent. Please see separate guidance, Safe Touch Policy, for dance/peripatetic music and drama teachers regarding the teaching of dance, drama and singing tuition and various musical instruments, particularly within The Hammond's intensely vocational situation. Please also see the Code of Conduct and Staff Behaviour Policy.

Staff must also be made aware of the need to protect themselves when in a one to-one situation with children. Strategies such as talking across a desk, having an open

door, being in a room with a glass door may be appropriate. Staff must not invite children back to their own homes. Where groups of children are involved an educational visits form should be completed.

In the unlikely event of the need for physical restraint, no more than minimum force should be used. A record of any physical restraint should include name, date and outline of the situation and witnesses should be included (see Physical Restraint [use of] Policy).

All staff must read and become familiar with the Staff Behaviour Policy, which can be found on SHAREPOINT. This policy includes: acceptable use of technology, staff/ pupil relationships, communication, use of social media and other measures to protect all members of The Hammond community. Staff should also read the Employee Handbook, and the Whistleblowing Policy.

Specialist Performing Arts Heightened Safeguarding Measures

The Hammond is a specialist performing arts school and timetables one-to-one classes for pupils and children. The Hammond follows guidance from KCSIE (2022) as well as the NSPCC organisation to ensure all young people are safe and can thrive, and also to ensure the safety of all staff.

Safer Recruitment (please see above) checks will be undertaken on all staff, including those who will work in one-to-one environments with young people.

No person will take up any position unless an enhanced DBS check has been carried out. If the results of such a check are not received prior to appointment then a clear Children's Barred List must be received by the school, and an appropriate risk assessment carried out by the Principal. A newly appointed member of staff will not be allowed unsupervised access to children at any time until DBS clearance is received.

The Hammond will ensure that we:

- make the environment as safe as possible for children and young people;
- ensure children are properly supervised by the right people;
- follow the relevant legislation and guidance for child performers;
- make sure rehearsal or teaching rooms are open, accessible and well lit;
- provide separate changing areas for children of each gender and for adults
- follow health and safety legislation and guidance;
- ensure the activity is suitable for children to be involved in (for example no nudity, bad language or sexual content);
- ensure everything we do is appropriate for the youngest or most vulnerable person (this could be due to age or stage of the child's development);
- ensure any physical contact is appropriate, justifiable, agreed by the child and approached sensitively;
- ask for children's opinions and encourage them to speak out about anything that's worrying them.

To further support safeguarding arrangements during one-to-one sessions, The Hammond will also:

- Encourage the teacher to agree what activities will be undertaken and what will happen during sessions;
- Give parents or carers and the child access to a copy of the school's safeguarding policy;
- Let the child and parent or carer know what they can do if they have any concerns about the sessions;
- Explain who we will share information with and when we may not be able to keep information confidential;
- Talk about any support the child or young person may need from their parent or carer;
- Ensure appropriate boundaries are set and will not allow the teacher to be overly familiar with children and young people;
- Ensure the teacher never gives children their personal contact details;
- Ensure the teacher never makes inappropriate jokes or comments to or around children;
- Ensure the teacher does not add, follow or interact with children or young people on their personal social media account;
- Ensure that any physical contact must be appropriate, justifiable, approached sensitively and agreed to by the child.

The Hammond will work with the one-to-one teacher in implementing behaviour codes setting out how they will behave and how we expect the children to behave.

Social Networking Sites and Internet Safety, Online Safety, Filtering and Monitoring

As The Hammond begins to increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The Hammond ensures that appropriate filters and monitoring systems are in place. For more information, please see the Internet Filtering Policy.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation, sexual predation: technology often provides the platform that facilitates harm. The Hammond ensures an effective approach to online safety to protect and educate the whole community and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. All staff are asked to speak to the DSL or Deputy DSL in the event of questions or concerns.

The Hammond considers the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

There are three key areas of risk:

Content: being exposed to illegal, inappropriate or harmful material, for example pornography, fake news, racist or radical and extremist views, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact: being subjected to harmful online interaction with other users, for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood or, or causes, harm, for example making, sending and receiving explicit images, or online bullying.

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If a Hammond member of staff feels pupils, students or staff are at risk they are asked report to the Anti-Phishing Working Group <https://apwg.org/>

In keeping with the guidance publication, Keeping Children Safe in Education September 2023, The Hammond has a whole school policy regarding the safe usage of the internet. Internet access is filtered for all users. Differentiated internet access is available for staff and customised filtering changes are managed by the school. Filter content lists are regularly updated (via www.trustedsource.org) and internet use is logged and monitored. There is a clear route for reporting and managing changes to the filtering system. Where we allow students and staff to bring their own devices, they are allowed internet access through the school network, filtering will then be applied that is consistent with school practice. This includes the installation of a http scanning certificate to enable monitoring.

- The school has provided differentiated user-level filtering through the use of Sophos devices. These allow for different filtering levels for different ages / stages and different groups of users – staff / pupils / students.
- Pupils / students will be made aware of the importance of filtering systems and the way in which the school's works upon their induction programme.
- Mobile devices that access the school internet connection will be subject to the same filtering standards as other devices on the school systems
- If a member or staff or a student has concerns regarding the accessible content, they can contact IT Support.
- If there are any concerns regarding a particular student or member of staff, the school can monitor their internet usage and lock their account until the matter is resolved.
- Any filtering issues are reported immediately to the filtering provider, Virtue Technologies, who then manage the filtering system remotely to resolve any problems.
- If the filtering system is compromised in any way, Sophos devices disallow connection to the source so there is no instance where students and staff can access the internet unfiltered.
- The measures above are carried out in accordance with Safeguarding and Prevent strategies in order to protect students from online threats presented by access to the internet.

The Hammond uses the Department for Education's published filtering and monitoring standards, which sets out the following:

- The Hammond should identify and assign roles and responsibilities to manage filtering and monitoring systems. This role is overseen by the Head of Student Support and the Director of Operations and Estates. Both members of the SLT oversee the external IT support given.
- The Hammond should review the filtering and monitoring provision at least annually. The Hammond's leaders (mentioned above) complete this exercise every August.
- The Hammond blocks harmful and inappropriate content without unreasonably impacting teaching and learning.
- The Hammond has effective monitoring strategies in place that meet safeguarding needs through the above.
- The Hammond's Safeguarding Board committee will include discussion of the above in subcommittee meetings from September 2023.
- As of September 2023, The Hammond will use the UKCIS Online Safety Audit Tool for all staff as part of INSET and further training.

The Hammond takes guidance from the UK Safer Internet Centre to assess and review appropriate filtering and monitoring. As well as the South West Grid for Learning tool.

In accordance with changes made in 2023, the named members of the SLT are responsible for:

- Procuring filtering and monitoring systems
- Documenting decisions on what is blocked or allowed, and why
- Reviewing the effectiveness of the provision
- Overseeing reports
- Making sure staff understand their roles
- Ensuring all staff are appropriately trained
- Ensuring all staff follow policies, processes and procedures
- Act on reports and concerns
- Work closely with SLT and the Board of Directors in all aspects of filtering and monitoring

Day-to-day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL works closely together with IT service providers to meet the needs of our setting.

The DSL takes lead responsibility for safeguarding and online safety, which includes overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

The IT service provider has technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

The IT service provider should work with the senior leadership team and DSL to:

- procure systems
- identify risk
- carry out reviews
- carry out checks

The Hammond ensures its filtering system blocks harmful and inappropriate content, without unreasonably impacting teaching and learning. The Hammond ensures it has effective monitoring strategies that meet safeguarding needs.

Statement regarding use of mobile technology (communicated to parents and staff)

The Hammond is fully aware of the high-profile use of mobile technology, particularly access to 3G and 4G internet, in the world today. It is acknowledged that this plays a large part in the lives of our pupils and students and can have positive outcomes. However, there are some clear risks when children are able to go online.

The NSPCC state that ‘the most effective filter is an educated child’. We work closely with pupils to educate them on safe use of the internet through dedicated lessons, form tutor time, PSCHEE drop-down days and assemblies. During the school day, the following precautions are aimed at reducing the possibility of pupils having difficulties:

- Pupils (under the age of 16) must not bring a phone to school but are allowed their phone in the boarding houses, and students (over the age of 16) may bring a phone for educational purposes only. However, they are not allowed to do so until a stringent process of negotiation and education has taken place to ensure boundaries are in place and what to do should something go wrong. All pupils sign an individual agreement that they understand this;
- During evenings, in the boarding houses, children are allowed access to their mobile devices but these are removed at bed time and locked away by Houseparents.

To support boarders, the following information is provided to the parents of boarders through our boarding handbook:

The controls you’ve set up on your child’s device and your home broadband won’t apply if they use 3G or 4G, public WiFi or log on to a friend’s connection instead. Public WiFi is often available when you’re out and about. But it’s not always secure and can allow children to search the internet free from controls.



Some venues and businesses offer family-friendly WiFi. When you see the family-friendly WiFi symbol it means that when you connect to the WiFi there are filters in place to stop children from seeing harmful content. Talk to your child and agree with them what they can and can't do online. And if they're visiting friends or family remember that they might not have the same controls set up.

For step-by-step guides on how to set up on how to parental controls on specific mobile and broadband networks please see the link below:

<https://www.internetmatters.org/parental-controls/broadband-mobile/>

Staff must **not** have any current child as their 'friend' on any of the social networking sites such as Facebook, nor should they 'follow' them on other platforms such as Twitter or Instagram. Staff must contact children using their school email address only, and only for academic or vocational purposes. This is regularly communicated through staff briefings and INSET training. This extends to young people undertaking the degree course at The Hammond. Please see the Staff Behaviour Policy for more information.

In keeping with the guidance publication, Keeping Children Safe in Education September 2023, The Hammond has a whole school policy regarding the safe usage of the internet. Internet access is filtered for all users. Differentiated internet access is available for staff and customised filtering changes are managed by the school. Filter content lists are regularly updated (via www.trustedsource.org) and internet use is logged and monitored. There is a clear route for reporting and managing changes to the filtering system. Where we allow children and staff to bring their own devices, they are allowed internet access through the school network, filtering will then be applied that is consistent with school practice, this includes the installing of a certificate of http scanning to enable monitoring of sites.

- The school has provided differentiated user-level filtering through the use of Sophos devices. These allow for different filtering levels for different ages / stages and different groups of users – staff / pupils / students;
- Children will be made aware of the importance of filtering systems and the way in which the school's works upon their induction programme;
- Mobile devices that access the school internet connection will be subject to the same filtering standards as other devices on the school systems;
- If a member or staff or a child has concerns regarding the accessible content, they can contact IT Support;
- If there are any concerns regarding a particular child or member of staff, the school can monitor their internet usage and lock their account until the matter is resolved;
- Any filtering issues are reported immediately to the filtering provider, Virtue Technologies, who then manage the filtering system remotely to resolve any problems;
- If the filtering system is compromised in any way, Sophos devices disallow connection to the source so there is no instance where children and staff can access the internet unfiltered;

- The measures above are carried out in accordance with Safeguarding and Prevent strategies in order to protect children from online threats presented by access to the internet.

Please also see Mobile Devices Policy and Online Safety Policy

Information Sharing

Information sharing is a vital part of safeguarding and promoting the welfare of children and young people. This has been identified in many serious case reviews (SCRs) as a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action. In addition, The Hammond will pass on information when legally obliged to do so, for example, by a court of law or the police, and including to other educational establishments should the child transfer from The Hammond to another school/college.

When and how to share information

Fears about Data Protection and GDPR **must not** stand in the way of information sharing to promote the welfare, and protect the safety, of children.

When The Hammond is asked to share information it considers the following questions to help decide if and when to share:

- Is there a clear and legitimate purpose for sharing information?
- Does the information enable an individual to be identified?
- Is the information confidential?
- Do you have consent?
- Is there another reason to share information such as to fulfil a public function or to protect the vital interests of the information subject?

If the decision is taken to share, you should consider how best to effectively share the information. The Hammond conforms to guidance in Keeping Children Safe in Education (2022) and Working Together to Safeguard Children (2020).

A flow chart can be located on the Department for Education website (link below) in order to help the School make a decision on whether to share information.

If you are sharing information with a council or LSCB they operate a secure email system to do this. Please note that parental permission is not required to make a referral.

Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

[Information Sharing Advice](#) – Government advice for practitioners providing safeguarding services to children, young people, parents and carers (2018).

Covid 19

The Hammond has, and continues, to take advice from Government sources as regards ensuring a schools are safe, in view of the Covid-19 pandemic, and has created a risk assessment plan to mitigate against (as much as is reasonably possible) transmission. The Hammond delivered a PSHE day during 'lockdown' to support emotional health and technological guidance, and continues to support children, young people, and staff. The Hammond will continue to implement such guidance should another 'lockdown' take place. Please see the Covid-19 Outbreak Management Plan for further guidance.

PART TWO

Indicators of abuse and neglect

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. (Definitions taken from KCSIE September 2021 for additional information please refer to KCSIE.)

Contextual Safeguarding: 'Contextual Safeguarding is an approach to understanding and responding to young people's experiences of significant harm beyond their families' (Dr Carlene Firmin University of Bedfordshire). The DSL should consider whether wider environmental factors may be present in a child's life that are a threat to their safety and welfare. Additional information can be found at <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Child abuse can fall within the following categories:

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 (Fabricated and induced illness {FI}).

Signs of physical abuse may include:

- Unexplained injuries or burns, particularly if they are recurrent;
- Improbable excuses given to explain injuries;
- Refusal to discuss injuries;
- Untreated injuries, or delay in reporting them;
- Excessive physical punishment;
- Arms and legs kept covered in hot weather;
- Fear of returning home;
- Aggression towards others;
- Running away.

Emotional Abuse

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

Signs of emotional abuse may include:

- Low self-esteem;
- Continual self-depreciation;
- Sudden speech disorder;
- Significant decline in concentration;
- Socio-emotional immaturity;
- 'Neurotic' behaviour (e.g. rocking, banging);
- Self-mutilation;

- Compulsive stealing;
- Extremes of passivity or aggression;
- Running away;
- Indiscriminate friendliness

Sexual Abuse

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

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. A victim must be reassured that they are being taken seriously and that they will be supported and kept safe. A victim must never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

From September 2020 it is mandatory for schools to deliver RSE. The Hammond will continue to do this through a dedicated PSCHE programme, as well as through the support of pastoral leaders.

Where there has been a report of sexual violence, the DSL (or deputy DSL) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis (please see KCSIE (2021) for guidance).

Signs of possible sexual abuse may appear as behavioural, such as:

- Lack of trust in adults or over familiarity with adults;
- Fear of a particular individual;
- Social isolation-withdrawal and introversion;
- Sleep disturbance (nightmares, irrational fears, bed wetting, fear of sleeping alone, needing a night-light);
- Running away from home;
- Girls taking over the mothering role;
- Reluctance or refusal to participate in physical activity or to change clothes for activities;
- Low self-esteem;
- Drug, alcohol or solvent abuse;
- Display of sexual knowledge beyond a child's years;
- Unusual interest in the genitals of adults or children or animals;
- Expressing affection in inappropriate ways, e.g. 'French kissing';

- Fear of bathrooms, showers or closed doors;
- Abnormal sexualised drawings;
- Fear of medical examinations;
- Development regression;
- Poor peer relations;
- Over sexualised behaviour;
- Compulsive masturbation;
- Stealing;
- Psychosomatic factors e.g. recurrent abdominal pain or ache;
- Sexual promiscuity.

Or, as physical or medical, such as:

- Sleeplessness, nightmares, fear of the dark;
- Bruises, scratches, bite marks to the thighs or genital areas;
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis;
- Pain on passing urine or recurrent urinary infection;
- Stained underwear;
- Unusual genital odour;
- Anxiety/depression;
- Eating disorder;
- Discomfort/difficulty in walking or sitting;
- Pregnancy-particularly when reluctant to name the father;
- Recurring urinary tract problem, vaginal infection or genital damage;
- Venereal disease/sexually transmitted diseases;
- Soiling or wetting in children who have been trained;
- Self-mutilation/suicide attempts.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. Signs of physical neglect and inability to thrive may include:

- Constant hunger;
- Poor personal hygiene;
- Constant tiredness;
- Poor state of clothing;
- Frequent lateness and/or unexplained non-attendance at school;
- Untreated medical problems;
- Low self-esteem;

- Poor peer relations;
- Stealing;
- Significant lack of growth;
- Weight loss;
- Hair loss;
- Poor skin or muscle tone;
- Circulatory disorders.

Bullying (including Cyber-bullying)

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. See also Annex C of Keeping Children Safe in Education (2022).

Bullying includes:

- verbal abuse, such as name calling and gossiping;
- non-verbal abuse, such as hand signs or text messages;
- [emotional abuse](#), such as threatening, intimidating or humiliating someone;
- exclusion, such as ignoring or isolating someone;
- undermining, by constant criticism or spreading rumours;
- controlling or manipulating someone;
- racial, sexual or homophobic bullying;
- physical assaults, such as hitting and pushing;
- making silent, hoax or abusive calls;
- online or cyberbullying.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Please also see the section on 'Sexting'.

All Hammond staff are made aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

If staff are unsure about any of the above, they must speak to the DSL or Deputy DSL.

The UK Council for Internet Safety (UKCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.' [UKCIS](#)

The school teaches children how to be safe on line via Computing Lessons in KS3 and PSHE lessons.

Definitions taken from 'Preventing and Tackling Bullying (2017)' and the NSPCC website www.nspcc.org.uk.

Please also see Anti-Bullying and Mobile Devices Policy.

Children Missing in Education/ Children who are absent from education for prolonged periods and/or repeated occasions

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. The Hammond recognises it has a duty to keep track of any child under the official school leaving age. The Hammond always asks parents for information regarding the location of a child's next educational establishment, particularly when a child leaves school out of sequence, including when parents elect for their child to be educated at home. The Hammond follows the 'Children Missing in Education (2016)' and the updated 2023 KCSiE guidance regarding prolonged absences or repeated absences procedures as required.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Further information about children at risk of missing education can be found in the 'Children Missing in Education' (CME) guidance from Department for Education. The CME Child Tracking Officer for Cheshire West and Chester Council is Sue Humphries. Sue.humphries@cheshirewestandchester.gov.uk.

From September 2018 The Hammond has ensured that we hold more than one emergency contact for all pupils, where reasonably possible.

Children Who are Absent from Education

Children being absent from education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines. The Hammond's response to such issues helps prevent the risk of them becoming a child missing in education in the future,

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.

Child sexual exploitation is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children and

young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge (e.g. through others sharing images of them). All children, including 16-17 year old children who have reached the age of consent, can be affected.

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Sexual abuse may involve physical contact, assault by penetration or nonpenetrative acts. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including via the internet.

This definition of child sexual exploitation was created by the UK National Working Group for Sexually Exploited Children and Young People (NWG) and is used in statutory guidance for England. Also see Pan Cheshire Child Exploitation Operating Protocol 2017-2019 issued by the SCP (located in the Safeguarding Audit File).

Child Criminal Exploitation can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. Children may also be forced into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap or coerce them into debt. They may be coerced into carrying weapons for a sense of protection. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults/professionals.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk too. Both boys and girls may be at higher risk of sexual exploitation.

Serious Crime

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to measure these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.

Children Missing from Home

There are particular concerns about the links between children running away and the risks of sexual exploitation. Missing children may also be vulnerable to other forms of exploitation, to violent crime, gang exploitation, or to drug and alcohol misuse.

For further information and guidance access *Statutory guidance on children who run away or go missing from home or care (2014)*: www.gov.uk/children-who-run-away-or-go-missing-from-home-or-care.

Child Criminal Exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability,

Domestic Violence/ Abuse

Domestic abuse has been added to the list of safeguarding issues that all staff should be aware of in the latest version of KCSIE (2022).

The guidance makes it clear that domestic abuse:

- can be psychological, physical, sexual, financial, or emotional
- can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

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.

For further information & guidance access <https://www.gov.uk/guidance/domestic-violence-and-abuse>.

The Hammond works with Operation Encompass to help provide emotional and practical help for children in these circumstances. Operation Encompass ensures that The Hammond has up to date information about the child's circumstances to enable support to be given to the child.

Drugs

Please also refer to the school's Drug and Alcohol Misuse Policy. To support children affected by their own or other's drug misuse. These children should have early access to support through the school and other local services.

For further information and guidance please access the document:-

DfE and ACPO drug advice for schools - Advice for local authorities, headteachers, school staff and governing bodies - September 2012

www.gov.uk/drug_advice_for_schools.

Fabricated or Induced Illness (FII)

The fabrication or induction of illness in children is a relatively rare form of child abuse. There are three main ways of the carer fabricating or inducing illness in a child.

These are not mutually exclusive and include:

- **fabrication** of signs and symptoms. This may include fabrication of past medical history;
- **fabrication** of signs and symptoms and **falsification** of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- **induction** of illness by a variety of means.

For further information and guidance please access the document:

Safeguarding children in whom illness is fabricated or induced: Supplementary guidance to Working Together to Safeguard Children (2020). [FII Link](#)

Faith Abuse

For further information and guidance please access the document:
The National Working Group on Child Abuse Linked to Faith or Belief
National action plan to tackle child abuse linked to faith or belief. [Faith Abuse Link](#)

FGM – Female Genital Mutilation

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It is also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It is dangerous and a criminal offence.

FGM has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation (Legislation - Female Genital Mutilation Act 2003 as amended by the Serious Crime Act 2015).

There are no medical reasons to carry out FGM. It does not enhance fertility and it does not make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

A girl at immediate risk of FGM may not know what is going to happen. But she might talk about:

- being taken 'home' to visit family
- a special occasion to 'become a woman'
- an older female relative visiting the UK.

She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

A girl or woman who has had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

In the case of Female Genital Mutilation, from October 2015, **teachers have a specific legal and statutory duty to report any concerns regarding FGM to the police.** It is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Staff in school should consult the Senior DSL in the first instance. However, any member of staff can make a referral. Further information can be found in Keeping Children Safe in Education (September 2021) as well as in the referral details of this document.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) is a joint Foreign and Commonwealth Office and Home Office unit which was set up in January 2005 to lead on the Government's forced marriage policy, outreach and casework. It operates both inside the UK, where support is provided to any individual, and overseas, where consular assistance is provided to British nationals, including dual nationals.

The FMU has published Multi-agency guidelines on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk

Information taken from the multi-agency guidelines issued by the FMU:

Staff may become aware of a child because they appear anxious, depressed and emotionally withdrawn with low self-esteem. They may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia. Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol. Often child's symptoms can be exacerbated in the periods leading up to the holiday season. Staff may wish to be particularly vigilant in that period.

Children may present with a sudden decline in their performance, aspirations or motivation. Some female children may feel studying is pointless if they are going to be forced to marry and therefore be unable to continue with their education.

There may be occasions when a child comes to school or college but then absents themselves from lessons. Often young people at risk of forced marriage are living in virtual imprisonment. They may be subject to excessive restrictions and control at home. Some children may not be allowed to attend any extra-curricular or after school activities. Girls and young women may be accompanied to and from school/college, and even during lunch breaks. Therefore, school time is their only "free" time to do ordinary adolescent activities that other children do at weekends with their friends.

Some children may stop attending school or college and visits to the home by welfare officers or other members of staff may result in the professional being told that the child is out of the country. In some cases, the child may have been locked in a room of the house and not allowed to communicate with anyone outside.

Other children may show a decline in punctuality, especially if they are past compulsory education age, which may be the result of having to "negotiate" their way out of the house. Some children, particularly girls, are given minimal time to get

to school so they do not have time to meet a boyfriend or talk to friends. There are occasions when older siblings (usually brothers) and cousins keep a close eye on girls to make sure that they do not meet anyone or talk to friends.

Some children may come to notice because their homework is incomplete or appears rushed. This may be the result of being actively discouraged from doing it by family members. These children may do their homework late at night, which frequently shows in school because they are lethargic, unable to concentrate and have a general appearance of tiredness.

Staff may become aware of conflict between the child and their parents about whether the child will be allowed to continue their education. Sometimes there may be family disputes over whether the child can make applications to colleges or universities, and the distance of the college or university from the family home.

Another warning sign might be a family history of older siblings leaving education early and marrying early. Their parents may feel it is their duty to ensure that children are married soon after puberty in order to protect them from sex outside marriage. In these cases, there may be a history of considerable absence authorised by the child's parents. These absences may be for sickness, or extended family holidays overseas often interrupting the school term.

The FMU operates a public helpline to provide advice and support to victims of forced marriage as well as to professionals dealing with cases.

- Telephone: 020 7008 0151
- Email: fmu@fco.gov.uk
- Email for outreach work: fmuoutreach@fco.gov.uk
- Facebook: [Forced Marriage page](#)
- Twitter: [@FMUnit](#)
- Media enquiries: 020 7008 3100

Gangs and Youth Violence

The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.

For further information and guidance please access the document from the Home Office: - **Preventing youth violence and gang involvement** Practical advice for schools and colleges. [Preventing Youth Violence](#).

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. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

KCSIE highlights the following as further risk factors:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff must disclose any concerns, no matter how small, immediate via CPOMS.

Gender Based Violence/Violence Against Women and Girls (VAWG).

Violence against women and girls (VAWG) are serious crimes. These crimes have a huge impact on our economy, health services, and the criminal justice system.

For further information and guidance please access the document from the Home Office: - www.gov.uk/violence-against-women-and-girls

Hate

For further information and guidance please access the following website which supports teachers and schools: <http://educateagainsthate.com/>.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL (or deputy) should ensure appropriate referrals are made based on the child's circumstances.

So-called 'honour-based' violence and abuse (HBV)

So-called 'honour-based' violence/ abuse (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSL (or deputy). As appropriate, they will activate local safeguarding partner procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Upskirting

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). It can take place in a range of places, e.g. British Transport Police have seen a rise of reports on public transport. The new law will capture instances where the purpose of the behaviour is to obtain sexual gratification, or to cause humiliation, distress or alarm. Anyone, and any gender, can be a victim and this behaviour is completely unacceptable. Perpetrators will face two years in prison.

By criminalising this distressing practice, it is hoped that it deters people from committing the crime. Upskirting, where committed to obtain sexual gratification, can result in the most serious offenders being placed on the Sex Offenders Register. The new law will send a clear message that such behaviour is criminal and will not be tolerated. Victims of upskirting will be entitled to automatic protection, e.g. from being identified in the media (so they won't be able to publish any identifying details such as names, addresses or photos).

The Voyeurism Offences Act, which was commonly known as the Upskirting Bill, was introduced on 21 June 2018. It came into force on 12 April 2019. If anyone has a concern regarding the above information they should speak to the DSL, or deputy. As appropriate, they will activate local safeguarding partner procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Mental Health

One in ten children and young people aged 5 to 16 has a clinically diagnosed mental health disorder and around one in seven has less severe problems. Mental health

concerns can make a child vulnerable to abuse. Also, children and young people who have been abused and neglected can develop a range of mental health problems. The DSL is a qualified Mental Health First Aider and The Hammond includes three wellbeing weeks into its calendar and delivers an entire day of mental health support through the PSHE timetable. Staff are well-placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing or risk developing a mental health issue. The Hammond has three counsellors freely available to all children and staff.

All staff should be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and speaking to the DSL.

All staff must recognise that only appropriately trained professionals should attempt to make diagnosis of mental health problems.

Please see The Hammond's Emotional and Mental Wellbeing Policy for more support. For further information and guidance please access the document: *Mental health and behaviour in schools - Departmental advice for school staff (2016)* [Mental Health & Behaviour \(2016\)](#) or the NSPCC Website - www.nspcc.org.uk The NHS also provides extensive Mental Health advice. See: [mental-health-help](#)

Missing Children and Adults

Children and young people make up approximately two thirds of the missing reports in this country and although the vast majority of people who go missing return, or are found quickly, many vulnerable children and adults suffer harm and exploitation during this time.

For further information and guidance please access: www.gov.uk/missing-persons-strategy

Child on Child Abuse (formally referred to as Peer-on peer abuse)

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.

All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment

as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Practice Reminder: Staff must recognise that, even if no reports are made it does not mean it is not happening. **Staff must be alert to signs of distress and must report any concern to the DSL or DDSL.**

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. If staff have ANY concerns about a child’s welfare, they should act on them immediately rather than wait to be told.

It essential that all victims are reassured that they are being taken seriously, regardless of how long it may have taken for them to come forward. Abuse that occurs online or outside of schools should not be downplayed and should be treated equally seriously.

The Hammond educates young people through PSHE lessons, assemblies and discussions. Victims will be supported through the school’s pastoral system. Please also see – Support for children – in this document.

As above (when allegations are made) all allegations are to be reported to the DSL or, in his absence, one of the other designated members of staff. The DSL will refer such allegations directly to the Integrated Access and referral Team (i-ART) and will provide name(s) and contact information. In the event of disclosures about child on child abuse, all children involved, whether perpetrator or victim, will be treated as being “at risk”. Please also see the sections in this document on ‘Sexting’ and ‘Cyber Bullying’.

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This may include bullying, including cyber bullying, physical abuse, sexual violence and sexual harassment, sexting, initiation (hazing) type violence and rituals.

The Department for Education has produced an advice document ‘Sexual violence and sexual harassment between children in schools and colleges’ to offer guidance on dealing with sexual violence. If a report is made, the procedures in this policy should be followed. If the report is of sexual violence, the DSL must make an immediate risk assessment in collaboration with the LA.

KCSIE (2023) has expanded to incorporate guidance previously covered in the DfE’s Sexual violence and sexual harassment between children in schools and colleges advice. It also provides new information, emphasising:

- The importance of explaining to children that the law is in place to protect rather than criminalise them
- The importance of understanding intra-familial harms, and any necessary support for siblings following incidents
- The need for schools and colleges to be part of discussions with statutory safeguarding partners.

Please note, if a child discloses online abuse such as the sharing of nude images, it is important staff **DO NOT VIEW OR FORWARD THE IMAGES**.

The Hammond is a boarding school and as such has additional factors to consider with regard to safeguarding. The Hammond is more alert to the extra vulnerabilities of this setting, in relation to:

- Potential for inappropriate pupil or student relationships
- Potential for child-on-child abuse (particularly in a school where there are significantly more girls than boys)

The Hammond also ensures it complies with the National Minimum Standards in these areas.

Private Fostering

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Privately fostered children remain a diverse and potentially vulnerable group.

For information about fostering please see the document: *Children Act 1989: private fostering – Department for Education (2005)*. Statutory guidance for local authorities on safeguarding and promoting the welfare of privately fostered children.
www.gov.uk/private-fostering

Preventing Radicalisation:

‘Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm’: from Home Office document – *Prevent Strategy (2015)*.

Children are vulnerable to extremist ideology and radicalisation. Similar from protecting children from other forms of harm and abuse, protecting children from this risk is central to The Hammond’s safeguarding approach. The Hammond educates young people and staff through assemblies, briefings, form time activities, PSHE days and through other events.

The Hammond plays a crucial role in preventative education to prepare pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school’s code of conduct clearly states The Hammond’s commitment to zero tolerance, and this is underpinned by the behaviour policy and pastoral support system, as well as a planned programme of evidenced-based PSHE and RSHE curricula. The programmes of study are fully inclusive and developed to be age and stage of development appropriate (also taking into account needs of children with SEND and other vulnerabilities). The programme includes:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise abusive relationships, including coercive and controlling behaviour
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called ‘honour’ based violence such as forced marriage and female genital mutilation (FGM), and how to access support
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (**‘The Prevent Duty’**). Young people

can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

Staff at The Hammond must be aware of three strands of preventing radicalisation:

- **Extremism:** the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of difference faiths and beliefs. This also includes calling for the death of members of the armed forces;
- **Radicalisation:** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups;
- **Terrorism:** an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through different methods (such as social media and the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or deputies) making a Prevent referral.

Please also see the document '*How social media is used to encourage travel to Syria and Iraq briefing note for schools (2015)*' on the Government website:

[How social media is used to encourage travel to Syria and Iraq](#)

The Prevent Strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views.

The Hammond recognises that as with other forms of safeguarding strategies, early intervention is always preferable. The school is committed to working with other local partners, families and communities, and is prepared to play a key role in ensuring young people and their communities are safe from the threat of terrorism. However, parents should note that though the school will always try and consult with parents regarding concerns, the school DOES NOT require parental consent to make a referral.

The local authority Prevent link person for education is Vicki Thomason.

The Hammond also recognises that it has a duty of care to its children and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists might exploit. 'Prevent' can work with both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views. For on-line safety please also see Cyber Bullying in the Anti-Bullying Policy.

The Hammond is committed to:

- Establishing a single point of contact in terms of safeguarding;
- Training staff to recognise radicalisation and extremism – (whole school INSET with LSCB January 2016; staff briefings 2019, 2020, 2021, 2022);
- Embedding awareness strategies in the curriculum and to 'actively promoting' fundamental British values of democracy, the rule of law, mutual respect and tolerance of those with different faiths and beliefs (See also Spiritual and Moral Development Policy);
- Managing access to extremist material – ICT filters –updated April 16;
- Being confident about British Values;
- Prohibiting extremist speakers and events;
- Assessing risk of children being drawn into terrorism;
- Referring vulnerable people to Channel (see supporting documentation in the Safeguarding Audit file) and Children's Social Care;
- Assessing suitability of visiting speakers and teaching staff

The school recognises that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. The Hammond recognises that the behaviour of some young people may be challenging at times, and that some may cause offense and harm to others.

Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately (advice taken from 'The Prevent Duty', Department for Education, June 2015).

Please also see advice in 'The Prevent duty - Departmental advice for schools and childcare providers - June 2015'.

The Hammond also supports **Channel**, a voluntary and confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Youth Produced Sexual Imagery (Sexting)

New technologies inspire children to be creative, communicate and learn. However, while the internet is a great resource, it is important that children and young people are protected from the risks they may encounter.

Definition - Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.

Sexting may also be called:

- trading nudes;
- dirties;
- pic for pic.

What the Law says

Sexting can be seen as harmless but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend;
- share an explicit image or video of a child, even if it's shared between children of the same age;
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

However, as of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk. Find out more about [legislation on child abuse images](#). (Information taken from the NSPCC website).

If a young person tells you they've been involved with sexting, it's important to remain calm and be understanding. You must inform the DSL and you should: Try and find out:

- if it's an image, video or message;
- how the young person is feeling;
- how widely has the image been shared and with whom;
- if there were any adults involved;
- if it's on an organisational or personal device.

The [NPCC](#) (National Police Chiefs Council) recommends that safeguarding should be the main concern of any investigation into a sexting incident; and that we should avoid criminalising young people. If the images were not intended to cause harm and the young people involved have given consent, The Hammond may decide to handle the incident within school. You must record your conversations and the incident on CPOMS.

Reporting

Incidents should be reported to the police or referred to social care, if necessary. Please refer this to the DSL. A referral must be made if:

- there was adult involvement;
- there was any coercion or blackmail;
- the images were extreme or violent;
- the child involved had already been identified as vulnerable or was under 13;
- there is an immediate risk of harm.

The Hammond teaches children to be safe online in PSCHE lessons, Computing Lessons (digital literacy), specific assemblies, visits from external bodies such as the Police, and meetings in the boarding houses.

Please also see Cyber Bullying and the school's Mobile Devices Policy. For further information please access the UK Council for Internet Safety (UKCIS): [UKCIS](#)

Trafficking

Child trafficking is a very serious issue which can have a devastating and lasting impact on its victims. Children can be trafficked into, within and out of the UK. Please also see CSE advice above.

Department for Education advice and guidance on safeguarding children who may have been trafficked can be found at: www.gov.uk/trafficking -

Keeping Children Safe in Education (2022) – Annex B – contains important information about specific forms of abuse and safeguarding issues.

Procedures

Any member of staff suspecting that a child has been abused must inform the senior DSL **immediately** or, in their absence, one of the other designated members of staff - unless this person is the alleged abuser.

Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or young person may be LGBT is not in itself an inherent risk factor for harm. However, The Hammond recognises children who are LGBT can be targeted by other children. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. The Hammond ensures PSHE education includes LGBT education, and has identity and inclusion representatives as part of the The Hammond Parliament. The Hammond also headlines Chester Pride every summer.

Senior Designated Safeguarding Lead (DSL) – Jamie Morris

However, any member of staff may make a safeguarding referral to the local safeguarding partners (SCP). Contact information is contained within this document.

There should be no prior consultation with anyone. Act Immediately!

When a child makes a direct complaint, it is important to:

- **LISTEN** – repeat the child’s words to them to ensure you have understood.
- **STOP** – do not ask leading questions or interrogate except to clarify meaning. No suggestions or leading questions must be put to the child;
- **REASSURE** – tell the child that (s) he is not to blame;
- **BELIEVE** – tell the child that (s) he is believed;
- **AFFIRM** – give a positive response – “I am glad you’ve told me”; you’ve been brave”; “It was right to tell”;
- **EXPLAIN** to the child that you need to inform the senior DSL (or other designated person) about the allegations/concerns so that he/she can contact people whose job it is to keep children safe (viz. Social Services and the Police);
- **CONFIDENTIALITY** – do not promise confidentiality but explains that what has been said **must** be passed on to relevant people who can help;
- **RECORD** carefully what has been said by the child, and what you have said or observed. Keep any pictures drawn by a child and, if relevant, draw a diagram of physical injuries observed;
- **REPORT** – immediately to the School’s Senior DSL what has been said. Write a verbatim account as soon as possible after the conversation, using the child’s own words. This is signed and dated and a copy given to the DSL. If the DSL is not available, a deputy DSL should be told, and given the verbatim account;
- **EXAMINATION** – do not attempt to examine the child for injuries. If the child is anxious for these to be seen, then a colleague of the same sex as the child should be asked to be present as a witness, or assistance should be requested from a nurse. Should the member of staff discover illegal images of a child, the member of staff should not view or forward these images.

Information relating to individual case must be treated as strictly confidential and must be kept securely by the Senior DSL and separate from other records. The Hammond is aware that amongst other obligations the Data Protection Act of 2018 and the GDPR place duties on organisations to process personal information fairly and lawfully whilst holding this information safely and securely.

However, the Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Please see the Information Sharing section of this policy.

The Senior DSL must refer all cases to the LADO/ designated officer or team of officers without delay. The Senior DSL will take the advice of the Duty Social Worker or the LADO in the contacting of parents/guardians.

The Critical Incident Policy, known to staff and used in practice, is used for searching for and, if necessary, reporting any child missing from school (or boarding). A written record will be made of any incident of a child missing from school, the action taken, and any reasons given by the child for being missing. See Missing Child – Critical Incident Policy.

All staff must be aware that normal referral procedures are also available when there are concerns about children who may be at risk of being drawn into terrorism. Staff are encouraged to use the contacts stated in this report (as well as can be found on the Child Protection Notice), as well as 101 and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter.extremism@education.gov.uk.

When allegations are made

All allegations are to be reported straight away to the DSL or, in their absence, one of the other designated members of staff (unless this person is the alleged abuser. If the DSL is the alleged abused the member of staff should seek the Principal; if the Principal is the alleged abused the member of staff should seek the Chair of Directors). The DSL will refer such allegations directly to the LADO and will provide the name and contact information of the Child concerned within one working day. If, in the opinion of the Local Authority Child Protection Team Manager, an investigation is required, a Strategy Discussion will usually be arranged, in conjunction with the Police Child Protection Unit. In the case of serious harm, the police will be informed at the outset. Social Services will be responsible for setting up such a meeting, although this does not preclude them taking any urgent immediate action to protect the child. The Strategy Discussion will consider and advise the DSL as to whether/how the investigation will proceed.

The importance of record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing (The Hammond uses CPOMS for this). Information must be kept confidentially and stored securely. Record should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of POOR PRACTICE:

- Failing to act on and refer the early signs of abuse and neglect
- Poor record keeping
- Failing to listen to the voice of the child
- Failing to re-assess concerns when situations do not improve
- Not sharing information with the right people within and between agencies

- Sharing information too slowly
- Lack of challenge to those who appear not to be taking action

Allegation against the Principal

These must be made directly to the Chair of Directors, Mrs Kathy Cowell. The Chair will inform the LADO immediately (without informing the Principal) and proceed according to instructions received from social services.

Allegations against a member of staff or volunteer:

Allegations made against a member of staff or volunteer will be dealt with according to the process laid out in 'Keeping Children Safe in Education September 20223. Concerns should be referred directly to the Principal.

When an allegation has been made against a member of staff/volunteer the Principal will assess using the harm threshold. The next steps will either be processes detailed in the school's Low Level Concerns Policy or will be to contact the LADO immediately. If advised to do so by the LADO an investigation may be carried out. Staff who hear of an allegation against another member of staff, or rumours of the same, should immediately report this to the Principal. The Principal will obtain details of the allegation and then consults with the LADO, within 24 hours.

If an allegation is made against anyone working with children in a school, all unnecessary delays should be eradicated. The Hammond will not undertake its own investigation of allegations without prior consultation with the LADO or, in the most serious cases, the police, so as not to jeopardise statutory investigations. The Hammond will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place and will give weight to the views of the LADO. Records concerning allegations of abuse must be preserved for the term of the Independent inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer. The Hammond will make every effort to maintain confidentiality and guard against unwanted publicity, up until the point where the accused person is charged with an offence, or the TRA publish information.

The Hammond will report promptly to the DBS any person whose services are no longer used for regulated activity and the DBS referral criteria are met.

The Harm Test

Part of managing an allegation is to find out if that person would pose a risk of harm if they were to continue to work in regular or close contact to children. The Disclosure and Barring Service says that a person satisfies the Harm Test if they may harm a child or vulnerable adult. The Hammond updated the definition in line with KCSIE to include 'transferable risk'.

The 'harm test' should be used in all cases where it is alleged that a member of staff or a volunteer has behaved in a way that has harmed a child, possibly committed a

criminal offence against a child or behaved in a way that indicates this person may pose a threat to children. A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm and the school has a legal duty to refer this person to the DBS. [What-is-the-harm-test](#)

Support for Children

There may be some situations where a child requires additional support from one of more agencies but are not in any immediate danger. The DSL will contact the local Children's Social Care provider for support. This may lead to the use of local processes including Team around the Family (TAF) – under the Common Assessment Framework (CAF).

Children will also be offered support internally through the school's own pastoral support processes. Further information on options to seek an early help assessment or to seek a referral to statutory services are set out in Working Together to Safeguard Children.

If early help is appropriate, the DSL (or deputy) will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Making a Referral

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

The DSL should telephone the **Integrated Access and Referral Team** to discuss the allegation/concerns on – **0300 123 7047**.

The online tool Report Child Abuse to Your Local Council directs to the relevant local authority children's social care and contact number.

This team covers the whole Cheshire West area. The Emergency Duty Team can be contacted on 01244 977277. For enquiries they can be contacted via email at i-ART@cheshirewestandchester.gov.uk
Secure – i-ART@cheshirewestandchester.gcsx.gov.uk

A referral form is available on line at [Referral Form](#). However, if completing a referral online, it is also advisable to telephone the team. The DSL will also inform the Chair of Directors of what is occurring. Please note that anyone may also make a safeguarding referral.

All discussions should be recorded in writing. All relevant details recorded should be available, with the child's full name, date of birth, address, name of GP, parent details. The consultation with the social services may decide:

- **Point 1.** No further actions are needed;

- **Point 2.** The school will hold a strategy discussion which will lead to an in-school investigation. If a strategy discussion is needed the accused person should not be informed of the allegation until this has taken place;
- **Point 3.** There should be immediate involvement of the police or social care.

If the consideration is 1 above, and the LADO and the Senior DSL believe the allegation is without foundation then they:

- Will inform the Principal and Chair of Directors;
- The Principal will inform the member of staff that no further action needs to be taken.

There should be consideration whether counselling and/or informal professional advice to the member of staff is appropriate.

Then the Principal and Senior DSL will:

- Inform Chair of Directors, Mrs Kathy Cowell.
- Inform the parents of the child/children of the outcome and will consider appropriate counselling and support for the child/children.
- Prepare a report, setting out the conclusions and giving reasons why the allegation is without foundation. The Chair of Directors will be copied in.

If the consideration is point 2 above, and the allegation does not appear to be false or unfounded, and there is cause to suspect that a child is suffering (or is likely to suffer) significant harm, there should be an immediate strategy meeting during which the next steps are decided. These could include:

- Further investigation and the involvement of the police and social care;
- Suspension of the member of staff, or ensuring that the member of staff does not work in the vicinity of children until the investigation is concluded;
- Further enquiries to be made by the school;
- No further investigation being necessary

Investigation

There are two types of investigation:

- Local child protection procedures involving police and/or social services;
- The school's disciplinary procedures, which follow the County Procedures and Keeping Children Safe in Education 2022.

Internal-school investigations **must** be second to any child protection investigation and may need to be delayed until the external investigation is complete. Further guidance on timescales can be obtained from the LADO.

It is emphasised that suspensions should not be automatic. Alternative arrangements might be made so the individual can carry on working but not in the vicinity of the child making the allegation.

Suspension should be considered where:

- There is cause to suspect that a child or other children at the school are at risk of significant harm (see The Harm Test, DBS.gov.uk);
- The allegations warrant a police investigation;
- The allegation is so serious that it may be grounds for dismissal.

Note: Where a member of staff is suspended pending an investigation of a child protection nature, arrangements for alternative living accommodation, away from boarding children, should be made.

If the consideration is point 3 above, then the Senior DSL or Principal should make an urgent referral to the LADO and/or local child protection agencies. Early action at the school, to establish the nature of the allegation, must be undertaken in such a way as not to prejudice any subsequent action.

In all cases, the Principal will inform all relevant persons of the course of action. These include: the child (children), parent or member of staff making the allegation, the member of staff against whom the allegation is made; the school's Chair of Directors.

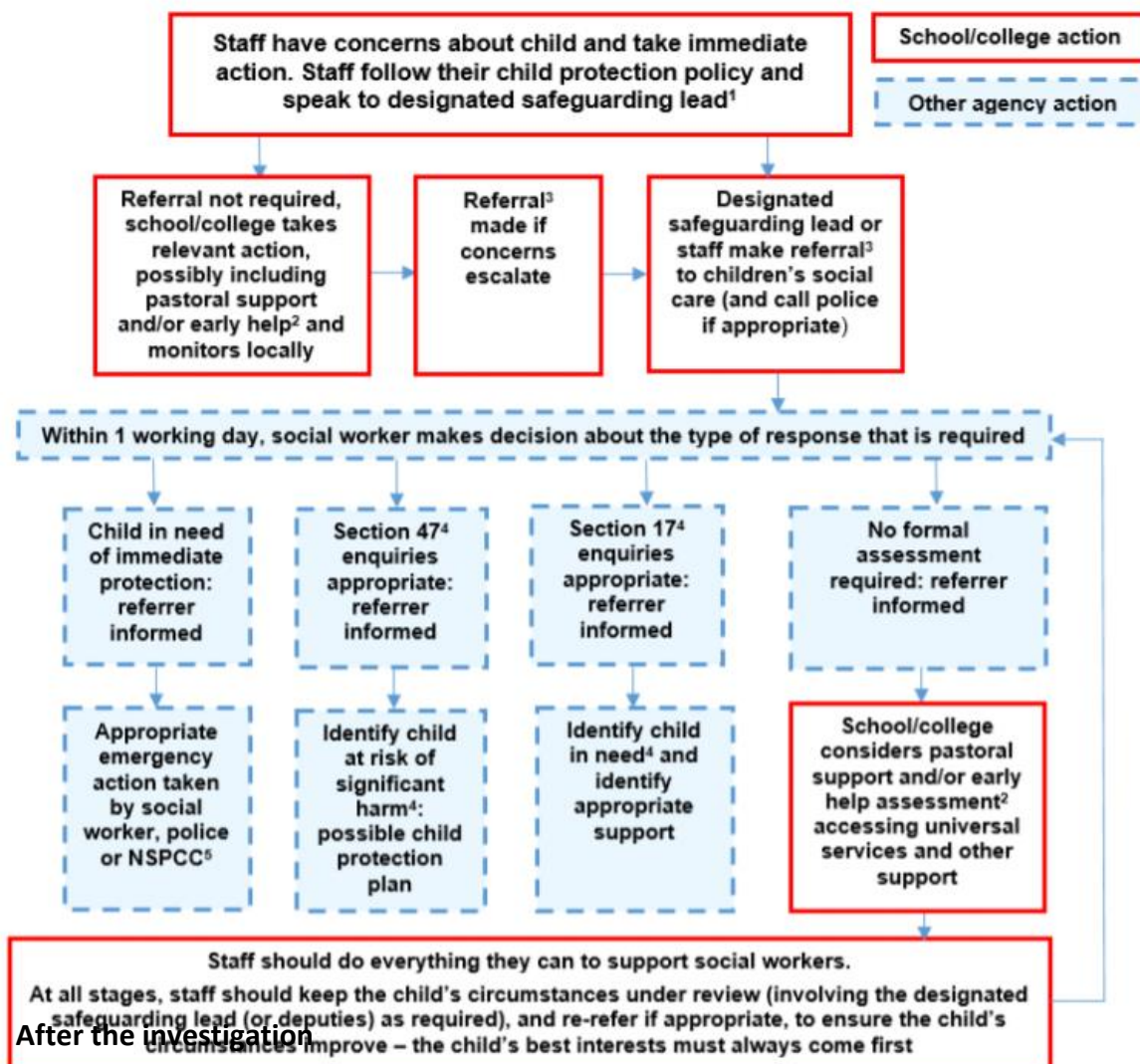
A written record of these factual matters must be made. Where the allegation is against the Principal, the Chair of Directors must be informed immediately and the LADO.

The school will make every effort to maintain confidentiality and guard against unwanted publicity.

Referral Flow Chart

Please see Keeping Children Safe in Education September 2023 for the Referral Flow Chart. A simple diagram is displayed below:

Actions where there are concerns about a child



A referral should be made by the school to the Disclosure and Barring Service where it finds conduct that was harmful or potentially harmful (The Harm Test) to the child and:

- The allegation is substantiated and the person is dismissed, or
- The person has stopped working for the school but would have been removed, had they not resigned or removed themselves.

A person who has been suspended and who is then allowed to return to work will need additional support during this transition. This might include a phased reintroduction and/or provision of a mentor and counselling support.

Where allegations have been found to be malicious, they should be removed from personnel records. Other allegations and how they were resolved should be kept in a

confidential personnel file and a copy provided. Where a Child is found to have made a malicious allegation, this might need to be addressed through the school's Behaviour Policy.

Emergency Action Plan

If a child discloses serious concern when due to go home (The Hammond is a boarding school), Social Services Department and nominated Director should be consulted as to what action is needed to protect the child.

Guardians / Carers

The school does not make recommendations of guardians/carers (for boarding) and it is the responsibility of the parents to find and place children with guardians or carers, if needed. However, all guardians and carers who care for boarding children, usually those from abroad, are expected to follow the same code and procedures as staff at school. Parents are advised by the school that it is good practice for them to ask any prospective guardians/ carers to obtain an enhanced DBS check before receiving their children into their care. In exceptional circumstances, should the school ever have to appoint a guardian/ carer then the person will be subject to the same recruitment checks as staff and their care of children will be monitored.

See also the 'Private Fostering' section of this document.

See also *Working Together to Safeguard Children (2020)* which can be located on the staff shared area. There are copies of this document in the Boarding Houses, the main Staff Room, and within the Safeguarding Audit folder.

The efficiency and correct application of this policy will be reviewed annually by the Director with Child Protection responsibility, Professor Anna Sutton, and the Senior DSL, who will report to The Board of Directors; so that the board can monitor and discuss the efficient and correct application of the Safeguarding Children Policy. The policy was last reviewed in December 2020.

In School Provision for listening to children and for early help

During circle time (boarding), tutor groups, PSHE lessons, specific assemblies and boarding meetings the following procedures should be discussed and staff need to ensure children understand them. Children must also be given the opportunity to add further ideas and these must be brought to staff meetings so that they can be included in policy. The procedures below should be copied and placed on notice boards through the school and boarding house.

For children - If you have a concern:

- If you have something important to talk to staff about.
- If you are worried about things that are happening to you.
- If you need help or if you need to know how to seek help:

If you are worried about confidentiality, tell the staff, they will understand. They may be concerned about your safety and may need to share this with others, but they would tell you first.

Who is available:

All the staff in house and school are there to listen and to help – they will try and do what they can. Choose someone you feel comfortable with to talk to about your concerns, for example:

- Your Teachers;
- Your Houseparent;
- Your Pastoral Leader;
- Your Form Tutor;
- Any member of staff you are comfortable with;
- The Hammond's Independent Listener (Darren Gerrish)

Senior children who have positions of responsibility will listen to you and they are briefed on appropriate action to take should they receive any allegations of abuse.

Outside School:

- Your parents
- Your local Health Centre
- If you are still unsure about talking to a member of staff you can phone **ChildLine on 0800 1111**. The call is free and will not show up on your phone bill. ChildLine will help you work out what to do next. Other help lines exist to listen to young people with specific problems and these can be found in your local telephone directory.

See also: Behaviour Management Policy; First Aid and Health and Safety Policy; What to do if you are worried about something; and Safe Touch Policy.

The Hammond operates a Managing Allegations Against Staff Policy which should be read in conjunction with the above.

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