



# Safeguarding Children and Young People in Education

## 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”**

*Working Together to Safeguard Children July 2018*

### **Reviewed and Revised**

Revised Oct 10, Reviewed Oct 2011, Revised June 12, August 12, October 12, November 2012, May 2013, November 2013, January 2014, August 2014, February 2015, March 2015, August 2015, October 2015, November 2015, December 2015, September 2016, October 2016, February 2017, **September 2017, March 2018, October 2018**, November 2018, **January 2019**

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## **1. Introduction**

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. The term 'Children' includes everyone under the age of 18. At all times the school acts in the best interests of the child. Please note that parental consent is not needed to make a referral if a child is felt to be at risk.

## **2. School Commitment**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. The Hammond staff are particularly important as they are in a position to identify concerns early and to provide help for children, and to prevent concerns from escalating; staff form part of the wider safeguarding system for children. This system is described in statutory guidance 'Working Together to Safeguard Children July 2018'. This Safeguarding Policy pays regard as it must to Keeping Children Safe in Education (KCSIE) September 2018. The school works with social care, the police, health services, the inspectorate and other services to promote the welfare of children and protect them from harm. If a member of staff has any concerns about a child's welfare they should act on them immediately using the school's procedures.

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.

Where there is a safeguarding concern the school 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 will always act in the best interests of the child.

Staff at school should be particularly alert to the potential for early help for a child who:-

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

### 3. Making a Referral

Full details of making a referral can be found on **Page 35 and 36** of this document. Please find below relevant contact information. The Hammond will follow local safeguarding procedures. For details on what to expect please see Part Four of Keeping Children Safe in Education 2018.

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

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](mailto:i-ART@cheshirewestandchester.gov.uk)  
Secure – [i-ART@cheshirewestandchester.gcsx.gov.uk](mailto:i-ART@cheshirewestandchester.gcsx.gov.uk)

A referral form is available on line at <https://online.cheshirewestandchester.gov.uk/ChildSocialCareReferralForm/>  
However, if completing a referral online, it is also advisable to telephone the team. The DSL, Jennifer Roscoe, Principal, will also inform the chair of directors of what is occurring. Please note that anyone may also make a safeguarding referral.

Other useful contacts are:-

- **Local Area Designated Officer** – Name: **Paul Jenkins** (from January 2018), 4 Civic Way, Ellesmere Port, Cheshire, CH65 0BE, 0151 356 6682 – Information and a referral form are available at <http://cheshirewestlscb.org.uk/policy-and-practice/allegations-management-lado/> or email [safeguardinglado@cheshirewestandchester.gcsx.gov.uk](mailto:safeguardinglado@cheshirewestandchester.gcsx.gov.uk)  
Or contact Business Support on 0151 2566550
- **Kerry Gray** – Safeguarding Children in Education Officer – Safeguarding and Quality Assurance Unit – West Cheshire and Chester Council – 0151 3566549 Mobile: 07789 484743 (Office – 0151 3566843) [Kerry.gray@cheshirewestandchester.gov.uk](mailto:Kerry.gray@cheshirewestandchester.gov.uk)
- **Vicki Thomason** – Safeguarding Children in Education Officer and Prevent Link Officer – Safeguarding and Quality Assurance Unit – West Cheshire and Chester Council -0151 337 6329 Mobile: 07785 542018 [Victoria.thomason@cheshirewestandchester.gov.uk](mailto:Victoria.thomason@cheshirewestandchester.gov.uk)
- **Pam Beach** – Safeguarding Children in Education Officer – Safeguarding and Quality Assurance Unit – West Cheshire and Chester Council 0151 356 6566 Mobile: 07917 587559 [SCIE@cheshirewestandchester.gov.uk](mailto:SCIE@cheshirewestandchester.gov.uk)
- **Jeanette Cain** - Manager SCIE Service Cheshire West and Chester - 01244 976778
- **Lesley Price** – 01606 365986 Cheshire Constabulary Prevent Lead
- Safeguarding and Quality Assurance Unit – West Cheshire and Chester Council - Office – 0151 356 6843
- The CME Student Tracking Officer - Cheshire West and Chester Council is Sue Humphries - [Sue.humphries@cheshirewestandchester.gov.uk](mailto:Sue.humphries@cheshirewestandchester.gov.uk).
- Non-Emergency Prevent Advice for Staff and Directors – 0207 3407264 – [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk).
- National Domestic Violence Helpline – 0808 2000247
- NSPCC Child Protection Helpline – 0808 8005000

- Childline – 0800 1111
- Cheshire Police (non-emergency number) 101
- Safer Schools Officer Cheshire Policy - [Elizabeth.Stanton@cheshire.pnn.police.uk](mailto:Elizabeth.Stanton@cheshire.pnn.police.uk) - 01606 364565
- [www.ceop.police.uk](http://www.ceop.police.uk) – 0870 000 3344
- [www.stopitnow.org.uk](http://www.stopitnow.org.uk) – 0808 1000 900
- Local Safeguarding Children Board – 0151 3566494
- Female Genital Mutilation helpline [0800 028 3550](tel:08000283550)
- Forced Marriage Unit - Telephone: +44 (0) 20 7008 0151 - Email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

Further guidance can be found in the document Working Together to Safeguard Children July 2018.

#### **4. Aims of this policy**

- To ensure that Students live and work in a safe environment where they are respected and listened to by adults.
- To protect all Students from all forms of abuse.
- To enable Students to feel confident in all situations.
- To enable Students to approach 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 child abuse matters and are sensitive to the signs of children who are in distress or under stress of some kind.
- To ensure all staff are trained at intervals and at levels appropriate to their roles, including those in senior roles.
- To keep staff informed about changes in relevant legislation so that they can maintain good professional standards.
- To ensure staff follow school procedures.
- To be aware that children are particularly vulnerable in a residential boarding settings and to be alert to Student relationships and the potential for peer abuse.
- To be aware that students with special educational needs are particularly vulnerable to abuse.
- To be aware that students with mental health issues can be particularly vulnerable to abuse. The Hammond has two school counsellors whom students can access for support if felt necessary. The Hammond also has contact with the local Children and Adolescent Mental Health Services Team (CAMHS). (See also page 27).
- To be aware that children who are looked after, or have been previously looked after remain vulnerable. Local authorities have responsibility to keep in touch with and assess the needs of any care leavers. The DSL should liaise with the personal advisor of the care leaver to support this process.
- To ensure all staff members are aware of systems within school which support safeguarding (a process included as part of staff induction). This includes this policy, the Employee Handbook including staff responsibilities (code of conduct), Keeping Children Safe in Education Part One and Annex A, and the role of the designated safeguarding

lead. However, it is important to note that any member of staff may make a referral.

- To ensure that Students 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 schools pastoral system students are encouraged to seek support as needed from their Form Tutor, Subject Teachers and Head of Year. Student planners contain the document 'What to do if you are worried about something'. The school also provides an Independent Listener.
- To actively promote fundamental British values as referenced in the Independent Schools' Inspectorate Handbook, September 2018, part 2, paragraph 5A and 5B, and the Department for Education advice – 'Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Students' November 2013 and November 2014. See also the school's PSCH 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 students the skills to keep themselves safe. The school aims to do this through Computing, PSCH and RS lessons, external speakers and Assemblies. E-Safety and the impact of having a 'digital footprint' is taught to all students in KS3 and through PSCH lessons for KS4.

The Hammond's policy, including for the Early Years Foundation Stage (EYFS), is in accordance with locally agreed inter-agency procedures and applies to all children educated at The Hammond. The Senior Designated Lead for safeguarding will work with others, in line with the government issued documents 'Working Together to Safeguard Children July 2018' and 'Keeping Children Safe in Education September 2018'.

In the EYFS setting (preparatory school) please refer to the policy on the use of mobile phones and digital cameras. In the EYFS setting (unregistered) the person responsible for safeguarding is the Deputy Head of the Preparatory School, Mrs Denise Bates. The Headteacher, Mrs Deborah Speakman, has also received Advanced Safeguarding training.

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 copy of the full staff handbook, including supply staff: this handbook incorporates discipline and child protection procedures. The Hammond operates safe 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 2018 (especially standards 11 and 14).

In all child protection cases, including those of suspected child abuse, the child's welfare and interest is paramount, taking precedence over all other considerations and, in all cases, the DSL (designated safeguarding lead) will

refer to the LADO (local authority designated officer) immediately, 4 Civic Way, Ellesmere Port, Cheshire, CH65 0BE, Telephone Number: 0151 356 6682, and act upon their advice and keep a record of all such conversations and telephone calls. See pages 5, 6, 35 and 36 for contact information for the i-ART team for Cheshire West and Chester.

## **5. Roles and Responsibilities**

**All** staff have a responsibility for the safety of all the Students within the school. 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 Part One of Keeping Children Safe in Education, September 2018 (including Annex A), which can be located on the T Drive under Staff Resources/INSET Folder 2018.

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 Keeping Children Safe in Education 2018 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.

## **6. The Senior Designated Safeguarding Lead (DSL)**

The Principal, Jennifer Roscoe, is the senior designated safeguarding lead. She is the contact point for **all** staff on any safeguarding children issue. For the boarding houses, Mrs Adele Lawn, Assistant Principal Boarding, is the designated safeguarding lead. Mrs Adele Lawn is a designated deputy to the Senior DSL in 'emergency' situations. For post-16 students, Mrs Claire Wheeler is the Director of Student Support and she has received advanced safeguarding training, as have Miss Roscoe and Mrs Lawn. The DSL for the Preparatory School is Mrs Denise Bates, Deputy Head teacher of the Preparatory School.

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

The designated safeguarding staff (the Principal, the Preparatory School's Deputy Head, the Assistant Principal Boarding, and the Director of Student Support) undertake biennial inter-agency safeguarding training in line with local authority guidance. All the above staff can be contacted through the main school switchboard on 01244 305350.

### **Dates of most recent training:**

#### **Senior Designated Safeguarding Lead (DSL) – Principal, Jennifer Roscoe**

- Advanced Safeguarding Training - March 2018
- Safer Recruitment Training - 3<sup>rd</sup> December 2018

### **Deputy Designated Safeguarding Lead (DSL) - Adele Lawn**

#### **Assistant Principal Boarding**

- Advanced Safeguarding Training September 2012 and February 2015, January 2017.
- Prevent training – Local Safeguarding Children’s Board Ellesmere Port May 2015.

### **Preparatory School Safeguarding Lead (DSL) - Denise Bates**

- Advanced Safeguarding Training - February 2012, November 2015 and March 2018.

### **HR - Mrs Sian Fletcher**

- Advanced Safeguarding Training March 2013, November 2015.
- Safer Recruitment Training in her role as Personnel Officer for the School – November 2012 and December 2017.

### **Director of Student Support - Mrs Claire Wheeler**

- Advanced Safeguarding Training March 2018.

### **Other staff who have received training including Advanced Safeguarding training:-**

- Vice-Principal Artistic - Mr Kevin Williams-(Sept 2015 & March 2018).
- Assistant Principal - Mrs Anna Thomas - March 2013, November 2015, March 2018.
- Assistant Principal Artistic– Mrs Janet Starmer – March 2018
- Director of Drama – Mrs Mandy Hatfield - March 2018
- Deputy Head of Boarding – Miss Laura Wasowicz - March 2018
- Head of Preparatory Department – Mrs Deborah Speakman - January 2017.

All Hammond staff undertake Safeguarding training; this is updated every three years (undertaken September 2012, September 2015, and most recently April 2018) to be renewed before April 2021. All staff are provided with KCSIE Part One and Annex A when they join the school and all staff are re-issued with the updated Part One 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 and code of conduct for staff and students, information about Children Missing in Education (CME), and the role of the DSL.

### **Duties & Responsibilities of Senior DSL – Jennifer Roscoe, Principal**

- 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 preparatory school keep an Incident Book in the Garden House office which is reviewed on a regular basis by prep school staff, and as appropriate by the Leadership Management Team, through pastoral meetings.
- To liaise with other agencies concerning individual cases of actual or suspected child abuse
- To ensure appropriate training, development and support for both teaching and non-teaching staff at least every three years. Training was undertaken by staff in January and September 2012, September 2015 and April 2018. A record of completed safeguarding training is kept by Sian Fletcher.

- 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. 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, December 2018).

## **7. Duties and Responsibilities of the Board of Directors in relation to Safeguarding**

It is the prime responsibility of The Hammond's Board of Directors, as part of their corporate role, to review annually the school's Safeguarding Policy and keep a detailed record of this annual review in the minutes of the board meetings (Safeguarding Audit – see separate file).

There is a nominated Director, **Professor Anna Sutton, Deputy Vice-Chancellor of University of Chester and Provost, of University centre Shrewsbury**, who has responsibility, alongside the Senior DSL (Jennifer Roscoe) to monitor the efficiency of policy implementation and guide policy and practice at least annually, and report findings to the governing body, 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 and 2018 (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.

## **8. Monitoring**

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

## 9. Code of Good Practice for all Staff

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

- 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.
- 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 and September 2018.
- Where possible staff should avoid being alone with a child or young person. 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 Student/student on the current student body (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 Principal or another 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 Student 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 are welcome to visit the boarding houses to meet with students, but staff must make arrangements with boarding colleagues in advance. Staff have **no right of access** to the students' accommodation (bedrooms).
- The school operates a **Public Interest Disclosure (whistleblowing) Policy** for staff which can be located in the Employee Handbook.

## **10. Visitors in School**

All visitors in school are required to pay regard to this policy – see Visitors in School – Information Sign – which is displayed in reception. Any visiting speakers/industry professionals delivering workshops in school, as far as is practicable, are checked for suitability prior to being invited in by the person booking them. (Please also see Visitors in School Policy and Staff Recruitment, Selection and Disclosure Policy.)

## **11. Confidentiality Policy (for staff)**

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, or if there are implications regarding a member of staff's conduct, the person approached is obliged, in terms of the child protection procedures, to pass that information on to the Senior DSL immediately.
- The Senior DSL will immediately share the information with the appropriate authorities. In these circumstances, the DSL 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 student transfer from The Hammond to another school/college.

Students must also feel able to share concerns with staff. Problems may arise when a student 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.

## **12. 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.

## **13. Children on the Child Protection Register**

The Social Services Department must inform the school when a child's name is placed on, or removed from, the Child Protection Register. The school must pass this information on immediately to the new school, if a child transfers from The Hammond. School staff will monitor Students whose names are on the Child Protection Register and they must be alert to any signs, which suggest deterioration in circumstances.

#### **14. Safer Recruitment**

All staff appointed to The Hammond school will receive induction training and a copy of the School Policy along with a copy of Keeping Children Safe in Education (September 2018) Part One and Annex A 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 central register of staff.

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.**

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.

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

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.

**(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 (June 2016). This includes disqualification by association.

#### **15. 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.

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 with Students 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, the Deputy Head Teacher of the Preparatory School, Mrs Denise Bates, Mrs Jo Sykes, Vice-Chair of Directors, Mrs Debbie Silcock, Director and Mrs Sian Fletcher, Finance and Administration Department.

Staff must also refer to guidance referred to in Keeping Children Safe in Education September 2018 – 'What to do if you're worried a child is being abused'. (Keeping Children Safe in Education September 2018 was issued to all staff [Part One and Annex A] in September 2016, September 2017 and September 2018 as part of the INSET pack and is available for reference on the staff shared area (T Drive).

## **16. Staff Referral**

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

### **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 <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#how-to-make-a-referral>

DBS Customer Services Telephone Number: 03000 200 190 and Email: - [customerservices@dbs.gsi.gov.uk](mailto:customerservices@dbs.gsi.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](mailto:misconduct.teacher@education.gov.uk). Postal address: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH

### **17. Staff / Student Conduct**

It is unnecessary and unrealistic to suggest that teachers should touch Students only in an emergency. However, teachers should bear in mind that perfectly innocent actions may be misconstrued. They should never touch Students 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.

Staff must also be made aware of the need to protect themselves when in a one to-one situation with Students. Strategies such as talking across a desk, having an open door, being in a room with a glass door may be appropriate. Staff should not invite students back to their own homes. Where groups of students 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).

### **18. Social Networking Sites**

Staff should **not** have any current student as their 'friend' on any of the social networking sites such as Facebook or Twitter. Staff should contact students using their school email address only, and only for academic or vocational purposes.

### **19. 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 student 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.

### **When**

- 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 September 2018 and Working Together to Safeguard Children July 2018.

A flow chart can be located on the document below, on the Department for Education website, in order to help the school make a decision on whether to share information.

If you are sharing information with a council or LCSB 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.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers- July 2018.

## 20. Types of abuse and neglect (pages 17-31)

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 2018 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 Designated Safeguarding Lead 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 (Munchausen's Syndrome by proxy), illness in a child.

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.

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 September 2018.

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'.

The UK Council for Child Internet Safety (UKCCIS) 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.'

The school teaches students how to be safe on line via Computing Lessons in KS3 and PSCHE lessons in KS4.

Definitions taken from 'Preventing and Tackling Bullying July 2017' and the NSPCC website [www.nspcc.org.uk](http://www.nspcc.org.uk).

Please also see Anti-Bullying and Mobile Devices Policy.

### **Children Missing in Education**

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 student 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. The Hammond follows the 'Children Missing in Education September 2016' 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 Student Tracking Officer for Cheshire

West and Chester Council is Sue Humphries.  
[Sue.humphries@cheshirewestandchester.gov.uk](mailto:Sue.humphries@cheshirewestandchester.gov.uk).

### **Child Sexual Exploitation (CSE)**

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.

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.

**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 LCSB (located in the Safeguarding Audit File).

### **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  
<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>.

For information and guidance please refer to the document on the government website - **Statutory guidance on children who run away or go missing from home or care -January 2014.**

### **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**

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

For further information and guidance please access

<https://www.gov.uk/guidance/domestic-violence-and-abuse>.

### **Drugs**

Please also refer to the school's Drug and Alcohol Misuse Policy. To support Students affected by their own or other's drug misuse. These Students 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**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug\\_advice\\_for\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf).

### **Fabricated or Induced Illness**

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**  
**2018.**

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

### **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.**

### **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 duty to report any concerns regarding FGM. 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 2018 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.

### **Forced Marriage Unit**

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 Forced Marriage Unit 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 [fmufco.gov.uk](mailto:fmufco.gov.uk).**

### **Taken from the Multi-agency guidelines issued by the FMU:-**

Staff may become aware of a student 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 students' symptoms can be exacerbated in the periods leading up to the holiday season. Staff may wish to be particularly vigilant in that period.

Students may present with a sudden decline in their performance, aspirations or motivation. Some female students 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 student 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 students 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 students do at weekends with their friends.

Some students 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 student is out of the country. In some cases, the student may have been locked in a room of the house and not allowed to communicate with anyone outside.

Other students 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 students, 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 students 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 students 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 student and their parents about whether the student will be allowed to continue their education. Sometimes there may be family disputes over whether the student 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 student’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: +44 (0) 20 7008 0151
- Email: [fmufco.gov.uk](mailto:fmufco.gov.uk)
- Email for outreach work: [fmuoutreach@fco.gov.uk](mailto:fmuoutreach@fco.gov.uk)
- Facebook: [Forced Marriage page](#)
- Twitter: [@FMUnit](#)

Media enquiries: +44 (0) 20 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.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf).

## **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: - <https://www.gov.uk/government/policies/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 designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to 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 designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

## **So-called 'honour-based' violence (HBV)**

So-called 'honour-based' violence (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 designated safeguarding lead (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.

For further information and guidance please access the document:-

### **Mental health and behaviour in schools - Departmental advice for school staff - March 2016**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508847/Mental\\_Health\\_and\\_Behaviour\\_-\\_advice\\_for\\_Schools\\_160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

and the NSPCC Website -

<https://www.nspcc.org.uk/services-and-resources/research-and-resources/2017/mental-health-services-for-children-who-experienced-abuse-neglect/>

## **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 the document:-

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/117793/missing-persons-strategy.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/117793/missing-persons-strategy.pdf)

## **Peer on Peer Abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

## **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 July 2005.  
Statutory guidance for local authorities on safeguarding and promoting the  
welfare of privately fostered children.

<https://www.gov.uk/government/publications/children-act-1989-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 2011.

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.

Please also see the document ‘HOW SOCIAL MEDIA IS USED TO ENCOURAGE TRAVEL TO SYRIA AND IRAQ BRIEFING NOTE FOR SCHOOLS’ on the Government website.

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 (see pages 33 and 34 for contact information).

The Hammond also recognises that it has a duty of care to its Students 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).
- Embedding awareness strategies in the curriculum and to ‘actively promoting’ fundamental British values. (See also Spiritual and Morale 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 students 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 (see page 8).

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.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing 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. 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’.

### **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.

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 [National Police Chief's Council \(NPCC\) recommends](#) that safeguarding should be the main concern of any investigation into a sexting incident; and that we should avoid criminalizing 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.

**Reporting** – Incidents should be reported to the police or referred to social care, if necessary. Please refer this to the DSL.

A referral should 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 students to be safe online in PSCHE lessons, Computing Lessons (digital literacy), specific assemblies, visits from external bodies such as the Policy, 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 Child Internet Safety (UKCCIS):-

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

## **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 can be found at:-

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/177033/DFE-00084-2011.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf) - **Safeguarding children who may have been trafficked**

**Keeping Children Safe in Education – Annex A – contains important information about specific forms of abuse and safeguarding issues.**

## 21. PROCEDURES

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

**Senior Designated Safeguarding Lead (DSL) – Principal Jennifer Roscoe**  
**Deputy Designated Safeguarding Lead (DSL) - Adele Lawn**  
**Preparatory School Safeguarding Lead (DSL) - Denise Bates**

However, any member of staff may make a safeguarding referral to the LCSB. Contact information is contained within this document (pages 4 and 5, and pages 35 and 36).

***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 Designated Safeguarding Lead (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, the deputy principal or other 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.

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 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 Student (or boarder) missing from school. A written record will be made of any incident of a Student missing from school, the action taken, and any reasons given by the Student for being missing -(see missing Student – Critical Incident Policy).

### **When allegations are made**

All allegations are to be reported straight away to the Principal (DSL) or, in her absence, one of the other designated members of staff (unless this person is the alleged abuser). The Principal will refer such allegations directly to the LADO and will provide the name and contact information of the Student 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.

### **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.

### **Peer on Peer Abuse - Allegations**

This will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, anti-bullying, and not dismissed as 'banter' or 'part of growing up'. The school recognises that gender can play a part in peer on peer abuse with girls more likely to be the victim and boys the perpetrators.

These issues will be part of PSCH lessons, assemblies and discussions. Victims will be supported through the schools pastoral system. Please also see page 33 of this document – Support for Students.

As above (when allegations are made) all allegations are to be reported to the Principal (DSL) or, in her absence, one of the other designated members of staff). The Principal will refer such allegations directly to the LADO and will provide name(s) and contact information. In the event of disclosures about Student on Student 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 peer on peer 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. Part 5 of Keeping Children Safe in Education September 2018 gives guidance on how to deal specifically with this type of abuse.

#### **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 2018 – Part 4'. Concerns should be referred to the DSL or the Principal.

When an allegation has been made against a member of staff/volunteer the DSL will 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 Senior DSL. The Senior DSL will obtain details of the allegation and then consults with the LADO, within 24 hours.

#### **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 '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.

<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#what-is-the-harm-test>

#### **Support for Students**

There may be some situations where a Student requires additional support from one of more agencies but are not in any immediate danger. The principal 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).

Students 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 July 2018. See particularly sections 16, 17 and 47.

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.

## 22. Making a Referral

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

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](mailto:i-ART@cheshirewestandchester.gov.uk)  
Secure – [i-ART@cheshirewestandchester.gcsx.gov.uk](mailto:i-ART@cheshirewestandchester.gcsx.gov.uk)

A referral form is available on line at <https://online.cheshirewestandchester.gov.uk/ChildSocialCareReferralForm/>  
However, if completing a referral online, it is also advisable to telephone the team. The DSL, Jennifer Roscoe, Principal, will also inform the chair of directors of what is occurring. Please note that anyone may also make a safeguarding referral.

Other useful contacts are:-

- **Local Area Designated Officer** – Name: **Paul Jenkins** (from January 2018), 4 Civic Way, Ellesmere Port, Cheshire, CH65 0BE, 0151 356 6682 – Information and a referral form are available at <http://cheshirewestlscb.org.uk/policy-and-practice/allegations-management-lado/> or email [safeguardinglado@cheshirewestandchester.gcsx.gov.uk](mailto:safeguardinglado@cheshirewestandchester.gcsx.gov.uk)  
Or contact Business Support on 0151 2566550
- **Kerry Gray** – Safeguarding Children in Education Officer – Safeguarding and Quality Assurance Unit – West Cheshire and Chester Council – 0151 3566549 Mobile: 07789 484743 (Office – 0151 3566843) [Kerry.gray@cheshirewestandchester.gov.uk](mailto:Kerry.gray@cheshirewestandchester.gov.uk)
- **Vicki Thomason** – Safeguarding Children in Education Officer and Prevent Link Officer – Safeguarding and Quality Assurance Unit – West Cheshire and Chester Council -0151 337 6329 Mobile: 07785 542018 [Victoria.thomason@cheshirewestandchester.gov.uk](mailto:Victoria.thomason@cheshirewestandchester.gov.uk)
- **Pam Beach** – Safeguarding Children in Education Officer – Safeguarding and Quality Assurance Unit – West Cheshire and Chester Council 0151 356 6566 Mobile: 07917 587559 [SCIE@cheshirewestandchester.gov.uk](mailto:SCIE@cheshirewestandchester.gov.uk)
- **Jeanette Cain** - Manager SCIE Service Cheshire West and Chester - 01244 976778
- **Lesley Price** – 01606 365986 Cheshire Constabulary Prevent Lead
- Safeguarding and Quality Assurance Unit – West Cheshire and Chester Council - Office – 0151 356 6843
- The CME Student Tracking Officer - Cheshire West and Chester Council is Sue Humphries - [Sue.humphries@cheshirewestandchester.gov.uk](mailto:Sue.humphries@cheshirewestandchester.gov.uk).
- Non-Emergency Prevent Advice for Staff and Directors – 0207 3407264 – [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk).

- National Domestic Violence Helpline – 0808 2000247
- NSPCC Child Protection Helpline – 0808 8005000
- Childline – 0800 1111
- Cheshire Police (non-emergency number) 101
- Safer Schools Officer Cheshire Policy - [Elizabeth.Stanton@cheshire.pnn.police.uk](mailto:Elizabeth.Stanton@cheshire.pnn.police.uk) - 01606 364565
- [www.ceop.police.uk](http://www.ceop.police.uk) – 0870 000 3344
- [www.stopitnow.org.uk](http://www.stopitnow.org.uk) – 0808 1000 900
- Local Safeguarding Children Board – 0151 3566494
- Female Genital Mutilation helpline **0800 028 3550**
- Forced Marriage Unit - Telephone: +44 (0) 20 7008 0151 - Email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

**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 (s) he:

- 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 Senior DSL will:

- Inform Chairman 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 Chairman 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 student 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 Students 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 2018.

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 Student making the allegation.

**Suspension** should be considered where:

- There is cause to suspect that a Student or other Students 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 / Principal should make an urgent referral to the LADO / 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.

## **23. Referral Flow Chart**

Please see page 13 of Keeping Children Safe in Education September 2018 for the Referral Flow Chart.

## **After the investigation**

A referral should be made by the school to the Disclosure and Barring Service (see Staff Referral – page 14 of this document ) 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 Student 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 students, 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 Students will be monitored.

See also Private Fostering on page 27 of this document.

See also ***“Working together to safeguard children July 2018”*** which can be located on the staff shared area (T Drive). 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. The policy was reviewed as follows: December 2013, February 2015, October 2016, October 2017, and December 2018), 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.

#### **24. Students**

During circle time (boarding), tutor groups, PSCHE lessons, specific assemblies and boarding meetings the following procedures should be discussed and staff need to ensure Students understand them. Students 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 Student notice boards through the school and boarding house.

## **For Students;**

### **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 Form / Class Teacher,
- Your house master/mistress
- Your year Principal
- Your tutor
- Any member of staff you are comfortable with.

Senior Students 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.

## Appendix One

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### **THE HAMMOND – Safe Guarding Children Protection Record Reporting Form – CONFIDENTIAL**

Revised Oct 10, Reviewed Oct 11, Revised June 12, Aug 12, Oct 12, May 13,  
January 2014, August 2014, February 2015, August 2015, October 2015, November 2015,  
December 2015, September 2016, October 2016, February 2017, September 2017, March  
2018, October 2018, November 2018, **January 2019**

#### **Every Child Matters:**

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing.

***Helping Every Child to Achieve More***

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**Name of Child:**

**Date of Birth:**

**Event/Concern:**

**Action Taken:**

**Member of Staff:**

**Date:**

**Designated Safeguarding Lead:**

## Appendix Two

### THE HAMMOND – Safe Guarding Children Protection Record – Confidential

Revised Oct 10, Reviewed Oct 11, Revised June 12, Aug 12, Oct 12, Nov 2012, May 13,  
January 2014, August 2014, February 2015, August 2015, October 2015, November 2015,  
December 2015, September 2016, October 2016, February 2017, September 2017, March  
2018, October 2018, November 2018, **January 2019**

#### Every Child Matters:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing.

**Helping Every Child to Achieve More**

**Diary Notes** - *Contemporaneous notes are more valid than those made at a later date. Where possible, notes should be made at the time, dated and signed. Drawings or sketches add to the validity of the records.*

**Name of Child:**

**Date of Birth:**

**Nature of Concern:**

Date	Notes	Any action taken

**Member of Staff:**

**Designated Safeguarding Lead:**

**Date:**

## Appendix Three

### THE HAMMOND – Safe Guarding Children Template for Recording Low Level Concerns

Revised Oct 10, Aug 12, October 2012, November 2013, February 2015, August 2015, October 2015, November 2015, December 2015, September 2016, October 2016, February 2017, September 2017, March 2018, October 2018, November 2018, **January 2019**

#### Every Child Matters:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing.

**Helping Every Child to Achieve More**

A concern is when the care of a child is less than may be expected from a reasonable parent, or when a child's behaviour indicates they may not be receiving an adequate level of care but this does not amount to an allegation disclosure or child abuse concern.

Childs First Name:	Surname/s:	DOB
Parent's First name if known:	Surname/s:	DOB
Are there other children in the family? If yes, please give details.		
Address:		
Nature of concern or incident:		
Where it took place:		
When it took place:		
Who saw and reported it?		
Opinion about concern or incident:		
Who else informed	Further Action	
NB you must inform the relevant social worker if child has a CP plan or is an open CSCS case.		
Date form passed to DSL:		
Name:	Position/Agency	
Date:	Signed	