



Stormont School

7a SAFEGUARDING CHILDREN (CHILD PROTECTION) POLICY

This policy applies to all children in the school from the EYFS (Reception) to Year 6

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**This policy is reviewed in full by the Board of Governors no less than annually.
Last reviewed and agreed by the Board of Governors in January 2021.
A copy of this latest policy has been circulated to governors and is due for review by the
Board of Governors in September 2021.**

**The policy will be published on the website for current and prospective parents, governors,
volunteers and staff.**

Hard copies are available from the School Office.

POLICY FOR SAFEGUARDING CHILDREN (CHILD PROTECTION)

This policy covers all pupils in the school, including those in the EYFS

Important contact information:

The Designated Safeguarding Lead (DSL) in this school is:

Miss Alexis Sobell (Deputy Head Teacher)

Telephone: 01707 654037

Email: asobell@stormontschool.org

The Deputy DSLs in this school are:

Miss Clare Stephens (Head of Learning Support; also responsible for Looked After Children)

Email: cstephens@stormontschool.org

Mrs Anne Curley (Head of Pre-Prep; also responsible for EYFS)

Email: acurley@stormontschool.org

Miss Louise Martin (Head)

Email: lmartin@stormontschool.org

Stormont School, The Causeway Potters Bar, Hertfordshire EN6 5HA

Telephone: 01707 654037

During term time the Designated Safeguarding Lead and/or the deputy will always be available (during school hours) for staff in Stormont to discuss any safeguarding concerns. Individual arrangements for out of hours/out of term activities: staff should contact the DSL (or if she is not available a Deputy) by telephone (home or mobile). All staff are given out of hours contact numbers for the DSL, the DDSLs and other members of the SLT. If they need to speak to someone and are not able to contact the DSL or DDSLs, they should contact Children's Services (see below).

The **nominated Governor** for Child Protection issues is: **DR ALISON RITCHIE**

Hertfordshire CPSLO consultation team are available for professionals to give advice on all queries when a child does not meet the threshold for a referral. They can be contacted during term time and school holidays (Monday-Thursday 9.00am-5.30pm, Friday 9.00am-4.00pm) on **01438 737511**.

The **Hertfordshire Targeted Advice Service** can also advise on all queries when a child is not at immediate risk of significant harm. **Call them direct if you are not sure whether the concerns meet the threshold for safeguarding on 01438 737511.**

Hertfordshire MASH team can be contacted on **0300 123 4043** to make a referral; you can use this number after 5.30pm and at weekends as well as during the school day.

Barnet MASH team can be contacted on **020 8359 4066** to make a referral; you can use this number Monday-Thursday 9.00am-5.15pm and Friday 9.00am-5.00pm. Outside these hours concerns about children who need an immediate response should be reported to the **Emergency Duty Team** on **020 8359 2000**.

PREVENT

Where risks of vulnerability to being drawn into terrorism are suspected or confirmed, the member of staff should make a referral to the PREVENT team at prevent@herts.pnn.police.uk, using the referral form that is attached. See the **Channel Referral Form** at Appendix D, and the contact details below.

Anti-terrorist Hotline: 0800 789321

Police 999; Local police force: 101 (the non-emergency police number)

<https://www.police.uk/hertfordshire/J03/>

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

FEMALE GENITAL MUTILATION

Any information or concern that a child is at immediate risk of, or has undergone, female genital mutilation (FGM) should result in a child protection referral to Children's Services in line with the **Referrals Procedure**.

Mandatory Reporting Duty

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

Allegations Against Staff

Following the publication of Part 4 of KCSIE Stormont School recognises the need to approach these situations with common sense and judgement. However, immediate contact will be made with the LADO Hertfordshire LADO: LADO.Referral@hertfordshire.gov.uk or on 0300 123 4043) when an allegation is made. Key points to note are the following:

In serious cases and if a crime has been committed, the police must be informed.

The Head should, as soon as possible, **following briefing** from the LADO and the Chairman of Governors, inform the subject of the allegation.

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

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

If the concerns are about the Head, then the Chairman of Governors should be informed immediately without notifying the Head first. The Chairman of Governors in this school is:

Name: **Mr Andrew Newland**

Contact Number: **01707 654037**

In the absence of the Chairman of Governors, the Governor named below should be contacted.

Name: **Dr Alison Ritchie**

Contact Number: **01707 654037**

The DBS will be notified as soon as possible and within 14 days if, following investigation, the School redeploys or dispenses with the services of a member of staff or volunteer because of their unsuitability to work with children, or would have done so if that person had not resigned.

The Disclosure and Barring Service can be contacted for help and advice on 03000 200 190
Online referral form: <https://www.gov.uk/guidance/digital-and-online-services#make-an-online-barring-referral>

Paper referral forms should be sent to: DBS Barring, PO Box 3963, Royal Wootton Bassett, SN4 4HH.

Consideration will also be given to making a referral to the Teaching Regulation Authority (TRA) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of 'unacceptable professional

conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence'.

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1. INTRODUCTION

7a Stormont School - Safeguarding Children (Child Protection)

This policy has regard for *Working Together to Safeguard Children 2018* and *KCSiE (2020)*. **Stormont School is committed to the safeguarding of all children.** Safeguarding is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. No single professional or individual can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

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

This Safeguarding Children (Child Protection) Policy is one of a number of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Safer Recruitment Policy, the Staff Induction Programme, the Behaviour Policy, the Anti-Bullying Policy, the Staff Code of Conduct (which includes the safe use of mobile devices), the Whistleblowing Policy and the online safety policy and ICT Acceptable Use Policy. The role of the Designated Safeguarding Lead (including the identity of the designated safeguarding lead and any deputies) should also be clear (included in this policy at Section 3).

With regard to e-safety, Stormont School has filtering systems in place to keep the pupils safe when using the Internet at school and has an additional system in place to flag and allow the reporting of inappropriate use of ICT by staff and pupils. This is overseen by the ICT Network Manager and the Head of Digital Learning in line with our Online Safety Policy. In addition, pupils are taught about online safety in PSHEE and computing lessons, as well as in other areas of the curriculum.

At Stormont School we also have a Prevent duty and follow departmental advice for schools and childminders (June 2015) with regards to the use of social media for on-line radicalisation (July 2015).

This policy applies to all children in the school from the EYFS - Reception to Year 6. Copies of policies and a copy of Part one of KCSiE will be provided to staff at induction.

Purpose of a Safeguarding Children (Child Protection) Policy

To ensure that a child-centred approach is always adopted.
To inform staff, parents, volunteers and the Board of Governors about the school's responsibilities for safeguarding children.
To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Hertfordshire Safeguarding Children Partnership Procedures

Stormont school follows the procedures established by the Hertfordshire Safeguarding Children Partnership (HSCP); a guide to procedure and practice for all agencies in Hertfordshire working with children and their families.
<https://hertsscb.proceduresonline.com/index.htm>

School Staff & Volunteers All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training (which is updated regularly – Hertfordshire Safeguarding Children Partnership advises every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead, including the Child Protection Policy and staff behaviour policy (code of conduct).

Mission Statement

Establish and maintain an ethos and culture where children feel secure, are encouraged to talk, are listened and responded to when they have a worry or concern and are taken seriously.

Establish and maintain an ethos and culture where school staff and volunteers are vigilant, feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or Child Protection Contact to specialist services if they are a child in need or have been / are at risk of being abused and neglected.

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum. Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse (as stated in KCSIE Part two paragraph 89).

Staff members working with children are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this child' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed at least annually by the Board of Governors. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead.

COVID –19

Non-statutory interim supplements to *KCSIE*: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (2020 subject to DfE updates) and Safeguarding and remote education during coronavirus (COVID-19).

Stormont **will** ensure they can access advice from a trained DSL during periods of closure or remote working or if the usual DSL were to be unavailable for any reason such as illness. We will ensure their safeguarding arrangements cover the safety of pupils while using online learning;

- schools should consider how contact will be maintained with pupils who are not yet able to return to school. **At Stormont School we will continue to run a Remote Curriculum for those pupils unable to attend school physically. Staff will make contact with families via email or telephone to ensure that this can be set up.**

The guidance allows that training will be deemed not to have 'expired' while it is difficult to access DSL training during the COVID period. DSLs and deputies should do what they can to keep up to date through newsletters and professional groups etc and access refresher training as usual once it becomes practicable again.

All staff have been advised to use school email accounts and devices rather than personal. *Safeguarding and remote education* links to other resources and sets out many other considerations and practical tips for safe remote learning.

Appointment of staff

The Head and Governors, when appointing staff, take account of the guidance issued by the DfE and carry out the following safeguards in accordance with the School's policy on Safer Recruitment:

1. That the recruitment process is undertaken by trained staff i.e., those who have completed online training in safer recruitment.
2. That documentation sent out to potential candidates makes it clear that child protection is a high priority of the school and that rigorous checks will be made before appointments are confirmed.
3. That a prohibition order check will be carried out and recorded on the single central register of appointments. This includes prohibition from management on internal promotions.
4. That enhanced Disclosure and Barring Service checks will be carried out for any appointed staff or regular helpers. Staff and helpers who have recently moved to the UK will be asked to produce a certificate of good conduct (or national equivalent) from the authorities representing the countries from which they have recently moved.
5. That appropriate checks to confirm identity, medical fitness, right to work and qualifications will be carried out.
6. That two references (professional and character) as to the suitability of a candidate to work with children will always be obtained from the last employer.
7. That at interview candidates will be asked to account for any gaps in their employment history.
8. Assurance is obtained that appropriate child protection checks are carried out on staff from outside agencies and other educational venues where necessary.
9. As required by Prevent, where external speakers are invited into school whether invited by staff or by the pupils themselves, they will be suitably and appropriately supervised. The member of staff who has invited the speaker in will inform the DSL of who the speaker is and the purpose of the talk. The DSL will carry out any checks that are deemed necessary to verify the identity and purpose of the speaker.
10. The school will consider ongoing suitability of staff and volunteers working with children.

2. STATUTORY FRAMEWORK

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

- *The Children Act 2004*
- *Children and Social Work Act 2017*
- *Education Act 2002 (Section 175/157)*

Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.

- *Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic)*
- *Keeping Children Safe in Education (DfE, September 2019)*
- *Working Together to Safeguard Children (DfE 2018)*
- *The Education (Pupil Information) (England) Regulations 2005*
- *Sexual Offences Act (2003)*
- *Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)*
- *The use of social media for on-line radicalisation July 2015*
- *Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)*
- *Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).*
- *Serious Violence Strategy 2018*
- *Disqualification under the Childcare Act 2006*
- *What to do if you are worried about a child being abused March 2015*
- *Sexual Violence and Sexual Harassment between children in school (Advice from the Department for Education December 2017)*

Keeping Children Safe in Education (DfE 2019) states that governing bodies and proprietors should ensure that the school contributes to multi-agency working in line with statutory guidance Working together to safeguard children.

Furthermore, it also states that governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of inter-agency safeguarding procedures set up by the LSCP.

3. THE DESIGNATED SAFEGUARDING LEAD

(Keeping Children Safe in Education, DfE 2019 refers to this role as Designated Safeguarding Lead or DSL, and so the same term is also used at Stormont)

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of Designated Safeguarding Lead.

During term time the designated safeguarding lead and/or the deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and individual arrangements for out of hours/out of term activities are as follows:

All staff are given contact telephone numbers of both the DSL and the DDSL, as well as of other members of the SLT. This is so that they can contact them at any time outside school hours.

The Designated Safeguarding Lead for Child Protection in this school is **Miss Alexis Sobell (Deputy Head)**.

The Deputy Designated Safeguarding Leads for Child Protection in this school are **Miss Clare Stephens (Head of Learning Support, also responsible for Looked After Children)**, **Mrs Anne Curley (Head of Pre-Prep, also designated for EYFS)** and **Miss Louise Martin (Head)**.

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

- Managing Child Protection Contacts and cases

- Contacting the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- Completing Child Protection Contacts for all cases of suspected abuse or neglect where there is a significant risk of harm to the child/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern
- Liaise with the Head Teacher or Principal to inform him/her of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact by liaising with relevant agencies
- Support staff who make Child Protection Contacts and other service referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children. NPCC- When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Manage and oversee online safety

Multi- agency work

1. At Stormont School we have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors ensure that the school contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#).
2. New safeguarding partners and child death review partner arrangements are now in place. 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 an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. At Stormont School we are aware of this and follow Hertfordshire County Council's arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they **must** set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.

Training

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's or college's safeguarding and child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Be able to keep detailed, accurate, secure written records of concerns, Child Protection Contacts and other referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening and responding to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- Staff training ensures that staff know who to approach where concerns arise. This takes place regularly for all staff, (each term by the DSL who updates staff and reminds them of policy, and also staff receive regular training by an external agency). This includes part-time, temporary and voluntary staff and the head. Newly appointed staff also receive induction training.
- All new staff, including temporary staff and volunteers, are provided with induction training that includes:
 - The school's Safeguarding and Child Protection Policy;
 - The Staff Code of Conduct/Behaviour policy
 - Whistleblowing Policy
 - A copy of Part 1 of KCSIE September 2019
 - Annex A
 - Annex B and the role of the DSL Safeguarding response to children who go missing from education (CME policy)
 - Online safety
 - Pupil behaviour policy
 - Acceptable use of IT, including use of social media.

Raising Awareness

The designated safeguarding person (DSL) should:

- Ensure the school's policies are known, understood and used appropriately.
- Work with the governing body to ensure that the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding and child protection policy is available publicly and that parents are aware that advice regarding child protection concerns could be sought from the Child Protection Consultation Hub and that Child Protection Contacts about suspected abuse or neglect may be made. Ensure parents are aware of the role of the school in this.
- Link with Hertfordshire Safeguarding Children's Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure that when children leave the school, they ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred

separately from the main pupil file. The file should not be sent until the child is physically attending the new school.

- obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines (see Record keeping Guidance on Hertfordshire Grid for Learning for further information.)
- Consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

4. THE GOVERNING BODY

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

Governing bodies and proprietors have a senior board level lead to take leadership responsibility for the school's safeguarding arrangements.

The **nominated governor** for child protection at Stormont School is **Dr Alison Ritchie**.

The responsibilities placed on governing bodies and proprietors include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- Ensuring that an effective child protection policy is in place, together with a staff behaviour policy
- Ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2019) and Annex A and are aware of specific safeguarding issues
- Ensuring that staff induction is in place with regards to child protection and safeguarding
- Appointing an appropriate senior member of staff to act as the Lead Designated Senior Person. It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Senior Person.
- ensuring that all of the Designated Senior Persons (including deputies) should undergo formal child protection training every two years (in line with HSCP procedures) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments)
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Ensuring that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of Keeping Children Safe in Education (DfE 2019).
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements

5. WHEN TO BE CONCERNED

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the Designated Safeguarding Lead/DSL (or deputy). The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Any staff member should be able to make a Child Protection Contact to Children's Services if necessary (see contact information at the front of this policy)

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

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

Options will then include:

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

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Stormont recognises that abuse can take place wholly online and that technology may be used to facilitate online abuse.

A child centred and coordinated approach to safeguarding

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

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

Children who may require early help (known as Families First in Hertfordshire – see contact information at the front of this policy)

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

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

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

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

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

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

Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review, '[Improving the educational outcomes of Children in Need of help and protection](#)' contains further information; the conclusion of the review, '[Help, protection, education](#)' sets out action Government is taking to support this.

Children requiring mental health support

Stormont recognises the important role it plays in supporting the mental health and wellbeing of the pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary

school teachers to promote positive health, wellbeing and resilience among young people. See [Rise Above](#) for links to all materials and lesson plans.

Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

See Appendix A of this policy for information on indicators of abuse and Appendix A of KCSiE for specific safeguarding issues.

Children with special educational needs and disabilities

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of

- the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

Peer on peer abuse

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

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

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

Bullying may constitute child abuse. Abuse is abuse and should never be tolerated or be passed off as 'banter' or 'just having a laugh' or 'part of growing up'. All serious cases of bullying will be referred to the Head or Deputy Head who may if necessary, consult with local external agencies, before further action is taken to obtain advice on whether a child is or might be at risk of significant harm. (See Anti-Bullying Policy). In fulfilling its responsibilities Stormont will take sufficient account of the nature and age range in the provisions made for safeguarding, making sure that at all times the victims receive the appropriate support through the pastoral system and if the need arises then the use of external agencies to assist with this support.

Where an instance of peer-on-peer abuse has been disclosed, Stormont's position is that all the children involved be treated as being 'at risk' whether victim or perpetrator. Support will be provided for both the victim and the perpetrator (see Anti-Bullying policy).

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

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

All staff should be will be made aware of Stormont's policy and procedures with regards to peer-on-peer abuse.

Staff should recognise that children are capable of abusing their peers and this will never be tolerated or passed off as "banter" or "part of growing up". Furthermore, they should recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys' perpetrators), but that all peer-on-peer abuse is unacceptable and will be taken seriously.

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

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

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

- Provides a developmentally appropriate PSHEE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe (for example the school's behaviour policy, anti-bullying policy, learning about cyberbullying, online safety, Impero/Confide, stranger danger, NSPCC 'underpant / good touch, bad touch' rules)
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued (anti-bullying policy, mentoring, form teachers, regular assemblies)
- Ensures that staff receive training and regular updates on how to manage peer-on-peer abuse.
- Ensures victims, perpetrators and any other child affected by peer-on-peer abuse will be supported (for example, the anti-bullying policy stipulates support should be given to both bully and victim, and work should be done with other affected pupils to follow up afterwards; in the case of sexual abuse, specialist support would be sought)
- Any allegations of peer-on-peer abuse will be recorded on Engage as well as on a record of concern which is stored in the Safeguarding folder.
- Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Has relevant policies in place (e.g. behaviour policy, safeguarding policy).
- **Where there is an allegation or concern that a child has abused others Section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic), 'Children Who Abuse Others':**

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

Staff should also refer to Part five of Keeping Children Safe in Education (DfE 2019) – 'Child on child sexual violence and sexual harassment':

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

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff have been made aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

All staff have been made aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing

- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

Female Genital Mutilation

Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex A for further details.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

PREVENT: Safeguarding Children and Young People from Radicalisation

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

Under section 26 of the Counter-Terrorism and Security Act (2015), as a school we now have to have "due regard to the need to prevent people from being drawn into terrorism" - this is a legal obligation. This duty is known as the Prevent duty.

In order for Stormont to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of Stormont's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. 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. Stormont staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children's behaviour, which could indicate that they may be in need of Prevent support. They must act proportionately to the concern using the Prevent 'notice, check, share' approach, which may

lead to the DSL making a Prevent referral. In all cases a member of staff will inform the Designated Safeguarding Lead of their concerns about a child, however trivial their concern may be. The DSL will make a decision on the level of risk to the child in order to identify the most appropriate referral. This could include Channel or Children's Social Care. Advice from the local authority will always be taken first but if the child is considered to be at significant harm then the referral will be made without consent from the parents or child.

It is important that as staff we are aware of the vulnerabilities of the children and know how to respond, taking into consideration emotional, verbal and physical changes that may have happened.

We ensure that children are safe from terrorist and extremist material when accessing the internet in school, suitable filtering is in place. We regularly teach pupils about online safety through the assembly programme and PHSE lessons.

As part of wider safeguarding responsibilities Stormont staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives. Attempts to impose extremist views or practices on others.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equal opportunities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture. Anti-Western or Anti-British views.

Local Hertfordshire County Council guidance on Prevent is featured at 6.25 of the Hertfordshire Safeguarding Children's Partnership CP procedures

https://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html which outlines the specific duties in Hertfordshire. This guidance also features advice on making a Prevent referral.

The DfE dedicated helpline can be used for support and advice at 020 7340 7264 or via email at counter-extremism@education.gsi.gov.uk

Further information on topics such as children missing in education, female genital mutilation, child sexual exploitation, radicalisation, so-called honour-based violence and forced marriage can be found on page 89, Annex A of the [KCSIE](#) September 2020.

6. DEALING WITH A DISCLOSURE

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.

- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping – next section)
- Pass the information to the Designated Safeguarding Lead without delay

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

If a school staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– *Allegations involving school staff/volunteers*.

7. RECORD KEEPING

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

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

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

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

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible. (see Appendix C)
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Use the body map on HGFL to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- Do not destroy the original records in case they are needed by a court

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

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

Where children leave the school, the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as Designated Safeguarding Leads and SENDCOs are aware as required. If the child has an allocated social worker, they will also inform them of the change of school.

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

8. CONFIDENTIALITY

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

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

9. SCHOOL PROCEDURES

Please see Appendix E of this policy: What to do if you are worried a child is being abused: flowchart.

If any member of staff is concerned about a child, he or she must inform the DSL. The DSL will decide whether the concerns should be raised to Children's Services by completing a Child Protection Contact: Safeguarding and Specialist Services. If it is decided to make a Child Protection Contact to Children's Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSL's role to make Child Protection Contacts, any staff member can make a Child Protection Contact to Children's Services. If a child is in immediate danger or is at risk of harm (e.g., concern that a family might have plans to carry out FGM), a Child Protection Contact should be made to Children's Services and/or the Police immediately. Where Child Protection Contacts are made by another member of staff, the DSP should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police via 101. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2019): Annex A for further information.

If the allegations raised are against other children, the school will follow section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Children Who Abuse Others. Please see the school's anti-bullying policy for more details on procedures to minimise the risk of peer-on-peer abuse.

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The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and factual account of the observations (record of concern form available on the CRL).

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

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

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

Online safety

As schools are increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, our governing bodies and proprietors continue to ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors keep their children safe online (including when they are online at home) is provided in Annex C.

Opportunities to teach safeguarding

At Stormont School, children are taught about safeguarding, including online safety. This as part of providing a broad and balanced curriculum.

This may include covering relevant issues for schools through Relationships Education (for all primary pupils) The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#). The following resources may help schools and colleges:

- DfE advice for schools: [teaching online safety in schools](#)
- UK Council for Internet Safety (UKCIS) guidance: [Education for a connected world](#)
- National Crime Agency's CEOP education programme: [Thinkuknow](#)
- Public Health England: [Rise Above](#)

10. COMMUNICATION WITH PARENTS

Stormont School will ensure the Child Protection Policy is available publicly either via the school website or by other means.

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

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

(The school may also consider not informing parent(s) where this would place a member of staff at risk).

Stormont School will ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Where reasonably possible Stormont School will hold more than one emergency contact number for all pupils.

11. ALLEGATIONS INVOLVING SCHOOL STAFF/ SUPPLY STAFF/ VOLUNTEERS

What school staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children:

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, Concerns including allegations that may meet the harms test should be addressed as set out in Part 4 of KCSIE then:

1. this should be referred to the headteacher;
2. where there are concerns/allegations about the headteacher, this should be referred to the chair of governors, and
3. in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.

Further details can be found in Part four of KCSIE 2020 guidance.

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

- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against/related to a child
- behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

Supply teachers

In some circumstance's schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, Stormont will inform the agency of its process for managing allegations. This will include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

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

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior leadership team.

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

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

Safer working practice

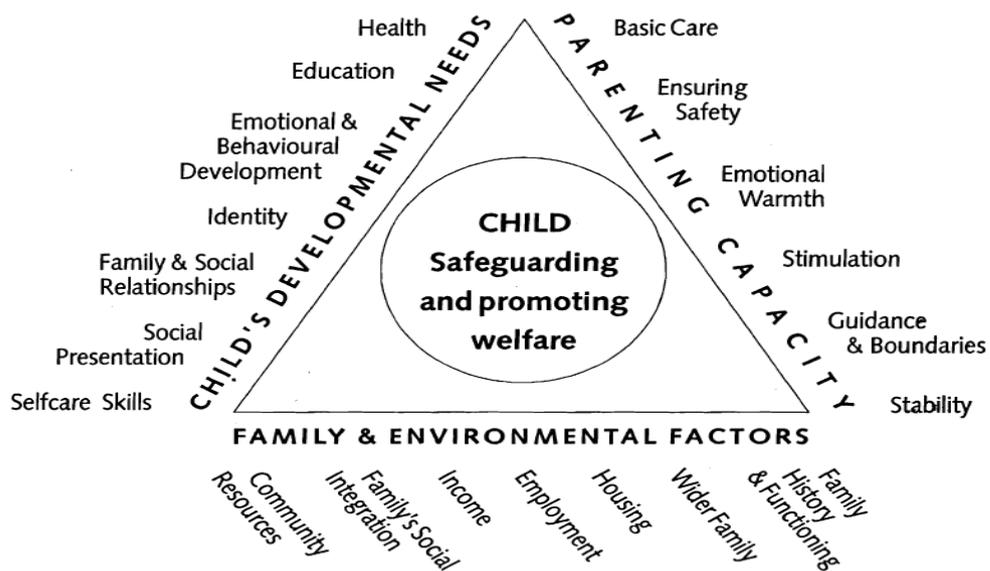
To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/staff behaviour policy and Safer Recruitment Consortium document ***Guidance for safer working practice for those working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

<https://www.saferrecruitmentconsortium.org/>

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

INDICATORS OF ABUSE AND NEGLECT
(Appendix 4 of Hertfordshire Model Child Protection Policy)

The framework for understanding children's needs:



Working Together to Safeguard Children (DFE, 2015)

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

Emotional abuse	
<p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p>	
Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect

7a Stormont School - Safeguarding Children (Child Protection)

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.

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

Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse	
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Child Criminal Exploitation (CCE)	
CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.	
Child	
Children who appear with unexplained gifts or new possessions	Children who misuse drugs and alcohol
Children who associate with other young people involved in exploitation	Children who go missing for periods of time or regularly come home late

Children who suffer from changes in emotional well-being	Children who regularly miss school or education or do not take part in education
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Child Sexual Exploitation (CSE)	
<p>CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).</p>	
Child	
Children who have older boyfriends or girlfriends	Children who suffer from sexually transmitted infections or become pregnant

Radicalisation
What is ‘extremism’?

Extremism is displayed by vocal or active opposition to fundamental British Values such as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Extremist groups and individuals are engaged in calls to violence to further their aims. They accentuate division and difference and exploit fears based on ignorance and prejudice. Extremist views could be political (far left or far right), religious, racial or single issue focused (e.g. animal rights extremists)

What is Prevent?

Prevent is part of the UK government’s counter terrorism strategy. It aims to stop people becoming involved in terrorism or supporting terrorism.

In schools it is concerned with

- Building pupils’ resilience to radicalisation
- Enabling pupils to challenge extremist views
- Identifying and supporting people who have come under the influence of extreme views.

It is not intended to stop pupils debating controversial issues within a context of respect for others. Schools should provide a safe place in which children and young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

There is no single way of identifying who is likely to be drawn into extremism or radicalisation. The factors that may have a bearing on someone becoming vulnerable may include

- Peer pressure
- Influence from others
- Bullying
- Being a victim of crime
- Displaying anti-social behaviour
- Family change or tensions
- Being exposed to propaganda
- Becoming isolated or socially excluded
- Involvement on hate crime
- Lack of self-esteem or sense of identity

<ul style="list-style-type: none"> - Feeling overwhelmed by life - Feeling indebted or guilty - Personal grievance including those based on historical, religious or political issues 	
Child	
<p>Children may have significant changes in behaviour or personality Children may have new friendship groups or increased isolation Children may be withdrawn, crying or desperate Children may be aggressive, short tempered, angry or newfound arrogance</p>	<p>Children may use of 'scripted speech' and changed language use Children may have fixations on certain subjects Children may have increased use of the internet Children may be absence from school or planned journeys abroad Children may be closed to new ideas or conversations Children asking inappropriate questions Children showing significant change in physical appearance or clothing</p>

So-called honour-based violence (HBV)

The NPCC (National Police Chief's Council – Formerly ACPO) definition of Honour Based Abuse is "A crime or incident which has or may have been committed to protect or defend the honour of the family and/or community". It is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is usually set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up and even kissing in a public place. Crimes of honour do not always include violence, it can occur in many forms including:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against their will
- assault
- Attempted/ conspiracy to commit murder
- Manslaughter
- Procuring an abortion
- Encouraging or assisting suicide

The Law
 Honour based violence or abuse is not a specific statutory offence. It is merely an umbrella term to encompass various offences such as forced marriage, female genital mutilation, male child preference and male privilege. It is covered by existing legislation and would be prosecuted for the specific offence committed, e.g., common assault, GBH, harassment, kidnap, rape, threats to kill, murder, forced marriage etc.

Who can be a Victim?
 HBV can exist in any culture or community where males are in position to establish and enforce women's conduct, examples include: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European, Gypsy and the travelling community (this is not an exhaustive list). Males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family.

Do's and Don'ts

<p>Do:</p> <ul style="list-style-type: none"> ✓ Take them seriously ✓ See them immediately and alone ✓ Conduct a risk assessment ✓ Respect their wishes and reassure them about confidentiality ✓ Establish safe means of contact ✓ If under 18, refer them to the designated person with responsibility for safeguarding ✓ Contact a trained HBA specialist agency/charity 	<p>Don't:</p> <ol style="list-style-type: none"> 1. Attempt to mediate. 2. Send them away 3. Share information without consent 4. EVER use family members as translators 5. EVER approach family or community leaders 6. EVER underestimate the perpetrator/s of HBV 7. EVER consider culture or religion over the safety and welfare of the individual
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Contact

Police – Emergency 999, Non-emergency 101 (requesting to speak to the Harm Reduction Unit)
 Children's Services - 03001234043
 Karma Nirvana - 08005999247 <http://www.karmanirvana.org.uk/>
 Forced Marriage Unit - 02070080151 <https://www.gov.uk/forced-marriage>
 Freedom Charity - 08456070133 www.freedomcharity.org.uk

Forced marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be:

- physical: for example, threats, physical violence or sexual violence
- emotional and psychological: for example, making someone feel like they are bringing 'shame' on their family

Financial abuse, for example taking someone's wages, may also be a factor.

The Anti-social Behaviour, Crime and Policing Act 2014 made it a criminal offence in England, Wales and Scotland to force someone to marry. (It is a criminal offence in Northern Ireland under separate legislation).

This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they are pressured to or not)

Forcing someone to marry can result in a sentence of up to 7 years in prison.

It is also possible for victims or those at risk to apply for a Forced Marriage Protection Order (FMPO). As a civil law measure, an application for a FMPO would be made in the family court.

Read [guidance from the Ministry of Justice on taking out an FMPO](#)

Failure to comply with the requirements or terms set out in a FMPO granted by the Family Court, is a criminal offence and can result in a sentence of up to 5 years in prison.

In 2017 the government introduced lifelong anonymity for victims of forced marriage to encourage more victims of this hidden crime to come forward.

On publication of their latest Child Protection Policy (September 2019), Hertfordshire CPSLO Service decided to provide only the hyperlink to Keeping Children Safe in Education, rather than the document in its entirety, due to the potential for updates to the content. Stormont School has followed local authority practice in this policy.

All staff have access and have read Part 1 and Annex A (which provides further information specific forms of abuse and safeguarding issues) of this statutory guidance. They also have the opportunity to seek clarity from designated staff for any content.

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

All staff are asked to sign to say they have read these sections and are re-directed to these documents again should any changes occur.

Link to Keeping Children Safe in Education (DfE, 2019):

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

Record of Concern

APPENDIX C

Guidance for the completion of this form can be found:

http://www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml

Name of Child / young person:		Date of birth and age:	
Male/female :	Ethnic Origin :	Disability Y/N :	Religion :
Day & date	Month	Year	Time recorded / reported
<p>Initial report of the concern / s: <i>In factual terms; and use of open ended questions to clarify e.g. Who, what, when and how What did the CYP say? How are they feeling? How is their behaviour? Are there any signs of injuries or pain? (if so illustrate on body map) Are any other children or adults involved?</i></p>			
<p>Additional information: <i>Your views on what you know about the CYP e.g. Any previous concerns? How are they doing in school? Any comments on their presentation, their personal circumstances (such as health, development and whether they have any additional needs), their identity, race, religion and/or if known, their social relationships with their family, friends and wider networks?</i></p>			
<p>Your response and actions to the concern: <i>What you have done / said to CYP or agreed to do?</i></p>			
<p>Your name : Your role or position: Your signature : <i>If not an employee of the school, please ensure you provide your contact details, should the DSP need to contact you regarding your concern.</i></p>			
<p>Headteacher/ DSP's immediate response and actions taken: <i>Include sharing and gathering information, speaking to CYP, parents or carers and gauging their response. This may also include undertaking a professional consultation. Has any immediate risk assessment been carried out if so what?</i></p>			
<p>Information shared with Parents / carers? <i>Are they aware of schools concerns / actions carried out to support / safeguard CYP? Do you have consent for this? If not rationale for not sharing information?</i></p>			
<p>Information shared with other staff/ agencies? <i>Who, what, how and your rationale for this?</i></p>			
<p>Outcome for the CYP: <i>What level of intervention is required to safeguard and promote the CYP welfare? i.e. where does this level of need sit on the Continuum of Need document</i> www.thegrid.org.uk/info/welfare/child_protection/referral/index.shtml#need <i>- Universal, Targeted, Intensive Support or Specialist/Safeguarding?</i></p>			
<p>Feedback given to member of staff reporting concern: <i>This is to be an overview omitting any confidential information, consider 'need to know'</i></p>			
Your name :		Your signature :	
Your role or position:			
Date, day and time of this recording :			

Checklist for DSL (to be printed on back of record of concern form)

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date, day and time of any incidents or when a concern was observed?
- ✓ Date, day and time of written record?
- ✓ If a third party has raised concerns, are details of this person included (name, relationship to the child and their contact details if relevant)?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Are the names of all parties who were involved in the incident, including any witnesses to an event included? Is it clear what their relationship is to the child?
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ What did the member of staff say or do in response to the concern?
- ✓ Record of concern completed in a timely manner?
- ✓ Record of concern passed to DSP in a timely manner?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries (body map available at www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml)
- ✓ Is any additional paperwork, e.g. handwritten notes of conversation with parents attached securely to this record?
- ✓ Has DSP completed their sections in full- including action taken and outcome, feedback to staff and information sharing?
- ✓ If the concerns have not been referred to Children's Services/Police, are the reasons clearly recorded by the DSP?
- ✓

Audit date:		Audited completed by:	
Overall RAG rating (see key below)			
Action needed	Timescale	Name and position of person responsible	Date action completed

RED	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
AMBER	Indicates that key information is included but recording could be further improved
GREEN	Indicates that the recording meets the above required standards

If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1, i.e. the actual record of concern form which contains confidential details.

Please forward completed forms to the PREVENT team at prevent@herts.pnn.police.uk

NOT PROTECTIVELY MARKED when incomplete

CHANNEL REFERRAL FORM

Name of Subject:		DOB:
Guardian:		Relationship:
Ethnicity:	Place of Birth:	Religion:
Address		Referral Date
Telephone number		
Author		Organisation
Contact Details		
<p>This form is to help you refer concerns to CHANNEL, regarding an individual who may be vulnerable to being drawn into terrorism. On the reverse are questions which may assist in helping you quantify and structure your concerns in order to better record them below. They are intended as a guide to help communicate your professional judgement about what has led you to make this referral. Completed forms should be sent to the Channel team.</p>		
<p>What is the behaviour / occurrence that has led you to make this referral</p>		
Assessment	Comment / Evidence	
Faith / Ideology		
Personal / emotional & Social		
Risk / Protective factors		
Desire for change		

From what you know of the referral:

Faith / Ideology

Are they new to a particular faith / faith strand? What was the context of their conversion?

Do they seem to have naïve, narrow or limited religious / political knowledge?

Are there concerns about a highly inconsistent vocalisation / practicing of their faith?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of “Them and Us” language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved / festering?

Has there been an increase in unusual or sudden travel abroad without satisfactory explanation?

Personal / Emotional / Social Issues

Are there concerns over conflict with their families regarding religious beliefs / lifestyle choices?

Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

What are the specific factors which are contributing towards making the referral more vulnerable to radicalisation by others or moving towards violent extremism? E.g; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance etc.

Is there any evidence of others targeting or exploiting these vulnerabilities or risks?

What factors are there already in place or could be developed to firm up support for the referral or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

Desire for Change

Do they have the ability to change with / without support? Why / Why not?

How motivated are they to make steps towards changing their attitudes and behaviour?

How sustainable do you think their motivation / desire is?

What to do if you are worried a child is being abused: **advice for practitioners (DFE 2015)**
Flowchart

