



THE THOMAS ALLEYNE ACADEMY

CHILD PROTECTION POLICY

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1. INTRODUCTION

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

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the Hart Schools Academy ('The Academy').

In particular this policy should be read in conjunction with

- Safer Recruitment Policy,
- Data Protection policy,
- Behaviour Policy, and
- Anti-Bullying Policy.

PURPOSE OF A CHILD PROTECTION POLICY

The aim of this Policy is to inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children, to enable everyone to have a clear understanding of how these responsibilities should be carried out.

HERTFORDSHIRE SAFEGUARDING CHILDREN BOARD INTER-AGENCY CHILD PROTECTION AND SAFEGUARDING CHILDREN PROCEDURES

The Academy follows the procedures established by the Hertfordshire Safeguarding Children Board; a guide to procedure and practice for all agencies in Hertfordshire working with children and their families.

- <https://hertfordshirescp.trixonline.co.uk/>

In addition, the Academy works in conjunction with law enforcement in upholding its Prevent Duty; to protect children from being drawn into terrorism. The Prevent procedure is included in the appendices of this document.

- [Section 26 of the Counter-Terrorism and Security Act 2015](#) places a duty on certain bodies, listed in Schedule 3 to the Act, to have "due regard to the need to prevent people from being drawn into terrorism".
- More information about the latest Government Prevent Duty Guidance Departmental advice for schools and childcare providers in England is available here: <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

SCHOOL STAFF & VOLUNTEERS

- 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) 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. The Designated Senior Lead in each school will deliver an annual update to staff.

- Temporary staff and volunteers will be made aware of the safeguarding policies and procedures of the school.

MISSION STATEMENT

The Academy seeks to:

- Establish and maintain an ethos and culture where children feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern.
- Establish and maintain an ethos and culture where staff and volunteers feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in the schools 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 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 providing a broad and balanced curriculum.
- 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 governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Senior Lead and through staff performance measures

2. STATUTORY FRAMEWORK

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

- The Children Act 2004 <http://www.legislation.gov.uk/ukpga/2004/31/contents> (the Children Act 2004 replaced the Children Act 1989)
- Education Act 2011 (section 175)
<http://www.legislation.gov.uk/ukpga/2002/32/contents>
- Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
<https://hertfordshirescp.trixonline.co.uk/>

- Keeping children safe in education (DfE Sept 2024) including dealing with allegations of abuse against teachers and other staff
- The Education (Pupil Information) (England) Regulations 2005
<http://www.legislation.gov.uk/ukxi/2006/1751/regulation/12/made>
- Sexual Offences Act (2003) Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Counter terrorism and Security Act 2015 (Section 26)
<http://www.legislation.gov.uk/ukpga/2015/6/contents>
- Working Together to Safeguard Children (DfE 2023) requires all schools to follow the procedures for protecting children from abuse and neglect which are established by the Hertfordshire Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that

- A child may have been abused or neglected or is at risk of abuse or neglect
- A member of staff has behaved in a way that has, or may have, harmed a child or that indicates they would pose a risk of harm.
- The Academy will also follow guidance in relation the specific safeguarding issues outlined in Appendix 2. This will include the Prevent Duty Guidance 2023, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. Furthermore Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Furthermore:-
- Keeping Children Safe in Education (DfE Sept 2024) places the following responsibilities on all schools:
- Schools should be aware of and follow the procedures established by the Hertfordshire Safeguarding Children Board.
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of students, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse.
- A Designated Senior Lead (referred to in ‘Keeping Children Safe in Education (DfE, Sept 2024) as Designated Safeguarding Lead’) should have responsibility for coordinating action within the school and liaising with other agencies.

- Staff with the designated safeguarding lead should undergo updated child protection training every two years.
- Keeping Children Safe in Education (DfE Sept 2024) also states:

Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school or college website or by other means.

3. THE DESIGNATED SENIOR PERSON (REFERRED TO IN 'KEEPING CHILDREN SAFE IN EDUCATION (DFE, SEPT 2024) AS DESIGNATED SAFEGUARDING LEAD')

- The Designated Senior Lead for Child Protection is:

Mr Devon Woolley

- The Deputy Designated Senior Leads for Child Protection are:

Mr Mark Lewis, Mrs Mel Cook, Mr Klaas Luchies, Mrs Katie Bailey, Mr Nurul Islam

- The broad areas of responsibility for the Designated Senior Lead (DSL) are:

MANAGING REFERRALS AND CASES

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.
- Liaise with the Head Teacher 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 referral by liaising with relevant agencies.
- Support staff who make 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 Headteacher in the authority that looks after the child.

TRAINING

- The Designated Senior 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 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.
- Be able to keep detailed, accurate, secure written records of concerns and 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.

RAISING AWARENESS

The designated safeguarding person should:

- Ensure the school or college's policies are known, understood and used appropriately.
 - Ensure the school or college's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
 - Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.

- Schools should 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).

4. THE GOVERNING BODY

Governing bodies must ensure that they comply with their duties under the legislation. They also have regard to guidance to ensure that the policies, procedures and training in their school are always effective and comply with the law. 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 Sept 2024) – Appendix 1 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 Lead. It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Senior Lead.
- Ensuring that all of the Designated Senior Leads (including deputies) undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, 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 in an age-appropriate way.
- 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 Sept 2024)- available at http://www.thegrid.org.uk/info/welfare/child_protection/policy/national.shtml
- Having a senior board level lead to take leadership responsibility for the organisations safeguarding arrangements.

5. WHEN TO BE CONCERNED

- If staff members have any concerns about a child they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding lead/Designated Senior Lead to agree a course of action, although any staff member can make a referral to Children's Services by ringing 0300 123 4043.

- If a child is in immediate danger or is at risk of harm, a referral should be made to Children's Services and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. For more information see Appendix 5: Indicators of Abuse and Neglect

CONTEXTUAL SAFEGUARDING

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

A child centred and coordinated approach to safeguarding:

- Safeguarding and promoting the welfare of children **is everyone's responsibility**. In order to fulfil this responsibility effectively, each professional should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.
- Schools and colleges and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

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

- Families First is Hertfordshire's programme of early help services for families. A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst 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 Senior Lead any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.

- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect.
- School and college 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.
- See Appendix 4 for information on indicators of abuse and Appendix 1 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.

Child on child abuse

Education settings are an important part of the inter-agency framework not only in terms of identifying 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.

Child on child abuse (previously referred to as peer on peer abuse) can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/sexual assaults, up-skirting, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

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/training/wider-professional-training/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

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of child on child abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students' understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. behaviour 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, ‘Children Who Abuse Others’: <https://hertfordshirescp.trixonline.co.uk/>

Staff should also refer to Part five of KCSiE (DfE 2024) – ‘**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.

- 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

Also refer to Schools Toolkit the characteristics of young peoples' vulnerability to CSE and CCE on the HGFL;

<https://thegrid.org.uk/safeguarding-and-child-protection/child-protection/specific-safeguarding-issues/child-sexual-and-criminal-exploitation>

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Annex B KCSiE DfE 2024.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

Prevent: Safeguarding Children and Young People from Radicalisation

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

All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism.” Pg 157 KCSiE (DfE 2024).

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.

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

<https://hertfordshirescp.trixonline.co.uk/chapter/prevent-guidance>

Which outlines the specific duties in Hertfordshire. This guidance also features advice on making a Prevent referral.

Further information on Prevent Duty is in Appendix 2: Prevent Procedure

Domestic Abuse

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

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

6. DEALING WITH DISCLOSURE

- Where there is an allegation or concern that a child has abused others Section 4.4 of the Hertfordshire Safeguarding Children Board Inter Agency Child Protection Procedures manual, 'Children Who Abuse Others':
<https://hertfordshirescp.trixonline.co.uk/chapter/children-who-abuse-others?search=children%20who%20abuse%20others>
- 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).
- Pass the information to the Designated Senior 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 Senior Lead.
- **If a school /college 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 practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

- All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.
- When a child has made a disclosure, the member of staff/volunteer should:
- Record as soon as possible after the conversation. Use CPOMs to record concerns.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- Keep the original records in case they are needed by a court
- All records need to be given to the Designated Senior Lead promptly. No copies should be retained by the member of staff or volunteer.
- The Designated Senior Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.
- When children leave the school or college, the Designated Senior Lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as Designated Senior Leads and SENCOs or the named person with oversight for SEN in a college, 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 Senior Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

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 not 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 3: What to do if you are worried a child is being abused: flowchart.
- If any member of staff is concerned about a child he or she must inform the Designated Senior Lead. The Designated Senior Lead will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services. If it is decided to make a referral 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 DSLs role to make referrals, any staff member can make a referral 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 referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSL, the DSL 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. **This is a mandatory reporting duty**. See Appendix 1- Keeping Children Safe in Education (DfE Sept 2024): Annex A for further details.
- *Hertfordshire Children's Services (including out of hours) 0300 123 4043.*
- If the allegations raised are against other children, the school should follow section 4.4 of the Hertfordshire Safeguarding Children Board 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.
- The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations (record of concern completed on CPOMS).
- 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 Senior Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Lead at the receiving school, in a secure manner, and separate from the child's academic file.
- The Designated Senior 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.

10. COMMUNICATION WITH PARENTS

- The schools within the Academy will ensure the Child Protection Policy is available publicly either via the school or college website or by other means.
- Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:
- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;

- Leading to the risk of loss of evidential material;
- (The Academy may also consider not informing parent(s) where this would place a member of staff at risk).
- Ensuring that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

11. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

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

- Behaved in a way that has, 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.
- This applies to any child the member of staff/volunteer has contact within their personal, professional or community life. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies are in place for such concerns to be raised with the senior leadership team. We use a three step process:

Step 1

- If staff members have concerns about another staff member, these should be referred to your line manager or the Head Teacher.

Step 2

- If you feel unable to raise concerns with your line manager or Head Teacher, for whatever reason, these should be referred to the CEO of Hart Learning Group (incorporating Hart Schools Academy) (Mr Kit Davies)
- Contact via Robert Dale, Company Secretary and Clerk to the Academy 01462 443066, rdale@nhc.ac.uk

Step 3

- If Step two has been followed and you still have concerns, or if you feel that the matter is so serious that you cannot discuss it with the Group Chief Executive or Company Secretary, then please ensure your correspondence is marked 'Private and Confidential' and post to the following address:
- Jonathan Ellam, Chair of the HST Audit Committee, c/o Company Secretary and Clerk, Cambridge Road, Hitchin, SG4 0JD.
- In the event of allegations of abuse being made against the Head Teacher, where a staff member feels unable to raise an issue with their employer or feels their genuine concerns are not being addressed, allegations should be reported to the Local Authority Designated Officer (LADO).
- Staff may consider discussing any concerns with the Designated Senior Lead and if appropriate make any referral via them (see Keeping Children Safe in Education: Part Four, DfE Sept 2024, for further information).

- The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.
- Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.
- The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.
- The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:
- Children's Services – 0300 123 4043
- SOOHS (Out of Hours Service-Children's Services) – 0300 123 4043
- If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.
- If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.
- If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.
- The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

FOR FURTHER INFORMATION SEE:

- HSCB Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- Section 4.1 Managing Allegations Against Adults who work with Children and Young People
- 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
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about 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

12. 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 (September 2015)** available at

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

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

13. APPENDICES

Appendix 1 Link to Keeping Children Safe in Education (DfE, Sept 2024) Part One: Information for all school and college staff and Annex A: Further information

Appendix 2 Prevent Procedure

Appendix 3 Declaration for staff: Child Protection Policy and Keeping Children Safe in Education (DfE, Sept 2023)

Appendix 4 What to do if you're worried a child is being abused: advice for practitioner's flowchart

Appendix 5 Indicators of abuse and neglect

Appendix 6 Ofsted school Inspection Handbook

Appendix 7 Online safety guidance

14. LINKED POLICIES

- Recruitment Procedure
- Code of Conduct
- Anti-Bullying Policy
- Data Protection Policy
- Whistleblowing
- Online Safety Policy

APPENDIX 1: KEEPING CHILDREN SAFE IN EDUCATION (DFE 2024)

Part One: Information for all school and college staff

Further information

On publication of this Child Protection Policy (Sept 2024), the Sept 2024 version of the statutory guidance '**Keeping Children Safe In Education**' available online, has been denoted by DfE as 'for information only'. The guidance commences on 1st September 2024. The DfE have confirmed that this guidance will be updated annually thereafter.

The CPSLO Service have therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to likely frequent change in content.

It is **essential** that **all** staff have access to this online document and read Part 1 and Annex A, which provides further information on:

- children missing from education
- child sexual exploitation
- ‘honour based’ violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

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

We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be redirected to these online documents again should any changes occur.

Link to Keeping Children Safe in Education:

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

APPENDIX 2: PREVENT RISK ASSESSMENT

Name of Educational Establishment:	The Thomas Alleyne Academy
DSL Prevent Lead:	Devon Woolley
Date DSL Prevent Lead HCC Train the Trainer session attended:	15th February 2024 Review Date: September 2025 (in conjunction with the annual Child Protection Policy review)

Introduction

All educational establishments are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people supporting terrorism or becoming terrorists”. This duty is known as the Prevent duty.

Staff in the education sector are particularly important as they are able to identify concerns early and provide help for students, staff and parents to prevent concerns from escalating. Educational establishments and their staff form part of the wider safeguarding system for students. This system is described in statutory guidance Working Together to Safeguard Children (December 2023) and Keeping Children Safe in Education (September 2023)

Educational establishments should work with Children’s Services, the Police, Health Services, and other services to promote the welfare of students and protect them from harm.

Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy.

The Prevent Strategy has three main objectives:

1. Tackle the causes of radicalisation and respond to the ideological challenges of terrorism
2. Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support
3. Enable those who have already engaged in terrorism to disengage and rehabilitate

The Prevent duty should be seen as part of the education sector’s wider safeguarding obligations. Designated Safeguarding Leads and other senior leaders in educational establishments should familiarise themselves with the revised Prevent duty guidance especially paragraphs 141-210, which are specifically concerned with education.

The key themes for the education sector within the Prevent duty guidance include:

- Leadership and Partnership
- Risk Assessment
- Sharing Information
- Reducing Permissive Environments (IT Policies / External Speakers)
- Monitoring and Assurance

Duty	What this means	Action	Evidence:
Risk Assessment			
Assess the risk of students being radicalised, supporting terrorism or becoming a terrorist	Staff can demonstrate a general understanding of current extremism/terrorism risks	<p>All staff have read Part 1, Part 5, Annex B and Annex C of "Keeping Children Safe in Education", September 2023</p> <p>The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty" (DfE, June 2015)</p> <p>All staff have completed the online Home Office Prevent Module or attended in house session from DSL Prevent Lead (in the last 12 months)</p>	<p>Link confirming all staff have read the relevant sections of KCSIE 2023 below.</p> <p>https://docs.google.com/spreadsheets/d/1OSm-VYcB9oXBA12EX0G9YVIl0IpTZkBFESDalEb-BSk/edit#gid=1364576046</p> <p>Single Central record shows that all staff have completed the Home office Prevent Training as well as the Level 1 safeguarding training led by HCC in September 2023. This will followed up in September 2024 with an updated in house session led by the Prevent Lead.</p>
	Staff can identify individual students who may be at risk of radicalisation and how to support them	The Prevent Lead has informed staff about signs and indicators of radicalisation	This was covered in safeguarding training and will be reinforced during the next INSET training.
	There is a clear procedure in place for protecting students at risk of radicalisation	<p>All staff have read the Safeguarding Policy which includes a statement regarding the Prevent duty.</p> <p>All staff understand how to record and report concerns regarding risk of radicalisation</p>	<p>All staff have access to the safeguarding policy and are informed of any updates as they happen.</p> <p>All staff receive training and annual updates on the use of CPOMs to record concerns alongside key staff to report any concerns to within the safeguarding team.</p>
	The educational establishment has identified a Prevent Lead in Devon Woolley	Prevent Lead has attended HCC DSL Prevent Lead Train the Trainer within last 3 years.	<p>DSL Prevent Lead (Devon Woolley) attended a session on 14th February 2024.</p> <p>All staff receive training and annual updates on the use of CPOMs to record concerns alongside key staff to</p>

		All staff know who the Prevent Lead is and that this person acts as a source of advice and support	report any concerns to within the safeguarding team.
Prohibit extremist speakers and events in the educational establishment	The educational establishment exercises “due diligence” in relation to requests from external speakers and organisations using the premises of the educational establishment	<p>Request an outline of what the speaker intends to cover</p> <p>Research the person/organisation to establish whether they have demonstrated extreme views/actions</p> <p>Deny permission for people/organisations to use the premises if they have links to extreme groups or ideologies and flag to Herts Prevent Programme Manager</p>	<p>All speakers are vetted and presentations are reviewed prior to talking with students. Research is done on any lettings prior to contracts being agreed.</p> <p>Estates team monitor any lettings and flag any concerns to the prevent lead.</p>
Working in Partnership			
Use existing local Partnership arrangements in exercising its Prevent duty	Staff record and report Prevent concerns in line with existing policies and procedures	All staff record and report concerns to the Prevent Lead	Staff use CPOMs to share any concerns they may have.
	The Prevent Lead makes appropriate referrals to other agencies including Children’s Services and Prevent	<p>Records of referrals are kept in student’s safeguarding folder.</p> <p>Referrals are followed up appropriately</p> <p>The Prevent Lead will attend Channel Panel if requested by the Prevent Police Team</p>	Record are kept confidential on a student’s safeguarding file held in CPOMS so this can be accessed by DSL/DDSL in their absence.

Staff Training			
Equip staff to identify students at risk of supporting terrorism or becoming a terrorist and to challenge extremist ideas	Assess the training needs of staff in the light of the educational establishment's assessment of the risk of radicalisation	<p>The Prevent Lead (DSL/DDSL) undertakes Prevent Awareness Training (Train the Trainer) and relays to staff, recommendation is at least every 3 years.</p> <p>Consider all staff complete online Home Office Prevent Module annually and pastoral/safeguarding staff complete the additional REFERRAL and CHANNEL Modules as well as the Prevent Module annually.</p>	Training is tracked to ensure all staff are up to date and relevant information is readily shared.
IT Policies			
Ensure that Students are safe. from terrorist and extremist material when accessing the internet in educational establishments	The educational establishment has policies in place which make reference to the Prevent duty.	<p>E-Safety</p> <p>Filtering system on devices linked to the educational establishment that not only blocks users from accessing extremist/terrorist material but also should flag up to the DSL to investigate that online search.</p>	We use HfL filtering and monitoring systems. If any concerns are raised through search histories the DSL and IT manager are automatically alerted. These are recorded on CPOMS, investigated and tracked by the DSL/DDSL's.
	Students are taught about online safety with specific reference to the risk of radicalisation	The curriculum reflects this duty	Curriculum has many opportunities to teach students about online safety, through PSHE, IT and our character curriculum.

Building student resilience to radicalisation			
Ensure that students have a “safe environment” in which to discuss “controversial issues”	Students develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”	<p>Through PSHE/Citizenship, and other curriculum activities, students can explore political, religious, and social issues.</p> <p>Students are taught about the diverse national, regional, and ethnic identities in the UK and the need for mutual respect.</p> <p>Relevant staff are aware of the government guidance</p>	The curriculum across a range of subjects focuses on educating students around diversity and inclusion. This is also promoted through assemblies and our D&I lead.

[Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/821222/Working_together_to_safeguard_children_2023_statutory_guidance.pdf)

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/821222/Keeping_children_safe_in_education_2023.pdf)

[The Prevent Duty: Departmental advice for schools and childcare providers”, DfE, June 2015](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444444/The_Prevent_Duty_Departmental_advice_for_schools_and_childcare_providers.pdf)

[Prevent in Education - Hertfordshire Grid for Learning \(thegrid.org.uk\)](https://thegrid.org.uk/prevent-in-education)

[Prevent Radicalisation in Hertfordshire](#)

■ APPENDIX 3: DECLARATION FOR STAFF

Child Protection Policy and Keeping Children Safe in Education (DfE Sept 2024)

Academy name: The Thomas Alleyne Academy

Academic Year

Please sign and return to Devon Woolley <insert date>.....

I, _____<insert name>_____ have read and am familiar
with the contents of the following documents and understand my role and responsibilities as
set out in these document(s):

(1) The School/ Child Protection Policy

(2) **Part 1 and Annex A** of '**Keeping Children Safe in Education**' DfE Guidance, Sept 2024

I am aware that the DSLs are:

- Devon Woolley
- Mark Lewis
- Mel Cook
- Klaas Luchies
- Katie Bailey
- Nurul Islam

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

I know that further guidance, together with copies of the policies mentioned above, are available
.....<insert location>.....

Signed_____ Date_____

APPENDIX 4: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE Sept 2019)

Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSP) .

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the Headteacher, if the concerns is about the Headteacher, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSP)
- Responsibility to take appropriate action, do not delay.

Refer

- DSP will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03001234043 .

APPENDIX 5: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



Working Together to Safeguard Children (DFE, Sept 2018)

Physical abuse	
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures

Repeated or multiple injuries	Fabricated or induced illness -
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Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	
Emotional abuse The persistent emotional maltreatment of a child such as to cause severe and 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 overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.	
Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression

Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
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Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.
Neglect <p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • provide adequate food, clothing and shelter (including exclusion from home or abandonment); • protect a child from physical and emotional harm or danger; • ensure adequate supervision (including the use of inadequate care-givers); or • ensure access to appropriate medical care or treatment. <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>	
Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation

Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour

Red/purple mottled skin, particularly on the 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/carers about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

APPENDIX 6: OFSTED SCHOOL INSPECTION HANDBOOK

This handbook is primarily a guide for inspectors on how to carry out school inspections. However, it is made available to schools and other organisations to ensure that they are informed about the processes and procedures of inspection. It seeks to balance the need for consistency in inspections with the flexibility required to respond to the individual circumstances of each school.

On publication of this Child Protection Policy, September 2024, the CPSLO Service has decided to provide the hyperlink only to the Ofsted School Inspection Handbook rather than the document in its entirety, due to the potential for updates to the content.

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021>

APPENDIX 7: ONLINE SAFETY GUIDANCE

On publication of this Child Protection Policy, September 2024, the CPSLO Service has decided to signpost to the document rather than provide the document in its entirety, due to the potential for updates to the content.

Annex D: KCSiE (DfE,2024) for national guidance

Hertfordshire Guidance:

<https://thegrid.org.uk/safeguarding-and-child-protection/online-safety/online-safety-national-guidance>